COURSE POLICIES AND GUIDELINES – Dilek Tokay [for Fall 2000, SU]
ENG.101 Course is designed to help Freshman to be active makers and interpreters, rather than passive consumers, of this world of words.
Starting from the assumption that good writing depends on good reading skills, you will read fictional and non-fictional works as models of effective writing. As you respond to all the assigned texts with the close attention usually demanded by literary methodology, you will learn to deconstruct another's written or spoken argument in order to construct your own. Blending your recitation notes with the required readings and your own research, you will enrich and reinforce your oral and written communication in both academic and professional life.
Thus, the ENG.101 syllabus is composed of the following activities at pre-recitation, recitation and post-recitation stages:

• PRACTICE OF INTEGRATED SKILLS:
  Reading Comprehension  - Reading of all required course materials/ supplementary readings/ research materials/ web sources/ instructor's review sheets
  Listening Comprehension - Listening to audio materials via Internet / recitations/ presentations/ class discussions/ roleplays/ debates
  Writing  - Writing drafts of essays/ final forms of essays/ recitation minutes/ outlines/ journals/ notes
  Speaking - Contact with instructors/ tutors
              - Rehearsals for presentations given to assumed "supportive" or "hostile" audience
              - Class presentations/ roleplays/ debates
              - Impromptu class discussions

• READING ASSIGNMENTS:
Reading materials are chosen from philosophy, literature, politics, linguistics, arts, physical sciences and Cultural studies. You will practice scanning, skimming and detailed reading techniques in the activities below:
  Pre-Reading :
  - Brainstorming on topic and/ or title
  - Listening to instructor's explanations/ guidelines/ hint questions
  Reading :
  - Scanning/ skimming/ analytical reading of assigned texts/ primary sources
  - Web search for back-up of reading materials
  - Survey for the "Research Paper" and "Class Presentations"
    - Scanning, skimming and detailed reading of secondary sources for references
  Post-Reading :
  - Mindmapping/ outlining/ notetaking on readings
  - Vocabulary analysis/ usage study on specific readings
    - Noun/ adjective/ verb search
    - Double negative search
    - Emphasis/ conversion/ expansion/ extension markers search
    - Connotations/ denotations
    - Collocations
  - Asking/ answering comprehension questions/ making inferences
  - Discussions on readings

• REVIEW OF INSTRUCTOR'S WEEKLY RESUME SHEETS / SUPPLEMENTARY READING MATERIALS / HAND-OUTS:
Reviewing your instructor's weekly resume-sheets/ guidelines/ questions or supplementary reading assignments will provide you with background information or support for further analysis, interpretation and inference.
• RECITATION ACTIVITIES:
Your engagement and participation are expected to establish a classroom dynamic in which the instructor facilitates the communal activities of analysis, synthesis and discussion of course materials and themes. Such an atmosphere rests upon your willingness and involvement inside as well as outside of class. The following activities take place in recitations:
- Analysis of parts of reading texts
- Question-answers on reading assignments
- Discussions on readings
- Short presentations / longer semester-end presentations
- Role plays / role simulations / round-table discussions/ debates/ contests

• MINUTE TAKING:
This activity gives you realistic note-taking practice. In each recitation, individual students will be asked to record class discussions in a decent format as a document. Depending on the technology available, they will either e-mail the report to each of their classmates or post it to an electronic list-serve. This will serve as a record of what is accomplished this semester. If two or more students are assigned as class secretaries for the day, there will be the opportunity for the cross-check or comparison and contrast of different perspectives. Each student will be required to have minimum of two turns to take minutes throughout the semester.

• RECITATIONS LINK ORAL REPORTS:
In each recitation, one student will briefly summarize the previous recitation to provide links and continuity. This will reinforce reporting and narration techniques.

• WRITING ASSIGNMENTS:
You will write every week although assignments will vary in length and formality. Revision is encouraged and will be required in some assignments. All assignments will be typed and double-spaced with proper margins in document format unless otherwise indicated.
Writing activities include the following:
- Composing essays
  - Introductory paragraph / choice of thesis statement
  - Body with good support / choice of topic sentences for body paragraphs
  - Conclusion with wrap-up / message
- Processing essays
  - Writing 1st drafts and 2nd drafts
  - Proofreading and editing essays/ writing final versions
- Editing of recitation minutes
  - In each recitation one or two students' minutes are to be formatted and distributed to all class members

Variety of writing:
- Three "Core Essays" on themes from readings are expected to be written in 1st draft, processed in 2nd draft and finally submitted to your instructor in final version.
- One "Reflective Essay is to be written on your assessment and evaluation of your work in your portfolio.
- One "Research Paper " is to be submitted to your instructor after your 30-minute class presentation on the same topic.
- Journal writing on current affairs is assigned occasionally. The aim in journal writing is to make you think as you write as a reverse process of essay or research paper writing where thought and organization prior to writing are of paramount importance. Journals will not necessarily receive a letter grade but your instructor will check them occasionally during the semester.

• SHORT PRESENTATIONS:
These short talks in front of your peers give you the chance to feel comfortable at public speaking. Since they are not impromptu as in the case of class discussions, individual or group work is required prior to presentations. An outline is submitted to the instructor to be distributed to the whole class. Each student must give a minimum of two short presentations throughout the semester.
Kind
- Speech on a research/ survey
- Interview/ roleplay
- Round-table talk/ group talk
- Demonstration/ illustration
Length
- 7-15 minutes depending on content and composition
Subject:
- Background supplementary material
- Extension of theme/ follow-up of reading comprehension
- Specific analysis of components of reading material
- Any theme or subject of interest or need agreed on by class and instructor

Requirements:
- Web search
- Use of aids - realia/ audio-visuals/ powerpoint/ OHP/ VCR/ port-a-pack camera
- Student checklists/ high-light questions
- Presentation contents outline/ notes on cards or webreferences / mini student-made quiz
- Note cards not to be attached to the laptop or the screen and to have free eye-contact

Evaluation:
- Presentation checklists filled in by students to base evaluation on more concrete data

Feedback:

- **FINAL PRESENTATIONS - 25-30 MINUTES WITH AUDIO-VISUAL AIDS / POWERPOINT**
  These presentations are longer versions of the mini research projects and 7-15 minute presentations that you are expected to give twice in this semester. In these 25-30 minute year-end presentations you will present a synopsis of your research project.
  The components of this presentation are as follows:
  - Presentation Outline
    - Hard copy to be submitted to whole class
  - Topic and "Thesis Statement"
    - PowerPoint slide
  - Introduction frame / contents
    - PowerPoint slide
  - Body / thesis / argument
    - PowerPoint slides not necessarily in sentences
    - Variety of "Audio-Visuals" to accompany your writings on slides
    - Charts / diagrams / pictures
    - Quotations / citations
    - Video extracts
    - Music / jingles
    - Tracer / track marker
  - Round-up and conclusion
    - PowerPoint slide
  - Presenter's interaction with the audience:
    - Discussion questions at the end of presentation
    - Questions assessing audience involvement within the flow of talk
    - Prediction questions to stimulate and create curiosity
    - Questions checking visual memory
    - Review quiz prepared by presenter

- **WHOLE-CLASS EVALUATION OF PRESENTATIONS:**
  Evaluations and feedback are an important part of presentations since one of the aims of presentations is the active involvement and participation of the audience.
  You are provided with checklists in the "Reference Materials" section of your Eng.101 packages. These checklists photocopied for each presentation, will help you make sound evaluations of your peers' performance.
  Criteria to be taken into consideration while making evaluations of presentations:
  **Performance and presentation skills**
  - Body language / voice modulation / eye contact
  - Pause-move ratio / re-cap
  - Readiness/ assertiveness / relaxed mood
  - Sense of enjoyment / involvement

  **Language skills**
  - Choice of words /sentence make-up
  - Pronunciation/ intonation/ pitch pattern

  **Organisation skills**
  - Introduction / body / conclusion
  - Link between major and minor points

  **Content**
  - Ideas/ message conveyed / analysis of subject
  - Relevance of major and minor points to the thesis statement

- **RESEARCH PAPER:**
The Research Paper is a term project on a text/book from those given on the syllabus or a subject related to course themes. The choice should reflect your interest or curiosity.

The components of a Research Paper are as follows:

- **Analytical reading of a book** - Primary Source
  - Books/texts read as a survey on the topic
- **Secondary Sources**
  - Books/texts read as a survey on the topic
  - Printouts/photocopies of these sources are submitted to the instructor together with the research paper
- **Index cards**
  - Cards used to indicate sources and citations/summaries/quotations
- **Presentation outline**
  - General frame of the research to be submitted to the instructor after you make your choice of topic. This outline is revised and edited after you finalize your research
- **Essay outline**
  - Contents of the research paper presented together with the research paper
- **1st Draft**
  - Submitted to the instructor 2 weeks before the final paper is due
- **Final Essay**
  - The final research paper submitted at a due time after oral presentation
  - (This paper is actually the edited/expanded/modified 1st draft)
- **Works Cited sheet**
  - A record of all the references for the citations used in the research paper
- **PowerPoint printouts**
  - The PowerPoint slides compiled as hard copies

**DEBATES/ CONTESTS:**
These activities are a product of the willingness, enthusiasm and dynamism of the class members under the guidance of the instructor. They are not compulsory yet add a lot of interaction and team dynamics. Class and the instructor decide on the time, length and the contents of these activities. One significant point about them is that they are not extracurricular activities. They are a part of the curriculum, subject to assessment and evaluation because they display student input. They may be in-class or inter-class activities to reflect Freshman spirit.

**SHORT SELF-CHECK / REVIEW QUIZZES:**
These short quizzes are a part of the syllabus to encourage your regular on-time attendance and your preparation of your readings. They will form the basis for much of the classwork grade.

- **Length:** 7-15 minutes depending on the content and aim
- **Subject:** Any relevant question related to readings
- **Frequency:** Every 2/3 recitations or every 2 weeks, in instructor's discretion

**MIDTERM EXAM:**
This exam will be content-based and its format will be similar to the activities engaged in during the semester.

**PORTFOLIO TO BE SUBMITTED AT THE END OF SEMESTER:**
A portfolio is a purposeful collection of student work which is the final achievement of a student's organizational skills. It includes a reflective essay of the student's own evaluation of her/his progress. It's main components are:
- 1st drafts and final versions of 3 essays
- Student minutes
- Quizzes/Midterm Exam
- Instructor's notes/remarks and recommendations on papers submitted throughout the semester
- One reflective essay which self-assesses student's performance and language growth as well as examining this course's relationship with the other inter-disciplinary courses in the Freshman year.

Further information on Portfolio is provided in the "Reference Materials" section of your ENG.101 package.
USE OF TECHNOLOGY:

All Freshman students will practice the following activities as a part of their Eng.101 Course:

- Word-processing
- Outline format / Grids / Charts
- Creating a document
- Use of PowerPoint
- Use of video extracts
- Forwarding / replying
- Class addresses
- Internet use
- Use of slides / Pictures / Scanning
- Use of OHP

INFORMATION CENTER TOUR:

Whole-class activity on the guidelines to use the SU Information Center and to have easier access to all its electronic, non-electronic sources and services. This tour is arranged at the beginning of the semester to encourage and promote use of the I.C.

GENERAL EVALUATION AND FEEDBACK:

Evaluation and feedback are important components of the course which are accomplished through individual and group conferences with the instructor as well as questionnaires and written reports. In a minimum of three meetings per semester, possible areas of discussions are:

- Students' needs
- Strengths and weaknesses of syllabus
- Students' strengths and weaknesses
- Instructor's strengths and weaknesses
- Suggestions for Sem.II

The following practices can be implemented:

- Weekly oral evaluations
- Mid-term evaluation questionnaire and discussions on questionnaire results
- Semester-end evaluation questionnaire and discussions on questionnaire results

ASSESSMENT AND GRADING:

The following percentages are allotted for student input and assessment:

15 % Classwork - Attendance, short presentations, quizzes, minutes
30 % Formal written assignments and revisions - 1st drafts and final essays
10 % Midterm exam
15 % Final Presentation
15 % Research paper
15 % Portfolio