FRESHMAN ENGLISH

• WHERE ?
• WHEN ?
• WHY ?
• HOW ?

CASE HISTORY I

SEPTEMBER, 1999

FRESHMAN ENGLISH 101
- 2 instructors
- 3 classes
- 3 hrs./wk

ENG. 102 (PLANNED)

INTERMEDIATE

UPPER - INTERM.

BASIC

2nd LANGUAGE (PLANNED)

TURKISH
ENG. 101 & 102

Evaluations

1999 – 2000
I. ENGLISH 101 - FALL 1999

The syllabus prepared by Dilek Tokay & Dr. Aninne Schneider included the following:

- mission statement and objectives
- weekly scheduled activities
- reading list
- reference materials, instructor’s guidelines
- student’s evaluation sheets

- Students' attendance was almost perfect in all A, B and C sections.
- Students wrote
  - 5 essays of 1-4 pages as first draft and revised form
  - one research paper of 4-7 pages with citations
- Students had to read 10-20 pages each week.
  Required readings in a 14-week semester were approximately 300 pages, varying with the amount of reading they had on the web for research.
- Group work, short presentations, discussions and other interactive class activities were all student-oriented.
- Instructors were in the role of a guide, a facilitator or the maestro to encourage the students to speak, act and move.
• Students’ year-end "Individual Presentations" of 20-40 minutes with PowerPoint and other visuals were each a real success.

• Outlining, “Research Paper” and “Portfolio” were totally new to many students, but they proved to be quite successful.

• Use of technology varied from web search to minute or essay formatting and sending, use of PowerPoint and video extracts.

• Students were given a long midterm questionnaire the results of which were very informative for the instructors.

• All students in A and B sections were assigned semester-break reading, but students passing with C+ and below were assigned additional reading which proved to be very useful.

• This assignment was checked at the beginning of Semester II in a “Contest” where the students really competed with each other; and the results indicated a great improvement.
The strengths of the English 101 Course were:

- Students’ success in presentations, use of body language as well as their improvement in the use of vocabulary and variety of structures.

- Students' exposure to Socrates or Shakespeare, which provided an opportunity for some physical science students to start a familiarity with philosophy or literature for analytical reading, critical thinking and expository writing.

- Strengthening of students' skills in survey via rhetoric and arguments in academic readings which helped to uplift their threshold for registering content and enlarging their scope of comprehension.
The weaknesses of the English 101 Course were:

- Lack of time to deal with the individual weaknesses of some students who should have been placed in the Upper-Intermediate Group.

- The impossibility of video recording of presentations at the beginning of the term and at the end to show students the improvement which they were well aware of at the end of the year.
• The syllabus was prepared by Dilek Tokay and Dr. Aninne Schneider with its necessary components and went through the same procedures of submission before being put into practice.

• Some students’ attendance was not as good as it was in Semester I.
  - Assignments were incomplete due to Team Development projects as explained by some students.
  - They frequently asked for excuses from class, especially before Midterms in their faculty courses.

• Students wrote 5 essays of 1-4 pages as first draft and revised form. They wrote one research paper of 4-10 pages with citations.

• Students had to read 20-30 pages each week.

  Required readings in a 14-week semester were approximately 450 pages varying with the amount of reading they had on the web for research.
• Designing graphs, charts and grids was a new practice.
  - About 60% of the students found chart, graph, grid design very challenging.
  - As the students who were keen at technology assisted the work of the not so keen ones, mentor system and peer interaction were in real practice.

• Minute taking, research paper, portfolio assessment were similar activities to those in Semester I, but the quality of work was much higher.

• Performance was outstanding in group presentations.

• English102 Evaluation questionnaire was given to students to obtain feedback on student input, content materials, process materials, classroom exploitation strategies, and the instructor.
  - All negative points were about the amount of readings and high expectations from the students.
  - Two students submitted reports which show their conscientiousness and care for this university.
The strengths of the English 102 Course were:

- Students’ success in Group Presentations, Portfolio work and “Debates”, one in their own section and another between two sections.
- SAT Vocabulary Exam for trial as an opportunity to see the correlation between grades.
- Analysis of 3 films which brought the chance of in-depth discussions on images, symbols and foreshadowing.
- Coincidence of the themes and topics in Eng.102 with those in the faculty courses that gave the students the chance to make transfers and comparisons.

The weaknesses of the English 102 Course were:

- Some students’ lack of time to deal with reading assignments and essay writing.
- Number of readings on the French Revolution emphasising narration in history.

An interesting observation about the contents of Eng.102 was the FDP consultant, Kay Westerfield's depicting similarities between this course and Dr. Halil Berktay’s lecture, which she had the chance to sit in, in terms of some themes, references, and sophistication of language.
ASSESSMENT AND GRADING:

As seen in the chart below, the range of grades in Eng.101 sections A and C with 31 students in Sem. I had a much better profile in Sem. II, Eng.102 with a total of 28 students.
“Freshman English 101 and 102 Questionnaire”:

Freshman students of A and C sections were given this questionnaire for feedback. The components of the questionnaire were:

- **Student's performance** (7 questions)
- **Course materials, syllabi and instruction** (13 questions)
- **Overall evaluation of the course and the instructor** (4 questions)
- "**Strengths**, "**Weaknesses" and "**Other Comments"** (4 boxes)

15 students responded filling in this questionnaire where the "Comments" sections gave the students the opportunity to voice their opinions as criticism or suggestions.

**Student Reports:**

Two students from Eng.102 Section A preferred to write 4-8 page reports, taking the issue very conscientiously and discussing their comments with reasons. One of these students is a Robert College graduate and the other one is an Anatolian High School graduate, representative of the majority of students in the Freshman classes.
• **Student Conferences:**

Students from sections A, B, and C had their group conferences where they talked about the strengths and weaknesses of the two courses. Some students preferred individual conferences where there was concentration on individual strengths and weaknesses.

• **CIAD Questionnaire:**

28 students from sections A, B, and C filled in the "CIAD Questionnaire" designed for lecture classes of the two faculties. This questionnaire was composed of four parts:

- **Student** (4 questions)
- **Course** (9 questions)
- **Instruction** (5 questions)
- **Instructor** (9 questions)

The following were the reservations about this questionnaire:

- The **timing** and the **psychological circumstances** were not convenient for this questionnaire since the distribution was done on the last exam day.

- For some students, this was the **second questionnaire** they had to fill in for English 102.

- The **contents** of the questionnaire were maybe suitable for lecture courses, but not to the point for Eng.101 or 102, which were interactive courses.
CIAD questionnaire provided us with the following feedback:

- For most of the students, the amount of work they put in English was about the same as that they put into other courses. In few cases "more" and few cases "less".

- The majority of students’ English was "inadequate" or "just okay" to follow the course.

- Their attendance was "very good" and the number of hours they spent on this course was "5-9 hours" for the majority (weekly or daily is not indicated).

- The course as a whole was "fair" with "good" contents but "a lot of" assigned work.

- There was a lot of encouragement given to student interaction especially for presentations.

- Use of teaching facilities (technology) was" good" for majority and "very good" for a few.

- Instructor's interest in students’ learning and enthusiasm were "very good" for the majority.

The message from the "Freshman English Courses 101 & 102 Questionnaire ”, “CIAD Questionnaire” and the student conferences is that:

- Students appreciate the goals, the instructors’ care and enthusiasm for making the learners good "interpreters" of academic and literary texts and"users"of good English.

- They find reading assignments too many due to their load in faculty courses.

Thus, the Fall 2000 Eng.101 Course is designed with the same philosophy, goals and strategies.

- There is more variety in contents for interaction.

- Adjustments are made in the amount of reading and writing assignments.
ENG. 101

Course Description

2000 – 2001 FALL
English 101 Course is offered to Sabanci University Freshman students whose placements are based upon the Language Assessment Exam (LAE).

The goals of this course are as follows:

• to enrich students’ general knowledge of world affairs past and present in order to uplift their threshold for command of language and expression in mastering sophisticated subject matter with references to philosophy, history, literature (prose and poetry), and the fine arts as well as the sciences;

• to guide and facilitate students to learn and apply critical and analytical thinking strategies to engage with the text and comprehend its inherent arguments and perspectives via detailed reading, writing, and classroom discussion;

• to prepare students for interdisciplinary studies by providing rhetorical composition skills with key literary works as well as reading strategies for academic texts and oral presentation techniques,
All classroom activities, with emphasis on presentation skills in individual or teamwork, including technology as well as essay and research paper writing are geared to students’ needs in their faculty courses.

In a course of 15 weeks, 3 hours per week recitations, students are expected to:

• read 10 – 20 pages weekly depending on the difficulty of materials;

• complete 20 – 25 pages of formal written work per semester with this total broken into at least 5 assignments with revision and editing;

• undertake some non-assignment writing, such as minute-taking, free writing and keeping a journal;

• fulfil the assigned tasks of analytical reading and critical thinking skills together with rhetorical composition and presentation skills which would include mind mapping, outlining, notetaking, chart, graph, grid making, use of PowerPoint, OHP and realia;

• practice oral presentation skills not only in “individual” and “group” class presentations but in role-plays, role simulations, debates, contests, or mock trials.
Ultimately, the aim is for the students to become:

- stronger writers,
- more critical readers and thinkers,
- confident and effective verbal communicators.
ENG. 101

Course Guidelines

2000 – 2001 FALL
**Course Policies and Guidelines**

• ENG.101 Course is designed to help Freshman students 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, students will read fictional and non-fictional works as models of effective writing.

• As they respond to all the assigned texts with the close attention usually demanded by literary methodology, they will learn to deconstruct another's written or spoken argument in order to construct their own.

• Blending their recitation notes with the required readings and their own research, they will enrich and reinforce their 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/role plays/debates

**Writing**
- Writing drafts of essays/final forms of essays/recitation minutes/outline/journals/notes

**Speaking**
- Contact with instructors/tutors
- Rehearsals for presentations given to assumed "supportive" or "hostile" audience
- Class presentations/role plays/debates
- Impromptu class discussions
Reading Assignments

Reading materials are chosen from philosophy, literature, politics, linguistics, arts, physical sciences and cultural studies. Students will practice scanning, skimming and detailed reading techniques in the activities given 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:

- Mind-mapping/ outlining/ note-taking 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 Materials/ Hand-outs

Reviewing their instructor's weekly resume-sheets/ guidelines/ questions or supplementary reading assignments will provide students with background information or support for further analysis, interpretation and inference.
Students’ 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 students’ preparation, 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 students 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 in the 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

Students 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 1\textsuperscript{st} draft, processed in 2\textsuperscript{nd} draft and finally submitted to the instructor in final version.

- One "Reflective Essay" is to be written on student’s assessment and evaluation of his/her work in his/her portfolio.

- One "Research Paper" is to be submitted to the instructor after the student’s 30-minute class presentation on the same topic.

- Journal writing on current affairs is assigned occasionally. The aim in journal writing is to make students think as they 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 the instructor will check them occasionally during the semester.
**Short Presentations**

These short talks in front of students’ peers give each student 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/ power point/ OHP/ VCR/ port-a-pack camera
- Student checklists/ high-light questions
- Presentation contents outline/ notes on cards or web references / mini student-made quiz
- Note cards not to be attached to the laptop or the screen and to have free eye-contact

Evaluation/ Feedback
- Presentation checklists filled in by students to base evaluation on more concrete data
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 students are expected to give twice in this semester. In these 25-30 minute year-end presentations they present a synopsis of their research projects.

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
- Round-up and conclusion PowerPoint slide
- Presenter's interaction with the audience:
  - Discussion questions at the end of the 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 the presenter
Variety of "Audio-Visualse to accompany writings on slides:

- Charts / diagrams / pictures
- Music / jingles
- Quotations / citations
- Tracer / track marker
- Video extracts
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.
- Students are provided with checklists in the "Reference Materials" section of the Eng. 101 packages. These checklists photocopied for each presentation, will help students make sound evaluations of their peers' performance.
- Criteria to be taken into consideration while making evaluations of presentations:

**Performance and presentation skill**
- Body language/ voice modulation / eye contact
- Pause-move ratio/ re-cap
- Readiness/ assertiveness/
- relaxed mood
- Sense of enjoyment and 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 or reading book from those given on the syllabus or a subject related to course themes. The choice should reflect student’s interest or curiosity.

The components of a Research Paper are as follows:

**Analytical reading of a book**  - Primary Source

**Secondary Sources**  - Books/texts read as a survey on the topic

Print-outs/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 the student makes her/his choice of topic. This outline is revised and edited after the student finalizes her/his 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 student’s regular on-time attendance and the preparation of her/his 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 interdisciplinary 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
- Use of OHP
- Forwarding/ replying
- Class addresses
- Internet use
- Use of slides/ Pictures/ Scanning
Information Center Tour

Whole-class activity on the guidelines to use the SU Information Centre 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% Class work - 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
The aims of this assignment are the following:

- Uplifting the threshold for reading academic and literary texts
- Enriching vocabulary
- Familiarizing the students with different genres of reading
- Reinforcing analytical thinking with a focus on:
  - periods and settings
  - events and cultures
  - character types/ modes of behaviour
  - type of expression/ style of writing
  - messages conveyed
Kinds of assignments:

- Web search - List of 10-15 text names/ authors/ topics/ themes for students to search and do extensive reading

- Students’ choice of reading a book from a list of 10-15 novels or plays

- Specifically recommended reading of a novel, play or a collection of short stories to ease the work of Semester II.
Contents of the Fall 2000 Eng.101 Materials Package

- COURSE DESCRIPTION AND OBJECTIVES
- COURSE GUIDELINES
- REQUIRED READING MATERIALS LIST
- SUPPLEMENTARY READINGS LIST-WEB REFERENCES
- COURSE SYLLABUS - WEEKLY ACTIVITIES AND ASSIGNMENTS
- COURSE READINGS OTHER THAN ASSIGNED BOOKS
- APPENDIX A - REFERENCE DOCUMENTS
- APPENDIX B - INSTRUCTOR’S GUIDELINES
- APPENDIX C - STUDENT’S EVALUATION GUIDELINES (CHECKLISTS)
- APPENDIX D - SAMPLE STUDENT ESSAY
- APPENDIX E - GLOSSARY OF LITERARY TERMS
FRESHMAN ENGLISH

• Questions

• Recommendations

Here are some questions and possible answers on the “Freshman English Courses” that may throw some light on discussions:

1. Are “Freshman English Courses” different from “Advanced English Courses” in many universities where the medium of instruction is in English?

Yes, they definitely are different. “Advanced English Courses” focus on language teaching and skills formation. Their ultimate aim is proficiency in English whereas Freshman English courses seek that aim together with emphasis on rhetoric, analytical and critical thinking and expository writing with sophisticated themes from philosophy, history, arts, literature and science. Thus, the instructors teaching this course should have a common vision of building a schema reinforcing “conceptual literacy” in content areas that reflect the themes in Freshman faculty courses.

2. Why do Freshman English courses include a lot of literature?

For the same reason given above; to include philosophy, history, psychology, sociology, arts and science in the discussion of adult level themes serving to uplift their threshold.
3. Do we penalize the physical science students by not giving them academic texts with information they might need in physics, mathematics or engineering?

No, we don’t penalize them. Actually, the syllabus is for their benefit to communicate well verbally, both in conversation and in writing. They are the ones whose “conceptual literacy” and styles of expression are quite limited due to their previous education. This is also why the curricula of this university make a difference being “interdisciplinary”.

4. Why don’t the materials (Reading Books/texts) on the Fall 2000 Eng. 101 Syllabus have standard worksheets and keys?

This is not to harness the academic freedom of the instructors. Reading materials with guidelines indicate a frame within which the instructors choose their exploitation techniques, apply their creativity and practice evaluation methods. Course guidelines are clear and explanatory. We don’t want to create “Assembly Line” models, yet we also don’t want to have extreme discrepancies.
5. Who are the instructors in the “Freshman English Team” at present?

The Freshman English Team Members at present are:

- Aninne Schneider
- Dilek Tokay
- Emine Güreli
- Murat Eroğul
- Nancy Karabeyoğlu

There are some questions which still need more clarification:

6. Who are the instructors in the “Freshman English Team” responsible to?

- The Deans of Arts and Social Sciences and Natural Sciences and Engineering Faculties
- The FDP Director

7. Can the “Freshman English Team” be represented in the “recruitment policy setting”, “Recruitment Panel”, “decision making” and “operational planning”? 
8. How much teaching load will the Freshman English instructors have? Will this load vary with other responsibilities?

**Recommendations:**

**I.** Freshman English Group should always function as a “TEAM” with full belief in the university motto “TO CREATE TOGETHER”, in all circumstances, contributing to its “REAL PRACTICE” in interactions with both academic and administrative staff.

**II.** Members of the team should not only have academic freedom in their choice of exploitation and evaluation strategies, as they observe the needs of their own students the best; but they should also contribute to “OBJECTIVE SETTING”, ”PROGRAM DEVELOPMENT” and “PROGRAM EVALUATION”, proposing, modifying and revising both “CONTENT” and “PROCESS” materials.
III. All team members should take part in decision making, may it be purely academic or partly academic and partly administrative issues like: “OPERATIONAL PLANNING”, “RECRUITMENT” “REPRESENTATION” or “CONFLICT RESOLUTION”.

IV. Freshman English Team should always work in close cooperation and collaboration with the academics of the two faculties and their Deans and FDP for interdisciplinary issues, “NEEDS ANALYSIS”, ”FEEDBACK”, “FOLLOW-UP” and variety of “INSTRUCTIONAL METHODOLOGIES”.

V. Freshman English Team should give paramount importance to “ACADEMIC AND PROFESSIONAL DEVELOPMENT” and “INTERACTION” both at Sabancı University and in links with other universities, educational institutes, boards or committees.

Thank You!