

ECTS COURSE INTRODUCTION FORM

SECTION I (Senate Approval)

| | | | | | | | |
|--|--|--|-----------------------|-----------------------------------|-------------------------------------|--------------------------|--|
| Faculty / School Opening the Course | Antalya Bilim University- School of Foreign Languages | | | Section Opening the Course | Physical Therapy and Rehabilitation | | |
| Program / s Taking the Course | Physical Therapy and Rehabilitation | <input checked="" type="checkbox"/> | | | | <input type="checkbox"/> | |
| Course name | English I (Compulsory) | <input type="checkbox"/> | Lesson code | INGL 101 | | <input type="checkbox"/> | |
| Course Level | Undergraduate | | | Course Type | Theoric | | |
| Language of Instruction | English | | | ECTS Credits | 2 | | |
| Weekly Course Hours | Lesson: | 2 | Application: | 0 | Studio: | | |
| | Lab: | | Presentation-Lecture: | | Other: | | |
| Prerequisite / s | None | | | Side conditions | None | | |
| Registration Restriction | None | | | Grading Type | Letter grade | | |
| The aim of lesson | The Basic English course aims to develop basic communication skills (listening, speaking, reading and writing), the basic language proficiency required in studies of students. | | | | | | |
| Course content | The "English File Elementary Student's Book" improves communication skills and English knowledge by enabling the person to communicate more confidently and effectively by gaining basic language skills. The twelve units in the book cover basic English vocabulary, grammar, speaking and listening. It takes English from the beginner level and makes the lesson relevant and motivating with pictures and rich exercises. The book is supported by external worksheets. Students are expected to improve their basic English skills by participating in class and classroom discussions. At the end of this course, students will have achieved the following learning outcomes. | | | | | | |
| Learning Outcomes | LO1 | Gaining and developing basic English speaking, comprehension, listening and writing skills | | | | | |
| | LO2 | Learning the meaning and pronunciation of common words, integrating them into everyday speaking and writing language | | | | | |
| | LO3 | To gain the ability to comprehend and interpret reading texts | | | | | |
| | LO4 | Developing students' daily, basic communication skills by focusing on listening and speaking | | | | | |

II. DEPARTMENT (Faculty Board Approval)

| | No | Program Outcomes | LO1 | LO2 | LO3 | LO4 | LO5 | LO6 | LO7 |
|---|------|---|-----|-----|-----|-----|-----|-----|-----|
| Basic Outcomes (University-wide) | PO1 | Ability to communicate effectively with oral, written and visual methods in Turkish and English, report writing and presentation. | ✓ | ✓ | ✓ | ✓ | | | |
| | PO2 | Ability to work effectively both individually and in disciplinary and multi-disciplinary teams. | ✓ | ✓ | ✓ | ✓ | | | |
| | PO3 | Awareness of the necessity of lifelong learning and the ability to access information, to follow developments in science and technology, and to constantly renew herself. | ✓ | ✓ | ✓ | ✓ | | | |
| | PO4 | Information about project management, risk management, innovation and change management, entrepreneurship, and sustainable development. | | ✓ | ✓ | | | | |
| | PO5 | Awareness about sectors and ability to prepare business plans. | | | ✓ | | | | |
| | PO6 | Awareness of professional and ethical responsibility and acting in accordance with ethical principles. | ✓ | ✓ | ✓ | ✓ | | | |
| Faculty / School Outcomes | PO7 | To have universal thoughts and values, | | | | | | | |
| | PO8 | To be committed to academic and ethical values, | | ✓ | ✓ | | | | |
| | PO9 | To provide qualified education, research and consultancy services at universal information and technology standards | | ✓ | | ✓ | | | |
| | PO10 | To be open to new goals, strategies and action plans that will take undergraduate and graduate education / training programs and scientific studies further | ✓ | ✓ | ✓ | ✓ | | | |
| | PO11 | To support, maintain and increase interdisciplinary / multidisciplinary studies in the services provided. | ✓ | | | ✓ | | | |
| | PO12 | To contribute and develop health policies for the benefit of the country. | | | ✓ | | | | |
| Program Special Outputs | PO13 | Explains the theoretical knowledge about basic medicine and clinical sciences with the main lines and relates them to physiotherapy. | | | | | | | |
| | PO14 | Applies Physiotherapy and Rehabilitation assessment methods, analyzes and interprets theoretical knowledge by associating | | | | | | | |
| | PO15 | Plans and implements the individual physiotherapy and rehabilitation program | | | | | | | |
| | PO16 | Records and archives assessment and treatment data | | | | | | | |
| | PO17 | Plans, conducts and presents a scientific research | | | | | | | |
| | PO18 | Has effective communication skills | ✓ | ✓ | ✓ | ✓ | | | |
| | PO19 | Defines professional duties and responsibilities legally and applies them within the framework of ethical principles. | | | | | | | |
| | PO20 | Has lifelong learning skills related to the profession | | | | | | | |
| | PO21 | Can use foreign language effectively to follow professional developments | ✓ | ✓ | ✓ | ✓ | | | |
| | PO22 | Knows and applies quality, occupational health and safety issues related to the profession | | | | | | | |

PART III (Department Board Approval)

| Course Contents, Contribution of Course Contents to Learning Outcomes, and Methods for Assessing Learning of Course Contents | Subject | Week | Subject Description | ÖÇ1 | ÖÇ2 | ÖÇ3 | ÖÇ4 | ÖÇ5 | ÖÇ6 | ÖÇ7 |
|--|---------|------|--|-------|-------|-------|-------|-----|-----|-----|
| | S1 | 1 | Course Overview and Introduction | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S2 | 2 | Personal Pronouns Possessive Pronouns | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S3 | 3 | What's your name? Asking Questions | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S4 | 4 | Asking Questions Answering Questions Colours | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S5 | 5 | Usage of "A, An, The" Professions | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S6 | 6 | This,That,These,Those Possessive –'s Possessive –'s | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S7 | 7 | Prepositions | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S8 | 8 | MIDTERM | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S9 | 9 | Telling the Time | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S10 | 10 | Adjectives | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S11 | 11 | There is/are | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S12 | 12 | Countable/Uncountable words Can/Can't | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S13 | 13 | Simple Present Tense | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |
| | S14 | 14 | Present Continuous Tense | A1/A2 | A1/A2 | A1/A2 | A1/A2 | | | |

| No | Type | Weight | Application Rule | Compensation Rule |
|-------|-----------------------------|--------|---|---|
| A1 | Midterm | 40% | No electronic devices are allowed in the exams. The use of any electronic device will be treated as copy and disciplinary action will be initiated. | Students who cannot take the exam because of their excuse and whose excuses are accepted by the Board of the Unit take the make-up exam on the date determined by the Unit. |
| A2 | final examination | 60% | No electronic devices are allowed in the exams. The use of any electronic device will be treated as copy and disciplinary action will be initiated. | Students who cannot take the final exam due to an excuse and whose excuses are accepted by the Board of the Unit, take the make-up exam on the date determined by the Unit. |
| A3 | Quiz | | | |
| A4 | In-Class Participation | | | |
| A5 | Report | | | |
| A6 | Presentation | | | |
| A7 | Participation / Interaction | | | |
| A8 | Class / Lab. / Field Work | | | |
| A9 | Other | | | |
| TOTAL | | 100% | | |

Evidence of Achievement of Learning Outcomes The weighted grade point average of each student is calculated with the weight given to each teaching assessment method. To pass the course, a student has to collect a target percentage out of 100 points set by the lecturer teaching the course, and the class average is taken into account when finding this target percentage.

| Direct Conversion System (DDS) | <input checked="" type="checkbox"/> | Relative Evaluation System (BDS) | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|-------------------------------------|----------------------------------|--------------------------|---------------------|---------------------|---------------------|--------------------|--|----|------|------------|--------|---|------|------------|-------|----|------|------------|-------|----|------|------------|-------|---|------|------------|-------|----|------|------------|-------|----|------|------------|-------|---|------|------------|-------|----|------|--------|-------|----|------|--------------|-------|---|------|--------------|------|---|---|--------------|
| Another method to be determined by the Faculty Member / Staff (this method is explained below) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th>Success Grade Range</th> <th>Letter Success Note</th> <th>Success Coefficient</th> <th>Success Assessment</th> </tr> </thead> <tbody> <tr><td></td><td>A+</td><td>4,00</td><td>Successful</td></tr> <tr><td>95-100</td><td>A</td><td>4,00</td><td>Successful</td></tr> <tr><td>85-94</td><td>A-</td><td>3,70</td><td>Successful</td></tr> <tr><td>80-84</td><td>B+</td><td>3,30</td><td>Successful</td></tr> <tr><td>75-79</td><td>B</td><td>3,00</td><td>Successful</td></tr> <tr><td>65-74</td><td>B-</td><td>2,70</td><td>Successful</td></tr> <tr><td>60-64</td><td>C+</td><td>2,30</td><td>Successful</td></tr> <tr><td>55-59</td><td>C</td><td>2,00</td><td>Successful</td></tr> <tr><td>50-54</td><td>C-</td><td>1,70</td><td>Passes</td></tr> <tr><td>45-49</td><td>D+</td><td>1,30</td><td>Unsuccessful</td></tr> <tr><td>40-44</td><td>D</td><td>1,00</td><td>Unsuccessful</td></tr> <tr><td>0-39</td><td>F</td><td>0</td><td>Unsuccessful</td></tr> </tbody> </table> | | | | Success Grade Range | Letter Success Note | Success Coefficient | Success Assessment | | A+ | 4,00 | Successful | 95-100 | A | 4,00 | Successful | 85-94 | A- | 3,70 | Successful | 80-84 | B+ | 3,30 | Successful | 75-79 | B | 3,00 | Successful | 65-74 | B- | 2,70 | Successful | 60-64 | C+ | 2,30 | Successful | 55-59 | C | 2,00 | Successful | 50-54 | C- | 1,70 | Passes | 45-49 | D+ | 1,30 | Unsuccessful | 40-44 | D | 1,00 | Unsuccessful | 0-39 | F | 0 | Unsuccessful |
| Success Grade Range | Letter Success Note | Success Coefficient | Success Assessment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | A+ | 4,00 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 95-100 | A | 4,00 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 85-94 | A- | 3,70 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 80-84 | B+ | 3,30 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 75-79 | B | 3,00 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 65-74 | B- | 2,70 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 60-64 | C+ | 2,30 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 55-59 | C | 2,00 | Successful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 50-54 | C- | 1,70 | Passes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 45-49 | D+ | 1,30 | Unsuccessful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 40-44 | D | 1,00 | Unsuccessful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0-39 | F | 0 | Unsuccessful | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| No | Type | Explanation | Total Hours |
|--|----------------------------|---|-------------|
| The period planned to be reserved by the instructor | | | |
| 1 | Lecture | Videos uploaded to the 'Distance Education System' | 24 |
| 2 | Interactive Lesson | | |
| 3 | Problem solution | - | |
| 4 | Lab | - | |
| 5 | Application | - | |
| 6 | Field Work | - | |
| Time planned to be reserved by the student | | | |
| 7 | Project | | |
| 8 | Homework | | |
| 9 | Preparation for the lesson | Course material is watched. | 1x14=14 |
| 10 | Course Repetition | Previously taught course material is repeated every week. | 1x14=14 |
| 11 | Studio: | | |
| 12 | Office Time | One-to-one questions are asked to the instructor. | 1x14=14 |

Teaching Methods, Estimated Student Load

| Calculated ECTS Credit | | Most | 2 | Least | 2 | 66 |
|-------------------------|---------------------------|------|--|-------|---|----|
| IV. EPISODE | | | | | | |
| Instructor | Name surname | | | | | |
| | E-mail | | | | | |
| | Office | | | | | |
| | Office hours | | | | | |
| Course Materials | Compulsory | | English Lesson Lecture Videos | | | |
| | Suggested | | | | | |
| Other | Scholastic Honesty | | Violation of academic honesty; Although this includes cheating and attempting to cheat, plagiarism, showing false information or quotes, facilitating dishonest actions by others, obtaining exams without permission, using a previous work without informing the instructor, changing the academic work of other students, this it is not limited to actions. Any breach of academic integrity is a serious academic crime and is the result of the university's disciplinary rules. It is explained in Article 25 of the Directive on Associate and Undergraduate Programs of Antalya Bilim University. | | | |
| | Disabled Students | | Suitable conditions are provided for students with disabilities regarding the teaching of the lesson and the evaluation of the education. | | | |
| | Security Issues | | The course does not require any special security measures. | | | |
| | Flexibility | | If it is compulsory during the semester, the teaching method of the course can be changed by informing the students by the instructor. | | | |

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