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|  | **ECTS Course Description Form** |
| **PART I (Senate Approval)** |
| **Offering School**  | **School of Foreign Languages** |
| **Offering Department** | **English** |
| **Program(s) Offered to** | **Civil Engineering**  | **Compulsory** |
| **Computer Engineering** | **Compulsory** |
| **Electrical and Electronics Engineering** | **Compulsory** |
| **Industrial Engineering** | **Compulsory** |
| **Mechanical Engineering** | **Compulsory** |
| **Course Code**  | **ENEN 101** |
| **Course Name** | **English for Engineering**  |
| **Language of Instruction** | **English** |
| **Type of Course** | *Course* |
| **Level of Course** | **Undergraduate** |
| **Hours per Week** | **Lecture: 4** | **Laboratory:** | **Recitation:** | **Practical:**  | **Studio:** | **Other:** |
| **ECTS Credit** | **4** |
| **Grading Mode** | **Letter Grade** |
| **Pre-requisites** | **-** |
| **Co-requisites** | **-** |
| **Registration Restriction** | - |
| **Educational Objective** | The English for Engineering course aims to develop the professional communication skills (listening, speaking, reading and writing) and specific-academic language competences of engineering students required of them in their undergraduate studies. |
| **Course Description** | *Cambridge English for Engineering* “develops the communication skills and specialist English language knowledge of engineering professionals, enabling them to communicate more confidently and effectively with colleagues and customers. The ten standalone units cover topics common to all kinds of engineering such as procedures and precautions; monitoring and control; and engineering design. Authentic activities, from describing technical problems and suggesting solutions to working with drawings, make the course relevant *and* motivating.” The book is accompanied by a booklet with supplementary materials prepared by the course instructors. Students are expected to develop their specific-academic English skills by participating in and contributing to class discussions. Also, they will have the opportunity to give an oral presentation of their choice and/or the instructor’s. By the end of the course, students will be able to achieve the learning outcomes mentioned below. |
| **Learning Outcomes** | **LO1** | 1. Recognize and develop(semi-) technical vocabulary and specialist language of engineering. 2. Identify and describe authentic texts and activities in order to help prepare learners for their academic study and working lives.3. Apply the skills and key engineering concepts to solve technical problems and suggest solutions.4. Analyze the writing used in the field of engineering and produce one.5. Develop learners’ communicative ability in engineering through the emphasis on listening and speaking.6. Organize and conduct an oral presentation in groups/pairs utilizing the topic-relevant and technical vocabulary of the course.  |
| **LO2** |
| **LO3** |
| **LO4** |
| **LO5** |
| **LO6** |
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| **PART II (Faculty Board Approval)** |
| **Basic Outcomes (University-wide)** | **No.** | **Program Outcomes** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **PO1** | **Ability** to communicate effectively and write and present a report in Turkish and English.  | 🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸🗸 |
| **PO2** | **Ability** to work individually, and in intra-disciplinary and multi-disciplinary teams. |
| **PO3** | **Recognition** of the need for life-long learning and **ability** to access information, follow developments in science and technology, and continually reinvent oneself. |
| **PO4** | **Knowledge** of project management, risk management, innovation and change management, entrepreneurship, and sustainable development. |
| **PO5** | **Awareness** of sectors and **ability** to prepare a business plan. |
| **PO6** | **Understanding** of professional and ethical responsibility and **demonstrating** ethical behavior. |
| **Faculty Specific Outcomes** | **PO7** | **Ability** to develop, select and use modern techniques and tools necessary for engineering applications and **ability** to use information technologies effectively. |
| **PO8** | **Recognition** of the effects of engineering applications on health, environment and safety in the universal and societal dimensions and the problems of the time and awareness of the legal consequences of engineering solutions. |
| **PO9** | **Ability** to identify, define, formulate and solve complex engineering problems; and electing and **applying** appropriate analysis and modelling methods for this purpose. |
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| **Discipline Specific Outcomes (program)** | **PO10** |  |
| **PO11** |  |
| **PO12** |  |
| **PO13** |  |
| **PO14** |  |
| **PO15** |  |
| **PO16** |  |
| **PO17** |  |
| **PO18** |  |
| **Specialization Specific Outcomes** | **PO N….** |  |
| **PART III (Department Board Approval)** |
| **Course Subjects, Contribution of Course Subjects to Learning Outcomes, and Methods for Assessing Learning of Course Subjects** | **Subjects** | **Week** | **Unit** | **LO1** | **LO2** | **LO3** | **LO4** | **LO5** | **LO6** |
| **S1** | 1 | **Technology in use**- GPS applications- Space elevators- Advantages of a new pump - A guided tour - Space elevators- Otis lift technology- Pile foundations | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S2** | 2 | **Technology in use**- GPS applications- Space elevators- Advantages of a new pump - A guided tour - Space elevators- Otis lift technology- Pile foundations | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S3** | 3 | **Technology in use**- GPS applications- Space elevators- Advantages of a new pump - A guided tour - Space elevators- Otis lift technology- Pile foundations | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S4** | 4 | **Materials technology**- An environmental audit- Specialized tools- High-performance watches - Materials recycling- Regenerative brakes - Kevlar  | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S5** | 5 | **Materials technology**- An environmental audit- specialized tools- High-performance watches - Materials recycling- Regenerative brakes - Kevlar | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S6** | 6 | **Presentation Skills** | A4 | A4 | A4 | A4 | A4 | A4 |
| **S7** | 7 | **Materials technology**- An environmental audit- specialized tools- High-performance watches - Materials recycling- Regenerative brakes - Kevlar | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S8** | 8 | **Components and assemblies**- A project briefing - Electrical plugs and sockets - Metal fabrication - UHP waterjet cutting- Options for fixing - Cluster ballooning **-** Cutting operations - Flow waterjet technology- Joints and fixings- The flying garden chair | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S9** | 9 | **Components and assemblies**- A project briefing - Electrical plugs and sockets - Metal fabrication - UHP waterjet cutting- Options for fixing - Cluster ballooning **-** Cutting operations - Flow waterjet technology- Joints and fixings- The flying garden chair | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 | A1-A2-A3 |
| **S10** | 10 | **Components and assemblies**- A project briefing - Electrical plugs and sockets - Metal fabrication - UHP waterjet cutting- Options for fixing - Cluster ballooning **-** Cutting operations - Flow waterjet technology- Joints and fixings- The flying garden chair**Graphic Interpretation** | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 |
| **S11** | 11 | **Engineering design**- A drawing query- Scale - A floor design - Design procedures - Revising a detail- Superflat floors- Queries and instructions | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 |
| **S12** | 12 | **Presentations**  | A4 | A4 | A4 | A4 | A4 | A4 |
| **S13** | 13 | **Engineering design**- A drawing query- Scale - A floor design - Design procedures - Revising a detail- Superflat floors- Queries and instructions  | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 | A2-A3 |
| **S14** | 14 | **General revision**  | A2 | A2 | A2 | A2 | A2 | A2 |
| **Assessment Methods, Weight in Course Grade, Implementation and Make-Up Rules**  | **No.** | **Type** | **Weight** | **Implementation Rule** | **Make-Up Rule** |
| **A1** | **Midterm Exam** | 25% | No electronic devices are allowed in the exam room. The use of any kind of electronic device will be treated as cheating and disciplinary action will be taken. | The student is informed about a make-up exam in case his/her excuse is valid and an accompanying doctor’s report is provided. |
| **A2** | **Final Exam** | 35% | No electronic devices are allowed in the exam room. The use of any kind of electronic device will be treated as cheating and disciplinary action will be taken. | The student is informed about a make-up exam in case his/her excuse is valid and an accompanying doctor’s report is provided. |
| **A3** | **Quiz** | 30% | No electronic devices are allowed in the exam room. The use of any kind of electronic device will be treated as cheating and disciplinary action will be taken.  | NOT ALLOWED |
| **A4** | **Presentation** | 10% | Further information will be given during the course. | NOT ALLOWED |
| **A5** | **Report** | - | - | - |
| **A6** | **Attendance/ Interaction** | - | - | - |
| **A7** | **Class/Lab./****Field Work** | - | - | - |
| **A8** | **Other** | - | - | - |
| **TOTAL** | **100%** |
| **Evidence of Achievement of Learning Outcomes** | A weighted average is calculated for each student based on the percentage of each assessment method. To pass the course, students are required to obtain a minimum score out of 100, which is announced by the instructor. This score is determined based on the class average. |
| **Method for Determining Letter Grade** | The scores of 2 exams, 3 quizzes, classroom participation and oral presentations are used to calculate the final score. The maximum score contribution from each assessment category is shown below.

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| --- | --- | --- | --- | --- | --- |
| **Assessment** | Midterm Exam | Quizzes | Presentation | Final Exam | Total |
| **Point** | 25 | 30 | 10 | 35 | 100 |

The table below is used to convert the total point out of **100** to a lettergrade.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Point** | 90-100 | 85 - 89 | 80 - 84 | 75 - 79 | 70 - 74 | 65 - 69 | 60 - 64 | 55 - 59 | 50 - 54 | 45 - 49 | 0 - 44 |
| **Grade** | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | F |

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| **Teaching Methods, Student Work Load** | **No** | **Method** | **Explanation** | **Hours** |
| ***Time applied by instructor*** |
| **1** | **Lecture** | Class content is explained using the board and computer presentations. | 1x14 = 14 |
| **2** | **Interactive Lecture** | **-** |  3x14 = 42 |
| **3** | **Recitation** | - |  |
| **4** | **Laboratory** | - |  |
| **5** | **Practical** | ­- |  |
| **6** | **Field Work** | - |  |
| ***Time expected to be allocated by student*** |
| **7** | **Project** | Students give oral presentations before the class.  |  4x2 = 8 |
| **8** | **Homework** |  |  |
| **9** | **Pre-class Learning of Course Material**  | Next class material is to be read prior to the class. | 1x14 =14 |
| **10** | **Review of Course Material** | Previous class material is reviewed each week | 1x14 = 14 |
| **11** | **Studio** | - |  |
| **12** | **Office Hours** | One-to-one discussions | 2x14 = 28 |
| **TOTAL** | TOTAL: 120 |
| **PART IV** |
| **Instructor** | **Name** | **Ramazan Özbay** |
| **E-mail** | ramazan.ozbay@antalya.edu.tr  |
| **Phone Number** | ? |
| **Office Number** | A2-18 |
| **Office Hours** | *Tuesday 16:00-17:00, Thursday 10:00-11:00* |
| **Course Materials** | **Mandatory** | -Ibbotson, M. (2008). ***Cambridge English for Engineering***. Cambridge UniversityPress. - **Course Pack/Booklet** |
| **Recommended** | Ibbotson, M. (2009). ***Professional English in Use: Engineering***. CUP. |
| **Other** | **Scholastic Honesty** | Violations of scholastic honesty include, but are not limited to cheating, plagiarizing, fabricating information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Any form of scholastic dishonesty is a serious academic violation and will result in disciplinary action. |
| **Students with Disabilities** | Reasonable accommodations will be made for students with verifiable disabilities. |
| **Safety Issues**  | The course does not require any special safety precautions. |
| **Flexibility** | Circumstances may arise during the course that prevent the instructor from fulfilling every component of this syllabus; therefore, the syllabus is subject to slight changes. Students will be notified prior to any changes.  |