



**ANTALYA BİLİM UNIVERSITY SCHOOL OF  
FOREIGN LANGUAGES PREPARATORY CLASS  
A2 LEVEL SYLLABUS (2025 – 2026)**

<b>COURSE INFORMATION</b>																																																													
<b>Course Level</b>	A2																																																												
<b>Credits</b>	Non-credit preparatory course (0 ECTS)																																																												
<b>Term</b>	Fall and Spring Semesters, 2025–2026 Academic Year																																																												
<b>Prerequisite</b>	Successful completion of A1 Level *New students are required to take a placement test. Those who meet the A2 proficiency requirements will be placed in the A2 level.																																																												
<b>Co-requisite</b>	None																																																												
<b>ACADEMIC STAFF</b>																																																													
<b>Level Coordinator</b>	Merve Gül USLU Email: mervegul.uslu@antalya.edu.tr Office: 209																																																												
<b>Instructor(s)</b>	A2 Level Instructors																																																												
<b>Contact Information</b>	There are two ways to contact the instructors: via email and through Microsoft Teams chat. The email addresses and office numbers of the relevant level instructors are shared with students by the main class instructors on the first day of the semester. The Microsoft Teams classes are also created by the main class instructors, and students can use the chat option on Microsoft Teams to contact the relevant instructor.																																																												
<b>COURSE DELIVERY</b>																																																													
<b>Course Location</b>	Güllük Campus																																																												
<b>Course Duration</b>	One academic year at Antalya Bilim University School of Foreign Languages Preparatory Class consists of four modules offered throughout the Fall and Spring Terms. Each module lasts approximately 8–9 weeks, depending on the academic calendar, national holidays, and other scheduled breaks.																																																												
<b>Course Hours</b>	<p>Each module, students will be informed in advance about their assigned timetable. Two alternative schedules may be implemented depending on group allocation.</p> <p style="text-align: center;"><b>Schedule A (09:00–15:00)</b></p> <table border="1" style="width: 100%; text-align: center;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td><td>09:00-09:45</td></tr><tr><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td><td>10.00-10:45</td></tr><tr><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td><td>11:00-11:45</td></tr><tr><td>13:15-14:00</td><td>13:15-14:00</td><td>13:15-14:00</td><td>12:00-12:45</td><td></td></tr><tr><td>14:15-15:00</td><td>14:15-15:00</td><td>14:15-15:00</td><td></td><td></td></tr></tbody></table> <p style="text-align: center;"><b>Schedule B (09:30–15:30)</b></p> <table border="1" style="width: 100%; text-align: center;"><thead><tr><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td><td>09:30-10:15</td></tr><tr><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td><td>10.30-11:15</td></tr><tr><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td><td>11:30-12:15</td></tr><tr><td>13:45-14:30</td><td>13:45-14:30</td><td>13:45-14:30</td><td>12:30-13:15</td><td></td></tr><tr><td>14:45-15:30</td><td>14:45-15:30</td><td>14:45-15:30</td><td></td><td></td></tr></tbody></table>	Monday	Tuesday	Wednesday	Thursday	Friday	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	09:00-09:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	10.00-10:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	11:00-11:45	13:15-14:00	13:15-14:00	13:15-14:00	12:00-12:45		14:15-15:00	14:15-15:00	14:15-15:00			Monday	Tuesday	Wednesday	Thursday	Friday	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	09:30-10:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	10.30-11:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	11:30-12:15	13:45-14:30	13:45-14:30	13:45-14:30	12:30-13:15		14:45-15:30	14:45-15:30	14:45-15:30		
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<b>Class Attendance</b>	To successfully complete the A2 level, students must attend at least 80% of the classes and achieve a minimum of 70% success in the exams. Students who fail to meet the 80% attendance requirement—whether excused or unexcused—are not allowed to take the Final exam of the level and must repeat the same module/level. Students who fail due to attendance may continue attending classes until the end of the module if they wish; however, they are not permitted to take the Final exam. Students who arrive late to class are marked absent regardless of how late they are. Students can check their absenteeism daily via the OBS system.																																																												



**COURSE OVERVIEW**

<b>Course Description</b>	<p>This syllabus has been designed for A2-level learners in English Preparatory Class and forms part of an 8-9-week module intended to prepare students for progression to B1 level. The course focuses on reading and listening strategies in familiar contexts. Through guided reading, listening, speaking, and writing activities, students practice identifying main ideas and detailed information, understanding key language forms, and using them in familiar situations. Grammar and vocabulary are first introduced through reading and listening texts and then practiced through controlled and semi-controlled speaking and writing tasks. The reading and listening texts provide models of target language use. Writing tasks are supported through planning, modelling, and guided practice to help students develop their writing skills. Speaking activities help students practice spoken interaction and production. Students take part in pair and group discussions, role plays, and short presentations in familiar contexts. These activities help students express their ideas, ask and answer questions, and use the target language with more confidence.</p>
<b>Course Objectives</b>	<p>The aim of this course is to enable students to develop basic language skills in line with CEFR A2 and A2+ level descriptors. By the end of the course, learners will be able to understand and use simple language to communicate in everyday situations, express basic personal information, and interact in a limited but meaningful way.</p>

<b>Skill Area</b>	<b>Sub-Skill</b>	<b>Goals and CEFR Alignment</b>
<b>RECEPTION</b>	<b>READING</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can identify the general meaning, main ideas, and key supporting details in short, straightforward texts on familiar and some less familiar topics.</li> <li>• Can identify how ideas are linked through basic cohesive devices and pronoun references.</li> <li>• Can use context to guess the meaning of unfamiliar words or phrases in order to support overall understanding of a text.</li> </ul>
		<p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.</li> <li>• Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</li> <li>• Can understand a simple personal letter, email or post in which the person writing is talking about familiar subjects (such as friends or family) or asking questions on these subjects.</li> <li>• Can find specific information in practical, concrete, predictable texts (e.g. travel guidebooks, recipes), provided they are written in simple language.</li> <li>• Can understand the main points of short texts dealing with everyday topics (e.g. lifestyle, hobbies, sports, weather).</li> <li>• Can understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.</li> <li>• Can understand most of what people say about themselves in a personal ad or post and what they say they like in other people.</li> <li>• Can understand short narratives and descriptions of someone's life that are written in simple words.</li> </ul>



<b>RECEPTION</b>		<ul style="list-style-type: none"> <li>• Can exploit their recognition of known words to deduce the meaning of unfamiliar words in short expressions used in routine everyday contexts.</li> <li>• Can exploit numbers, dates, names, proper nouns etc.to identify the topic of a text.</li> <li>• Can deduce the meaning and function of unknown formulaic expressions from their position in a written text (e.g. at the beginning or end of a letter).</li> </ul>
	<b>LISTENING</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can understand the main idea and overall meaning of short, clear spoken texts and conversations on familiar and some less familiar topics.</li> <li>• Can identify specific information, key details, and simple opinions in spoken texts, conversations, and structured audio recordings.</li> <li>• Can follow the sequence of events and recognize basic connections between ideas in short spoken texts.</li> </ul> <p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.</li> <li>• Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.</li> <li>• Can generally identify the topic of discussion around them that is conducted slowly and clearly.</li> <li>• Can recognise when speakers agree and disagree in a conversation conducted slowly and clearly.</li> <li>• Can follow the general outline of a demonstration or presentation on a familiar or predictable topic, where the message is expressed slowly and clearly in simple language and there is visual support (e.g. slides, handouts).</li> <li>• Can follow a very simple, well-structured presentation or demonstration, provided that it is illustrated with slides, concrete examples or diagrams, it is delivered slowly and clearly with repetition and the topic is familiar.</li> <li>• Can catch the main point in short, clear, simple messages and announcement.</li> <li>• Can understand and extract the essential information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</li> </ul>
<b>PRODUCTION</b>	<b>SPEAKING</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can participate in simple paired interactions on familiar and everyday topics by asking and answering questions, responding to others, and expressing agreement or disagreement politely.</li> <li>• Can give short, structured spoken responses and simple monologues about familiar topics, experiences, opinions, routines, preferences, and future plans using guided language and basic linking words.</li> <li>• Can explain ideas, compare options, and give simple reasons or examples using familiar vocabulary and generally</li> </ul>



<b>PRODUCTION</b>	<b>SPEAKING</b>	<p>understandable pronunciation, despite some hesitation or errors.</p>
		<p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can understand what is said clearly, slowly and directly to them in simple everyday conversation; can be made to understand, if the speaker can take the trouble.</li> <li>• Can express how they feel in simple terms, and express thanks.</li> <li>• Can say what they like and dislike.</li> <li>• Can generally identify the topic of discussion around them which is conducted slowly and clearly.</li> <li>• Can exchange opinions and compare things and people using simple language.</li> <li>• Can make and respond to suggestions.</li> <li>• Can agree and disagree with others.</li> <li>• Can discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.</li> <li>• Can express opinions in a limited way.</li> <li>• Can give and receive information about quantities, numbers, prices etc.</li> <li>• Can understand enough to manage simple, routine exchanges without undue effort.</li> <li>• Can ask and answer questions about habits and routines.</li> <li>• Can ask and answer questions about pastimes and past activities.</li> <li>• Can give short, basic descriptions of events and activities.</li> </ul>
	<b>WRITING</b>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Write a descriptive paragraph (min. 130 words) about people (e.g., successful individuals) by describing their personality, daily routines, habits, and achievements using simple present tense and relevant vocabulary.</li> <li>• Write a narrative paragraph (min. 150 words) about past experiences or decisions using correct past tense forms, time-order expressions (first, then, after that, finally), and clear sequencing of events.</li> <li>• Write an opinion paragraph (min. 180 words) that clearly states a viewpoint, includes three supporting reasons with explanations and examples, and ends with a simple concluding sentence using appropriate linking words.</li> <li>• Organize ideas logically into a well-structured paragraph by using a topic sentence, supporting details, and a conclusion, while applying basic linking words and showing grammatical accuracy.</li> </ul>
		<p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can write a series of simple phrases and sentences linked with simple connectors like “and”, “but” and “because”.</li> <li>• Can write about everyday aspects of their environment e.g. people, places, a job or study experience in linked sentences.</li> <li>• Can write very short, basic descriptions of events, past activities and personal experiences.</li> </ul>



<p><b>PRODUCTION</b></p>	<p><b>WRITING</b></p>	<ul style="list-style-type: none"> <li>• Can write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job.</li> <li>• Can write diary entries that describe activities (e.g. daily routine, outings, sports, hobbies), people and places, using basic, concrete vocabulary and simple phrases and sentences with simple connectives like ‘and,’ ‘but’ and ‘because’.</li> <li>• Can write an introduction to a story or continue a story, provided they can consult a dictionary and references (e.g. tables of verb tenses in a course book).</li> <li>• Can write simple texts on familiar subjects of interest, linking sentences with connectors like ‘and,’ ‘because,’ or ‘then.’</li> <li>• Can give their impressions and opinions in writing about topics of personal interest (e.g. lifestyles and culture, stories), using basic everyday vocabulary and expressions.</li> <li>• Can write with reasonable phonetic accuracy (but not necessarily fully standard spelling) short words that are in their oral vocabulary.</li> </ul>
<p><b>INTERACTION</b></p>	<p><b>SPEAKING</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can take part in simple, structured dialogues on familiar topics by asking and answering questions and exchanging opinions, experiences, and preferences.</li> <li>• Can respond to others appropriately in conversations by using simple reaction phrases, agreeing/disagreeing politely, and adding short comments.</li> </ul> <hr/> <p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary.</li> <li>• Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.</li> <li>• Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time.</li> <li>• Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord.</li> <li>• Can understand enough to manage simple, routine exchanges without undue effort.</li> <li>• Can participate in short conversations in routine contexts on topics of interest.</li> <li>• Can chat in simple language with peers, colleagues or members of a host family, asking questions and understanding the answers relating to most routine matters.</li> </ul>
<p><b>MEDIATION</b></p>	<p><b>Goals:</b></p> <ul style="list-style-type: none"> <li>• Can convey straightforward information from written, visual, and audio sources on familiar topics by selecting and presenting key points in simple, structured language.</li> <li>• Can relay and explain the main ideas of short texts, visuals, and spoken input to others, adapting information to make it clear and accessible for a specific purpose.</li> </ul>	



<b>MEDIATION</b>	<ul style="list-style-type: none"> <li>• Can organize and deliver short group presentations using basic sequencing, simple linking expressions, visual support, and clear signposting language.</li> <li>• Can collaborate with peers and mediate information during classroom tasks by summarizing, reformulating, or transferring information from one source or format to another (e.g., reading or listening to spoken or written output).</li> </ul>
	<p><b>Related CEFR Descriptors</b></p> <ul style="list-style-type: none"> <li>• Can play a supportive role in interaction, provided that other participants speak slowly and that one or more of them helps them to contribute and to express their suggestions.</li> <li>• Can convey relevant information contained in clearly structured, short, simple, informational texts, provided that the texts concern concrete, familiar subjects and are formulated in simple everyday language.</li> <li>• Can convey the main point(s) involved in short, simple conversations or texts on everyday subjects of immediate interest provided these are expressed clearly in simple language.</li> <li>• Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though they may have to simplify the message and search for words.</li> <li>• Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.</li> <li>• Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).</li> <li>• Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.</li> <li>• Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.</li> <li>• Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.</li> <li>• Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.</li> <li>• Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.</li> <li>• Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.</li> <li>• Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.</li> <li>• Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing their limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.</li> <li>• Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.</li> <li>• Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</li> <li>• Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</li> <li>• Can make simple notes at a presentation / demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.</li> </ul>



	<ul style="list-style-type: none"> <li>• Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help them to contribute and to express their suggestions.</li> <li>• Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided they can ask for repetition or reformulation from time to time.</li> </ul>	
<b>Sustainable Development Goals (SDGs)</b>	<b>Module 1 and 2's SDGs based on the materials used</b>	<b>Module 3 and 4's SDGs based on the materials used</b>
	SDG 2 – Zero Hunger SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 7 – Affordable and Clean Energy SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action SDG 15 – Life on Land SDG 16 – Peace, Justice and Strong Institutions SDG 17 – Partnerships for the Goals	SDG 3 – Good Health and Well-being SDG 4 – Quality Education SDG 8 – Decent Work and Economic Growth SDG 9 – Industry, Innovation and Infrastructure SDG 10 – Reduced Inequalities SDG 11 – Sustainable Cities and Communities SDG 12 – Responsible Consumption and Production SDG 13 – Climate Action SDG 15 – Life on Land
<b>Required Texts &amp; Materials</b>	Students are expected to use skills-based coursebooks, a level-specific booklet prepared by the academic team, and supplementary materials. These supplementary materials will be shared regularly via Microsoft Teams. All resources are necessary for full participation in class activities, skill development, and completing assignments. Students are responsible for checking Microsoft Teams frequently to access updates and additional materials.	
<b>ASSESSMENT AND EVALUATION</b>		
<b>Assessment Methods and Weighting (%)</b>	Students are assessed through a combination of formative and summative assessment tasks designed to support the development of CEFR-aligned language skills across reception, production, interaction, and mediation. Assessment tasks are connected to the weekly syllabus and are carried out throughout the module.  Students are supported through: <ul style="list-style-type: none"> <li>• <b>Writing development and feedback</b>, where students gradually develop paragraph writing skills throughout the module. Before the Midterm Exam, students focus on descriptive paragraph writing, which is practiced and supported through a timed writing task designed to provide individualized feedback on content, organization, and language use. In the Midterm Exam, students complete a timed narrative paragraph writing task focusing on past experiences. During the second half of the module, students focus on opinion paragraph writing as preparation for B1-level essay writing. Writing development follows a step-by-step progression from guided practice to independent production, with regular written and oral feedback provided on content, organization, and language use. Students complete first and second drafts as part of the process-writing component before producing a more developed opinion paragraph in the timed writing section of the Final Exam.</li> <li>• <b>Project-based tasks</b>, where students work collaboratively to interpret, summarize, and present information from written, visual, and audio sources using spoken language and visual support.</li> </ul>	



	<ul style="list-style-type: none"> <li>• <b>Classroom activities and homework tasks</b>, including pair and group speaking practice, reading and listening comprehension activities, grammar and vocabulary practice, mediation activities, written responses, and writing activities that follow a scaffolded structure from guided writing to independent writing tasks.</li> <li>• <b>Speaking development activities</b>, where students participate in pair and group interaction tasks and receive ongoing formative feedback during classroom communication. Students use speaking checklists for self-assessment and peer feedback, while instructors provide guidance on fluency, accuracy, task completion, and communicative effectiveness. These classroom practices help prepare students for the speaking components of the Midterm and Final Exams.</li> <li>• <b>Teacher feedback cycles</b>, focusing on language accuracy, organization of ideas, task achievement, and communication clarity.</li> </ul> <p>These learning and assessment processes are designed to support students in gradually developing accuracy, fluency, confidence, and independence in using English for academic and real-life communication.</p> <p style="text-align: center;"><b>A2 Level Assessment Weighting</b></p> <ul style="list-style-type: none"> <li>• <b>Final Exam – 45%</b> Language Use (Grammar &amp; Vocabulary), Reading, Listening, Timed Writing , Speaking</li> <li>• <b>Midterm Exam – 35%</b> Language Use (Grammar &amp; Vocabulary), Reading, Listening, Timed Writing , Speaking</li> <li>• <b>Writing Process – 10%</b> Timed Writing (5%) / Process Writing (5%)</li> <li>• <b>Project – 5%</b> Project-Based Tasks (Group Presentations)</li> <li>• <b>Homework &amp; Participation – 5%</b> Classroom tasks, homework completion, and active participation</li> </ul>
<b>Grading Policy</b>	Students are required to achieve an average score of at least 70% across all assessments in order to pass the course.
<b>Declaration of Grades</b>	Declaration of grades will be made via the university system: <a href="https://obs.antalya.edu.tr">obs.antalya.edu.tr</a>
<b>Make-up Exams</b>	<p>No makeup exam will be given unless the student;</p> <ul style="list-style-type: none"> <li>• provides a medical report (received from a fully equipped hospital) that proves his/her incapacity to attend the exam for a minimum of 3 consecutive days,</li> <li>• provides the death certificate of a relative who is 3rd degree at most,</li> <li>• proves to be in custody for the time of the exam,</li> <li>• proves to be officially assigned by the university or other governmental bodies.</li> </ul> <p>A makeup exam for the midterm and the writing exam is granted if a student provides a legitimate document to the faculty secretary. Only after the faculty administration approves the document can the student have a makeup exam. Students will be informed of the midterm and the writing exam date and time. For further information, please refer to <a href="#">Section 8, “Make-Up Exam Policy at Antalya Bilim University,” in the Testing Handbook (pp. 14–15).</a></p>
<b>Late Assignments Policy</b>	Late submissions are not accepted.
<b>ACADEMIC POLICIES</b>	
<b>Academic Honesty and Plagiarism</b>	Plagiarism is intellectual theft and is by no means tolerated by the university. It is the use of somebody else's ideas, viewpoints, findings, or works in a paper, project, report, or any similar document which is presented as part of a course requirement without proper acknowledgment of the source. Violations of



	<p>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 receiving a grade of “0” for a particular task or an exam and disciplinary action will be taken.</p> <p>You may use AI tools such as ChatGPT to generate ideas, receive grammar or vocabulary feedback, practice speaking or pronunciation, and get help understanding difficult topics. AI can also support you in taking notes, summarizing information, or rewriting ideas in your own words. If there are parts you do not understand, you should ask your teachers or classmates for clarification. In addition, citation tools such as APA or MLA generators may be used to prepare references correctly.</p> <p>However, you should not copy and paste AI-generated answers without understanding or editing them. You must not submit AI-generated texts or projects as if they were entirely your own work. Assignments should not be completed simply by translating them fully from another language. You should also avoid using other people’s work, including material from friends, AI, or the internet, without giving proper credit. Slightly changing sentences and presenting them without citation is also unacceptable. Finally, you should not have another person or AI complete your assignment for you, nor should you buy or share assignments found online. For more information, please refer to the <a href="#">Academic Integrity Policy</a>.</p>
<b>Class Citizenship (Participation &amp; Behavior)</b>	<ul style="list-style-type: none"><li>• Students’ behavior should not interfere with or disrupt class activities. Therefore, students are expected to arrive at class on time and stay for the entire class period. Late arrivals and exits are disrespectful and distracting and lead to attendance failure.</li><li>• Students are expected to attend and professionally complete all in-class assignments, tasks, projects, and presentations on the specified dates.</li><li>• Students are expected to use mobile phones responsibly in line with classroom rules and only when permitted by the instructor for learning purposes. Any misuse of phones during lessons, including off-task activities, may negatively affect Homework and Participation (H&amp;P) grades.</li><li>• It is important that students are respectful towards instructors and fellow classmates (That includes verbal and physical behavior as well as the language used in e-mail and phone messages). Hate speech, racist comments, and discrimination activities are NOT permitted and are punished according to ABU’s rules.</li></ul>