

**OSTİM TECHNICAL UNIVERSITY
FACULTY OF ECONOMICS AND ADMINISTRATIVE SCIENCES
DEPARTMENT OF MARKETING
COURSE SYLLABUS FORM**

ENG 102 Academic English II							
Course Name	Course Code	Period	Hours	Application	Laboratory	Credit	ECTS
Academic English II	ENG 102	2	3	0	0	3	3

Language of Instruction	English
Course Status	Compulsory
Course Level	Bachelor
Learning and Teaching Techniques of the Course	Lecture, Discussion, Question-Answer, Writing-Feedback

Course Objective
<p>This course aims to improve students' academic English knowledge and skills, with a primary focus on academic writing. Students will read academic texts, listen to lectures and write academic essays while learning to give presentations. They will be exposed to a range of different topics relevant to academia such as education, technology, and communication. They will also have the opportunity to read and analyze authentic texts such as business articles relevant to their fields.</p>

Learning Outcomes
<p>Students who successfully complete this course are expected to:</p> <ul style="list-style-type: none"> • Read and understand academic texts • Utilize different reading skills such as skimming and scanning • Listen and comprehend lectures • Take notes and recognize main ideas • Summarize and paraphrase using academic language • Write coherent academic essays • Reference academic sources • Give presentations in an academic environment • Use academic language structures and vocabulary

Course Outline

Each week, a unit from the textbook Oxford EAP will be covered whilst reading an authentic article in which academic language is analyzed and from which writing tasks are developed.

Weekly Topics and Related Preparation Studies

Weeks	Topics	Preparation Studies
1	Introduction: What is academic English/writing? Unit 1: “Education” (Oxford EAP)	“Background to Writing” (Bailey p.3-9) “An Introduction to Thinking and Writing in College” (Behrens and Rosen ch.1) “Reading with Attention” (Behrens and Rosen ch.2)
2	Unit 1 cont.—Summarizing/paraphrasing	“Summarizing and Paraphrasing Sources” (Behrens and Rosen ch.3) “Summarising and Paraphrasing” (Bailey p.42-52)
3	Unit 2: “Systems” (Oxford EAP)— Descriptions of visual information	“Visual Information” (Bailey p.146-150) <i>Harvard Business Review article</i>
4	Unit 2 cont. Task 1: Descriptive paragraph	“Finding Key Points and Note-making” (Bailey p.36-42)
5	Unit 3: “Communication” (Oxford EAP)— Topic sentences and paragraph writing	“Organising Paragraphs” (Bailey p.67-72) <i>Harvard Business Review article</i>
6	Unit 4: “Order” (Oxford EAP)—Thesis statements and introductions	“Introductions and Conclusions” (Bailey p.72-78) <i>Harvard Business Review article</i>
7	Unit 4 cont. Task 2: Writing an essay introduction	“Passives” (Bailey p.121-125)
8	MIDTERM EXAM	
9	Unit 5: “Intelligence” (Oxford EAP)—Achieving cohesion and conclusions	“Cohesion” (Bailey p.96-100) “Introductions and Conclusions” (Bailey p.72-78)

10	Unit 5 cont. Task 3: Writing an essay conclusion	“Analysis” (Behrens and Rosen ch.8) <i>Harvard Business Review article</i>
11	Unit 7: “Culture” (Oxford EAP)—Essay outlines and proofreading	“Rewriting and Proofreading”(Bailey p.78-81) “Comparisons” (Bailey p.100-105) <i>Harvard Business Review article</i>
12	Unit 8: “Interpretation” (Oxford EAP)—Citation and referencing Task 4: Giving a presentation	“Quoting Sources, Using Signal Phrases...” (Behrens and Rosen ch.4) “Avoiding Plagiarism” (Bailey p.25-31)
13	Unit 8 cont. Task 4: Giving a presentation	“Critical Reading and Critique”(Behrens and Rosen ch.5) <i>Harvard Business Review article</i>
14	Unit 9: “Persuasion” (Oxford EAP)—Persuasive language and argument essays Task 5: draft (10%)	“Argument Synthesis” (Behrens and Rosen ch.7)
15	Unit 9 cont. Task 5: Writing an argument essay (20%)	<i>Harvard Business Review article</i>
16	FINAL EXAM	

Textbook(s)/References/Materials:	
Textbook:	<ul style="list-style-type: none"> Oxford EAP: A course in English for Academic Purposes (Upper-intermediate)
Supplementary References:	<ul style="list-style-type: none"> Behrens, Laurence and Leonard J. Rosen. A Sequence for Academic Writing. Pearson, 2018. Bailey, Stephens. Academic Writing: A Handbook for International Students. Routledge, 2015.
Other Materials:	Harvard Business Review articles

Assessment		
Studies	Number	Contribution margin (%)
Attendance		
Lab		
Class participation and performance		
Field Study		
Course-Specific Internship (if any)		
Quizzes / Studio / Critical		
Homework		
Presentation	1	30
Projects		
Report		
Seminar		
Midterm Exam/Midterm Jury	1	30
General Exam / Final Jury	1	40
Total		100
Success Grade Contribution of Semester Studies		50
Success Grade Contribution of End of Term		50
Total		100

ECTS / Workload Table			
Activities	Number	Duration (Hours)	Total Workload
Course hours (Including the exam week): 16 x totalcourse hours)	16	3	48
Laboratory			
Application			
Course-Specific Internship (if any)			
Field Study			
Study Time Out of Class	12	1	12
Presentation / Seminar Preparation	1	4	4
Projects			
Reports			
Homework	5	1	5
Quizzes / Studio Review	4	4	12
Preparation Time for Midterm Exams / Midterm Jury	1	5	5
Preparation Period for the Final Exam / General Jury	1	5	5
Total Workload		(91/25 = 3,64)	91

Course' Contribution Level to Learning Outcomes						
Nu	Learning Outcomes	Contribution Level				
		1	2	3	4	5
LO1	Able to recognise and predict said words and distinguish each other.					X
LO2	Express opinions, present themselves and use negotiation skills to achieve desired outcomes					X
LO3	Identify and register mood and tone.					X
LO4	Identify and register grammatical structures and the vocabulary.					X
LO5	Locate important information in a text.					X
LO6	Write clear and understandable questions and answers.					X

Relationship Between Course Learning Outcomes and Program Competencies (Department of Marketing)								
Nu	Program Competencies	Learning Outcomes						Total Effect(1-5)
		LO1	LO2	LO3	LO4	LO5	LO6	
1	Understanding the formal and informal processes associated with a business structure.							
2	Evaluate a business on the basis of all functional units.							
3	To use analytical thinking effectively in the decisions taken for the problem solving process.							
4	Having a vision of self-improvement and learning.					X		5
5	To carry out all activities within this framework, equipped with ethics.							
6	To analyze the cases encountered by doing research and studies individually and as a team within the organization.							
7	To convey his thoughts and suggestions at the level of knowledge and skills he has acquired in the field of marketing to the relevant people in writing and orally.			X				3

8	Developing effective and creative marketing mix strategies that will adapt to different market conditions and buyer types in national and international dimensions.				X			4
9	To have the ability to interpret and analyze data, to identify problems and to suggest solutions by using the knowledge acquired in the field of marketing.							
10	To have sufficient awareness of the universality of social rights, social justice, quality and cultural values, environmental protection, occupational health and safety.							
11	Evaluate the knowledge and skills gained by the marketing education with a critical perspective within the framework of the practices in business life.			X				3
12	To follow and correctly interpret the current trends developing within the framework of marketing.				X			4
Total Effect								19

Policies and Procedures
Web page: https://www.ostimteknik.edu.tr/marketing-1242
Exams: The exams aim at assessing various dimensions of learning: knowledge of concepts and theories and the ability to apply this knowledge to real-world phenomena, through analyzing the situation, distinguishing problems, and suggesting solutions. The written exams can be of two types, ie. open-ended questions, which can also be in the form of problems or multiple-choice questions.
Assignments: Quizzes and Homework (Assignments) might be applicable. Scientific Research Ethics Rules are very important while preparing assignments. The students should be careful about citing any material used from outside sources and reference them appropriately.
Missed exams: Any student missing an exam needs to bring an official medical report to be able to take a make-up exam.
Projects: A group project with teamwork is welcome.
Attendance: Attendance requirements are announced at the beginning of the term. Students are usually expected to attend at least 70% of the classes during each term.
Objections: If the student observes a material error in his/her grade, he/she has the right to place an objection to the Faculty or the Department. The claim is examined and the student is notified about its outcome.