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| ***ÇAĞ UNIVERSITY***  ***Faculty of Arts and Sciences, Department of Turkish Language and Literature*** | | | | | | | | | | | | | | | | | | | | | | | |
| **Code** | | | | **Course title** | | | | | | | | | | | | **Credit** | | | | | **ECTS** | | |
| TDE-128 | | | | Turkish Syntax | | | | | | | | | | | | (2-0)2 | | | | | 3 | | |
| **Prerequisite Courses** | | | | | | | | None | | | | | | | | | | | | | | | |
| **Language of the Course** | | | | | | | | Turkish | | | | **Lesson Teaching Style** | | | | | | Face to face | | | | | |
| **Course Type / Level** | | | | | | | | Compulsory/ Undergraduate/ 1st Year/ Spring Semester | | | | | | | | | | | | | | | |
| **Faculty Members** | | | | | **Title & Name Surname** | | | | | | **Lesson Time** | | | | | | **Meeting Hours** | | | | **Communication** | | |
| **Course Coordinator** | | | | | Prof. Dr. Şirvan Kalsın | | | | | |  | | | | | | Wednesday 15.00-16.30 | | | | [sirvankalsin@cag.edu.tr](mailto:sirvankalsin@cag.edu.tr) | | |
| **Lesson Ace.** | | | | |  | | | | | |  | | | | | |  | | | |  | | |
| **The aim of lesson** | | | | | Discussing topics such as words in Turkish, the formation of phrases, formulaic words and how their functions in the sentence are determined, elements of the sentence, sentences according to their structure, types of phrases. | | | | | | | | | | | | | | | | | | |
| **Course Learning Outcomes** | |  | A student who successfully completes the course; | | | | | | | | | | | | | | | | | **Relationships** | | | |
| **Prog. Outputs** | | | **Net Contribution** |
| one | Can understand word groups and types. | | | | | | | | | | | | | | | | | 3 | | | 5 |
| 2 | Can distinguish different types of phrases. | | | | | | | | | | | | | | | | | 3 | | | 5 |
| 3 | Makes observations on the complement-complement relationship. | | | | | | | | | | | | | | | | | 3 | | | 4 |
| 4 | Can analyze the elements of the sentence analytically. | | | | | | | | | | | | | | | | | 3 | | | 5 |
| 5 | Can classify sentences: according to their structure, meaning, predicates. | | | | | | | | | | | | | | | | | 3 | | | 5 |
| **Course Content:** One of the important areas of grammar is syntax. Students who complete phonics and morphology subjects; They will continue their specialization in grammar by addressing topics such as word groups, phrases, sentences and sentence elements, and classification of sentences. | | | | | | | | | | | | | | | | | | | | | | | |
| **Course Contents:( Weekly Lesson Plan)** | | | | | | | | | | | | | | | | | | | | | | | |
| **Week** | **Subject** | | | | | | | | | | | | **Preparation** | | | | | | **Learning Activities and Teaching Methods** | | | | |
| 1 | word groups | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 2 | Noun phrase | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 3 | Verbal groups | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 4 | "Intermediate Adjective Phrases | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 5 | Envelope groups | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 6 | exclamation groups | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 7 | Elements of the sentence: predicate/subject | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 8 | Midterm | | | | | | | | | | | |  | | | | | |  | | | | |
| 9 | Elements of the sentence: predicate/subject | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 10 | Elements of the sentence: object/indirect object/adverb complement | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 11 | Classification of sentences: according to their structure | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
|  | Classification of sentences: according to their meaning | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 12 | Classification of sentences: according to their predicates | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 13 | An overview | | | | | | | | | | | |  | | | | | | Lecture/application | | | | |
| 14 | Controversial grammatical issues in Turkish | | | | | | | | | | | |  | | | | | | Lecture/discussion | | | | |
| **RESOURCES** | | | | | | | | | | | | | | | | | | | | | | | |
| Textbook | | | | | | Muhittin Bilgin, Anlamdan Anlatıma Türkçemiz, | | | | | | | | | | | | | | | | | |
| Lecture Notes | | | | | |  | | | | | | | | | | | | | | | | | |
| Recommended Resources | | | | | | Eker, Süer. *Çağdaş Türk Dili*. Ankara: Grafiker Yayınları, 2002.  Nurettin Demir ve Emine Yılmaz. *Türk Dili El Kitabı,* Ankara, Grafiker, 2003.  Korkmaz, Zeynep. *Türkiye Türkçesi Grameri (Şekil Bilgisi)*. Ankara: Türk Dil Kurumu Yayınları, 2003.  Leyla Karahan, Türkçede Söz Dizimi, Ankara, Akçağ,2005  Banguoğlu, Tahsin. *Türkçenin Grameri*. İstanbul: Baha Matbaası, 1974 | | | | | | | | | | | | | | | | | |
| Material Sharing | | | | | | Presentation, slides and written documents | | | | | | | | | | | | | | | | | |
| **Quantification and consideration** | | | | | | | | | | | | | | | | | | | | | | | |
| **Events** | | | | | | | **Number** | | | **Contribution** | | | | **Notes** | | | | | | | | | |
| Midterm | | | | | | | **1** | | | **40%** | | | |  | | | | | | | | | |
| ***Success Rate of the Year*** | | | | | | |  | | | **40%** | | | |  | | | | | | | | | |
| ***Final to Success Ratio*** | | | | | | |  | | | **60%** | | | |  | | | | | | | | | |
| **ECTS TABLE** | | | | | | | | | | | | | | | | | | | | | | | |
| **Contents** | | | | | | | | | **Number** | | | | | | **Hour** | | | | | | | **Total** | |
| Lesson Duration | | | | | | | | | **14** | | | | | | **2** | | | | | | | **28** | |
| Studying Outside the Classroom | | | | | | | | | **14** | | | | | | **2** | | | | | | | **28** | |
| Midterm | | | | | | | | | **one** | | | | | | **12** | | | | | | | **12** | |
| final exam | | | | | | | | | **one** | | | | | | **18** | | | | | | | **18** | |
| **Total**  **Total / 30**  **ECTS Credit** | | | | | | | | | | | | | | | | | | | | | | **86** | |
| **=86/30=2.8** | |
| **3** | |
| **PAST ACHIEVEMENTS** | | | | | | | | | | | | | | | | | | | | | | | |
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