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| SYLLABUS  Faculty of Arts and Sciences | | | | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | | | **Credits** | | | | ECTS Value | |
| TRN 109 | | | Rhetorical Grammar | | | | | | | | (2-2)3 | | | | 7 | |
| Prerequisite Courses: | | | NONE | | | | | | | | | | | | | |
| Course Language: | | | English | | | | **Course Delivery Mode:** | | | | | | Face to face | | | |
| Course Type and Level: | | | Compulsory / Undergraduate / First Year / Fall Semester | | | | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | | **Office Hours** | | Contact | | | | |
| Dr. Semiha KAHYALAR GÜRSOY | | | | | | Tuesday  10.00- 12.20 | | | | Tuesday  13.30-14.30 | | [semihakahyalar@cag.edu.tr](mailto:semihakahyalar@cag.edu.tr) | | | | |
| Course Coordinator: | | | Dr. Semiha KAHYALAR GÜRSOY | | | | | | | | | | | | | |
| Course Objectives | | | | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | Recognize meta-discourse used to guide the reader through the text. | | | | | | | | | | 3, 5, 6, 7 | | | 3 , 5, 5, 3 |
| 2 | | identify the use of adverbials, adjectival, and nominal | | | | | | | | | | 3, 5, 6, 7 | | | 3 , 5, 5, 4 |
| 3 | | identify the use of stylistic devices by other writers | | | | | | | | | | 5, 6, 7 | | | 5, 5, 4 |
| 4 | | describe words in terms of their lexical features | | | | | | | | | | 5, 6, 7 | | | 5, 5, 5 |
| 5 | | use advanced level structures accurately | | | | | | | | | | 5, 6, 7 | | | 5, 5, 5 |
| 6 | | use cohesive devices appropriately | | | | | | | | | | 5, 6 | | | 4 , 3 |
| 7 | | comprehend the rhetorical impact of punctuation decisions | | | | | | | | | | 3, 5, 6, 7 | | | 4, 5, 5, 5 |
| Course Content: | | | Advanced level structures (e.g. word classes, elements of the sentence, types of sentence, sentence fragments etc.) of different types of texts on a contextual level, evaluation of the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis, presenting a descriptive review of the forms and function of advanced English grammar structure, the use of these structures in various contexts. | | | | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | | **Preparation** | | | | | | Teaching Methods and Techniques | | |
| 1 | | Introduction | | | | | |  | | | | | |  | | |
| 2 | | Verb Tenses (Present /Past) | | | | | | Textbook Chp. 1 | | | | | | Presentation, Practice | | |
| 3 | | Infinitive - Gerund | | | | | | Textbook Chp. 2 | | | | | | LMS, in-class task | | |
| 4 | | Comparisons | | | | | | Textbook Chp. 3 | | | | | | Presentation, Guided practice | | |
| 5 | | Future Tenses | | | | | | Textbook Chp. 4 | | | | | | Presentation, LMS, Translation-based activity | | |
| 6 | | Modals | | | | | | Textbook Chp. 5 | | | | | | Interactive exercise | | |
| 7 | | Passive Voice | | | | | | Textbook Chp. 6 | | | | | | Collaborative learning tasks | | |
| 8 | | Midterm Exam | | | | | |  | | | | | |  | | |
| 9 | | Midterm Exam | | | | | |  | | | | | |  | | |
| 10 | | Causative Form | | | | | | Textbook Chp. 7 | | | | | | **Problem-Solving Activity** | | |
| 11 | | Conditionals & Wishes | | | | | | Textbook Chp. 8-9 | | | | | | Communicative drill / pair or group work | | |
| 12 | | Reported Speech | | | | | | Textbook Chp. 10 | | | | | | Guided practice, interactive exercises | | |
| 13 | | Subordinate Clauses | | | | | | Textbook Chp. 11 | | | | | | Presentation, LMS exercises | | |
| 14 | | Subordinate Clauses | | | | | | Textbook Chp. 11 | | | | | | Error analysis activity, pair/group work | | |
| 15 | | Inversion- Determiners | | | | | | Textbook Chp. 12 | | | | | | Presentation, LMS, knowledge check | | |
| 16 | | General Review | | | | | | Extra Exercises | | | | | | Review and reflective task | | |
| 17 | | Final Exam | | | | | |  | | | | | |  | | |
| 18 | | Final Exam | | | | | |  | | | | | |  | | |
| Course Resources | | | | | | | | | | | | | | | | |
| Textbook: | | | | Dooley, J. (2021). New Enterprise,Express Publishing | | | | | | | | | | | | |
| Recommended References: | | | | Focus on Grammar: An Integrated Skills Approach  Kolln, M. & Gray, L. (2014). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects Longman: Boston. (International Edition).  Hewings, M. (2013). Advanced Grammar in Use,Cambridge. | | | | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | | Notes | | | | | | | |
| Midterm Exam | | | | 1 | %30 | | | | Written Exam | | | | | | | |
| Portfolio Project | | | | 1 | %20 | | | | Group report | | | | | | | |
| Final | | | | 1 | %50 | | | | Written Exam | | | | | | | |
| ECTS Table | | | | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | | **Hours** | | | | | | Total | |
| Course Duration | | | | | **14** | | | | **3** | | | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | | **3** | | | | | | 42 | |
| Assignment | | | | | **14** | | | | **3** | | | | | | 42 | |
| Project | | | | | **1** | | | | **30** | | | | | | 30 | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | **1** | | | | **20** | | | | | | 20 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | **1** | | | | **20** | | | | | | 20 | |
| Total: | | | | | | | | | | | | | | | 196 | |
| Total / 30: | | | | | | | | | | | | | | | 6,5 | |
| ECTS Credit: | | | | | | | | | | | | | | | 7 | |