

SYLLABUS

Vocational Higher School Applied English Translation

Course Code	Course Title		Credits	ECTS Value	
AET-127	Writing Skills and Vocabulary		(3-0-3)	6	
Prerequisite Courses:	None				
Course Language:	English	Course Delivery Mode:		Face-to-face	
Course Type and Level:	Compulsory, Short Cycle, First Year, Fall Semester				
Instructor's Title, Name, and Surname		Course Hours	Office Hours	Contact	
Lect. Dr. Fatma Toköz		Mon.13:25-15:45	Thur.10:15-12:35	fatmatokoz@cag.edu.tr	
Course Coordinator:					
Course Objectives: The course aims to develop students' academic writing skills and domain-specific vocabulary knowledge. Students will practice vocabulary enrichment through morphology (prefixes, suffixes, roots), idioms, collocations, and academic word lists, and use this knowledge to write coherent, cohesive, and purposeful texts. Emphasis is placed on paragraph and essay organization, rhetorical modes (narration, description, comparison, cause-effect, argumentation), and academic integrity in writing.					
Course Learning Outcomes	Upon successful completion of this course, the student will be able to;			Relations	
				Program Outcomes	Net Contribution
	1	Identify and construct word types and new words using prefixes, suffixes, and roots.	1, 2, 4	5, 5, 5	
	2	Analyze words in context and distinguish their different meanings.	1, 2, 4	5, 5, 5	
	3	Apply vocabulary acquisition strategies to expand their lexis across academic and professional fields.	1, 2, 4	5, 5, 5	
	4	Compose coherent paragraphs and essays to express and support opinions using acquired vocabulary.	1, 2, 4	5, 5, 5	
	5	Produce and evaluate compositions across different domains with appropriate academic vocabulary and cohesion devices.	1, 2, 4	5, 5, 5	
	6	Create texts in different rhetorical genres (narration, description, classification, comparison, cause-effect, argumentation).	1, 2, 4	4, 4, 5	
7	Paraphrase, summarize, and reference texts accurately to demonstrate academic honesty.	1, 2, 4	5, 5, 5		
Course Content:	This course provides theoretical and practical training in academic writing and vocabulary development. It covers sentence and paragraph skills, pre-writing strategies, and vocabulary enrichment through word formation, idioms, collocations, and academic word lists (AWL). Students practice rhetorical modes such as narrative, descriptive, comparison/contrast, cause-effect, and argumentative writing, while also learning academic conventions including summarizing, paraphrasing, referencing, and plagiarism avoidance. Through composition practice in various domains and portfolio development with peer and instructor feedback, the course equips students to produce coherent, well-structured, and academically appropriate texts.				
Course Schedule (Weekly Plan)					
Week	Topic		Preparation		Teaching Methods and Techniques
1	Course orientation, diagnostic writing, importance of academic writing		None		Lecture, discussion, ice-breaker, diagnostic task

2	Sentence patterns, punctuation, mechanics of effective sentences	Course booklet, Writers at Work Ch.1–2	Lecture, guided practice, pair work
3	Paragraph structure: topic sentences, supporting details, unity & coherence	Writers at Work Ch.3	Presentation, in-class writing, peer discussion
4	Pre-writing strategies: brainstorming, clustering, outlining, drafting	Academic Writing Skills Part III, Unit 1	Workshop, collaborative practice, peer review
5	Word formation: prefixes, suffixes, roots, compound nouns	English Vocabulary in Use Units 85–88	Vocabulary practice, group tasks, exercises
6	Vocabulary in context: collocations, idioms, proverbs, academic word lists	English Vocabulary in Use Units 92–96	Lecture, discussion, vocabulary games, pair tasks
7	Sentence & paragraph writing + vocabulary	Review notes & booklet	
8	Midterm Exam		
9	Midterm Exam		
8	Narrative and descriptive paragraphs	Writers at Work Ch.4–5	Group writing, discussion, peer review
9	Comparison & contrast paragraphs; transitions for cohesion	Academic Writing Skills Part V, Essay 1	Presentation, discussion, in-class writing
10	Cause–effect and classification paragraphs	Academic Writing Skills Part III, Unit 5	Workshop, guided practice
11	Opinion/argumentative & expository paragraphs; thesis statements	Academic Writing Skills Part IV	Lecture, debate, group writing, peer feedback
12	Summarizing & paraphrasing techniques	Academic Writing Skills Part I, Unit 2	Practice tasks, group collaboration, peer review
13	Referencing and citation (APA basics); avoiding plagiarism	Academic Writing Skills Part I, Unit 2	Workshop, case study, discussion
16	Review of rhetorical modes & vocabulary	All resources	Guided revision, Q&A, practice writing
17	Final Exam		
18	Final Exam		

Course Resources

Textbook:	Blanchard, K., & Root, C. (2003). <i>Ready to Write: A First Composition Text</i> . Pearson Education. Oshima, A., & Hogue, A. (2014, 4th ed.). <i>Writing Academic English</i> . Pearson. Blass, L., & Gordon, D. (2010). <i>Writers at Work: From Sentence to Paragraph</i> . Cambridge. McCarthy, M., & O'Dell, F. (2017). <i>English Vocabulary in Use: Advanced</i> . Cambridge University Press. Coxhead, A. (2016). <i>Academic Vocabulary in Use</i> . Cambridge University Press.
Recommended References:	Read, S. H. (2019). <i>Academic Writing Skills for International Students</i> . Macmillan.

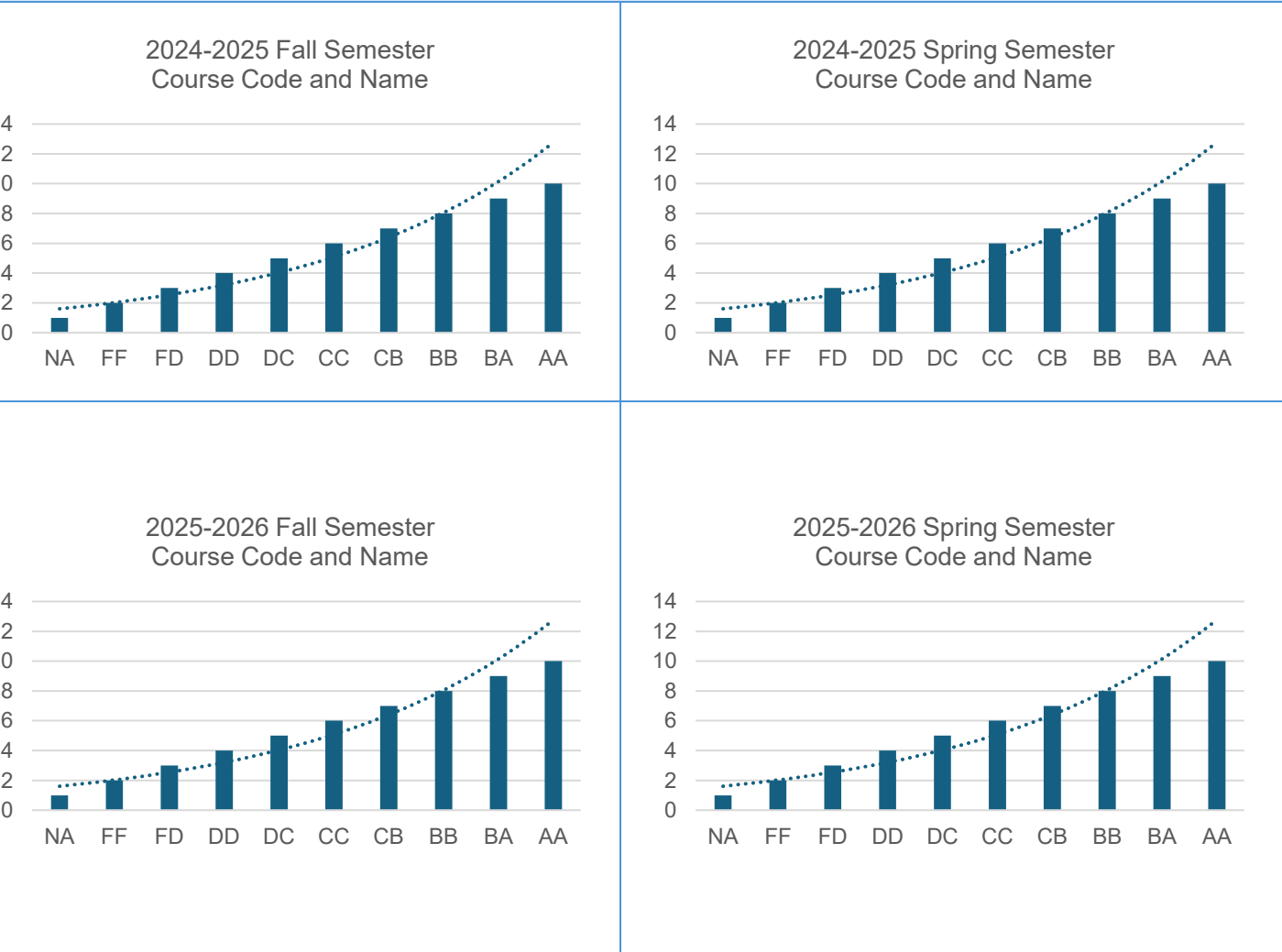
Course Assessment and Evaluation

Activities	Number	Percentile	Notes
Midterm Exam	1	30%	Sit-down written exam (essay + vocabulary)
In-class Tasks	2	20%	Applied writing/vocabulary tasks; no make-up, only in classroom
Final	1	50%	Comprehensive written exam

ECTS Table

Content	Number	Hours	Total
Course Duration	14	3	42
Out-of-Class Study	14	3	42
In-class Tasks	2	10	20
Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation)	1	25	25
Final Exam (Final Exam Duration + Final Exam Preparation)	1	40	40
Total:			169
Total / 30:			169/30=5,63
ECTS Credit:			6

First Term Achievements



Course Policies & Requirements

Attendance

- Students are required to attend at least 70% of classes. Missing more than 30% will result in an **NA grade** and ineligibility to sit the final exam.
- Arriving on time is essential; repeated lateness disrupts the learning environment.

In-class Tasks

- Two graded in-class writing and vocabulary tasks will be held. These are completed **only in the classroom**; there will be no make-up opportunities.

Assignment Submission

- All written work must be original and submitted via Moodle and/or Turnitin, depending on instructions.
- Late submissions are not accepted, except with an officially documented excuse (health report, family emergency, or university duty).
- Work with more than 10% similarity on Turnitin, or showing block-copying, will be considered plagiarism regardless of percentage.

Academic Integrity

- Plagiarism, cheating, and unauthorized collaboration are strictly prohibited.
- The use of **AI tools (e.g., ChatGPT, Google Translate, DeepL)** is not allowed in graded tasks unless explicitly permitted by the instructor for learning support. Violations will result in a failing grade (FF) for the assignment or the entire course.
- Proper paraphrasing, summarizing, and referencing must be applied at all times.

Use of Technology in Class

- Phones must be turned off and put away during lessons.
- Recording, photographing, or videoing class sessions without prior instructor permission is strictly forbidden.
- Classroom discussions and activities are considered confidential and should not be shared publicly.

Email Etiquette

- Use professional English when writing emails. Always include your **full name, course code, and a clear subject line**.
- Begin with the instructor's proper title (e.g., *Lect. Dr. Toköz*).
- Allow up to **24 hours for a response** (longer on weekends or holidays). Avoid demanding immediate replies.

- Be clear, polite, and concise.

Student Responsibilities

- Review the course pack, readings, and syllabus regularly.
- Come prepared with drafts, notes, and vocabulary exercises.
- Actively participate in classroom discussions, group work, and peer reviews.
- Respect peers and contribute to a supportive, professional learning environment.

In-Class Task Rubric (100 Points)

Criteria	Excellent (Full Points)	Good	Satisfactory	Weak / Poor	Points
Task Completion & Relevance (20 pts)	Fully completes the task; all instructions followed; writing directly addresses the prompt. (18–20)	Mostly complete; minor lapses in following instructions. (14–17)	Partially complete; noticeable gaps or partly off-topic. (10–13)	Incomplete or off-topic. (0–9)	/20
Vocabulary Use & Range (20 pts)	Wide and precise vocabulary; correct use of academic words, collocations, idioms. (18–20)	Adequate range; some errors but meaning clear. (14–17)	Limited vocabulary; repetition or misuse reduces clarity. (10–13)	Very basic/incorrect vocabulary; hinders understanding. (0–9)	/20
Grammar & Sentence Structure (15 pts)	Very few/no errors; varied and correct structures. (13–15)	Some errors, but meaning clear; limited variety. (10–12)	Frequent errors; meaning occasionally unclear. (7–9)	Major errors obscure meaning. (0–6)	/15
Organization & Coherence (15 pts)	Clear logical flow; strong topic sentence, transitions, unity. (13–15)	Generally coherent; some weak transitions. (10–12)	Organization uneven; lapses in unity. (7–9)	Lacks structure; very hard to follow. (0–6)	/15
Rhetorical Mode / Genre Features (15 pts)	Successfully applies required rhetorical mode (narration, comparison, cause–effect, argumentation). (13–15)	Attempts rhetorical mode; minor lapses. (10–12)	Weak or inconsistent genre use. (7–9)	No clear rhetorical strategy. (0–6)	/15
Academic Integrity & Referencing (10 pts)	Accurate paraphrasing/summarizing; original work; correct citation if needed. (9–10)	Minor citation/paraphrasing issues. (7–8)	Some uncredited copying; unclear paraphrasing. (5–6)	Clear plagiarism or heavy copying. (0–4)	/10
Participation & Effort in Class (5 pts)	Fully engaged; active in peer review/feedback. (5)	Moderate participation. (3–4)	Limited effort. (1–2)	No participation. (0)	/5
Total					/100