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| SYLLABUS  Vocational School  Applied English and Translation Programme | | | | | | | | | | | | | |
| Course Code | | | **Course Title** | | | | | | **Credits** | | | ECTS Value | |
| AET 125 | | | Reading Skills I | | | | | | 3-0-3 | | | 6 | |
| Prerequisite Courses: | | | None | | | | | | | | | | |
| Course Language: | | | English – Turkish | | | **Course Delivery Mode:** | | | | Face to face | | | |
| Course Type and Level: | | | Compulsory – 1st Year – Fall Semester – Associate | | | | | | | | | | |
| Instructor's Title, Name, and Surname | | | | | | **Course Hours** | | | **Office Hours** | | | Contact | |
| Lect. Merve Tohma | | | | | | 3 / week | | | 12:45–13:15 | | | mervetohma@cag.edu.tr | |
| Course Coordinator: | | |  | | | | | | | | | | |
| Course Objectives :To develop students’ basic English reading skills so that they can distinguish main/supporting ideas, infer meaning from context, analyse text type–purpose–tone, and select/apply suitable translation strategies. | | | | | | | | | | | | | |
| Course Learning Outcomes | Upon successful completion of this course, the student will be able to; | | | | | | | | | Relations | | | |
| Program Outcomes | | | Net Contribution |
| 1 | | Identifies main ideas and supporting details in basic English texts. | | | | | | | 1,3,5 | | | 5, 4, 4 |
| 2 | | Infers word meaning using contextual clues. | | | | | | | 1,2,3 | | | 5, 4, 4 |
| 3 | | Distinguishes a text’s purpose, tone, and target audience. | | | | | | | 5,9,10 | | | 4, 4, 4 |
| 4 | | Classifies text types such as informative, narrative, instructional and digital content. | | | | | | | 3,5,10 | | | 4, 5, 3 |
| 5 | | Translates English texts into Turkish without distorting meaning. | | | | | | | 3,4,9 | | | 5, 4, 4 |
| 6 | | Selects translation strategies suitable to context (direct/rewriting/inferential). | | | | | | | 3,4,7 | | | 4, 5, 4 |
| 7 | | Develops and applies translanguaging techniques appropriate to text type and context. | | | | | | | 2,5,10 | | | 4, 4, 4 |
| Course Content: | | | Development of reading sub-skills (skimming, scanning, context-based meaning, main/supporting ideas, reading instructions, purpose–tone–audience, inferential reading, digital reading) through translation-oriented practice; matching text types with strategies; translanguaging; midterm and end-of-term project presentations. | | | | | | | | | | |
| Course Schedule (Weekly Plan) | | | | | | | | | | | | | |
| Week | | **Topic** | | | | | **Preparation** | | | | Teaching Methods and Techniques | | |
| 1 | | Introduction & reading ethics | | | | | Quotations and short explanations; course intro; short TR+EN writing | | | | Lecture; Q&A; guided reading; short writing (TR+EN) | | |
| 2 | | Skimming (main idea) | | | | | Short article titles/paragraphs | | | | Speed reading; main-idea hunt; summarising; micro-translation | | |
| 3 | | Scanning (information search) | | | | | Announcement/poster/e-mail | | | | Locating target info; pinpoint translation; pair work | | |
| 4 | | Inferring meaning from context | | | | | Story sentences + unknown words | | | | Inference; meaning derivation; justified translation | | |
| 5 | | Topic & supporting details | | | | | Blog post: “Studying Abroad” | | | | Main/supporting split; emphasis-based translation; discussion | | |
| 6 | | Sequential reading (instructions) | | | | | Recipe, user manual | | | | Step-by-step following; command-based direct translation; practice | | |
| 7 | | Purpose & tone & audience | | | | | Ads/brochures | | | | Tone capture; creative rewriting; slogan task | | |
| 8 | | Midterm Exam | | | | |  | | | |  | | |
| 9 | | Midterm Exam | | | | |  | | | |  | | |
| 10 | | Reading for inference (between the lines) | | | | | Dialogue + short story | | | | Subtext analysis; inferential translation; peer feedback | | |
| 11 | | Digital reading (multimodal) | | | | | IG/YouTube captions; comments | | | | Emoji+text+context matching; localisation exercise | | |
| 12 | | Fact vs. opinion | | | | | News + opinion column | | | | Objectivity/subjectivity detection; neutral translation | | |
| 13 | | Myths & cultural texts | | | | | Turkish/Japanese tale (in English) | | | | Culturally sensitive equivalence; footnote/transliteration options | | |
| 14 | | Project preparation (text selection) | | | | | Student-selected text (150–200 words) | | | | Project plan; draft translation; one-to-one advising | | |
| 15 | | Final project presentations I | | | | | Student projects | | | | Presentation + defence; peer assessment rubric | | |
| 16 | | Portfolio compilation | | | | | Final versions of selected texts | | | | Rubric-based self/peer assessment; reflection writing | | |
| 17 | | Final Exam | | | | |  | | | |  | | |
| 18 | | Final Exam | | | | |  | | | |  | | |
| Course Resources | | | | | | | | | | | | | |
| Textbook: | | | | Level-appropriate collections of authentic short texts (CEFR A1–C1). | | | | | | | | | |
| Recommended References: | | | | BBC Learning English; BreakingNewsEnglish; basic news/opinion pieces; social media content; short recipes, e-mails, adverts; student-selected current materials. | | | | | | | | | |
| Course Assessment and Evaluation | | | | | | | | | | | | | |
| Activities | | | | **Number** | **Percentile** | | | Notes | | | | | |
| Midterm Exam | | | | 1 | 40% | | | Applied written: reading comprehension + short translation | | | | | |
| Final | | | | 1 | 60% | | | Analyse selected text + translate + (if applicable) present | | | | | |
| ECTS Table | | | | | | | | | | | | | |
| Content | | | | | **Number** | | | **Hours** | | | | Total | |
| Course Duration | | | | | **14** | | | 3 | | | | 42 | |
| Out-of-Class Study | | | | | **14** | | | 3 | | | | 42 | |
| Assignment | | | | | 14 | | | 2.5 | | | | 35 | |
| Midterm Exam (Midterm Exam Duration + Midterm Exam Preparation) | | | | | 1 | | | 20 | | | | 20 | |
| Final Exam (Final Exam Duration + Final Exam Preparation) | | | | | 1 | | | 41 | | | | 41 | |
| Total: | | | | | | | | | | | | 180 hours | |
| Total / 30: | | | | | | | | | | | | 180 / 30 | |
| ECTS Credit: | | | | | | | | | | | | 6 ECTS | |