The Middle Eastern and Mediterranean Language Institute (MEDLI)
University of Wisconsin-Madison

Course Subject, Number and Title
GNS 339, First Semester Turkish
GNS 340, Second Semester Turkish

Class Time and Location
Monday through Friday, 8:30am – 1:00pm (with breaks)

June 19, 2023 – August 11, 2023
Ingraham Hall 224

Instructor Title and Name
Dr. Gül Deniz Demirel Aydemir (she, her)

Instructor Availability
Office Hours: Thursdays 2:00-4:00 pm or by an appointment for other days or time.
Location will be at Pyle Center Room L50 (next to Memorial Union). Make an appointment through this link.

Instructor Email/Preferred Contact
demirelaydem@wisc.edu

Course Designations and Attributes
Foreign Lang– 1st Semester Language; 2nd
Semester Language
Level – Elementary
L&S Credit – Course as Liberal Arts and Science credit in L&S

Credits
8

Course Description
Provides an introduction to the Turkish language, which is spoken by more than 80 million people in Turkey and Europe. Work within four language skills: listening, reading, writing, and speaking. Learn to communicate in Turkish in authentic situations. Turkish will be used as the primary language in classroom instructions, with minimal use of English.

Requisites
No formal education in Turkish

Language Table
This activity is run by students' language partners. Students meet **1time per week, 1 hour each session** (1 for elementary level; 1 for intermediate & advanced). Time and location of language table will be determined.

Instructional Modality

This in-person class meets for **20** class period hours (i.e. 1 class hour= 50 min; Mondays-Fridays, 8:30am – 1:00pm with breaks) each week for four weeks over the summer semester, and carries the expectation that students will work on course learning activities (reading, writing, studying, listening/viewing, instructor-student meetings, etc.) for ONE hour out of the classroom for every hour of class (**20** hours per week). In other words, students will devote a minimum of **45** hours a week across 4 weeks for a total of **180** hours.

Regular and Substantive Student-Instructor Interaction

Substantive interaction is engaging students in teaching, learning and assessment through at least two of the following: **direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, or other substantive interaction**. Regular interaction is: predictable and scheduled interaction with students consistent with the course length (usually at least weekly but more often in a course of short duration). Regular and substantive student-instructor interaction, as defined by the US Department of Education (Within *34 C.F.R. §600.2*), is always a requirement of UW-Madison for-credit learning activities. *Find more information* including examples of regular and substantive instruction.

Examples of Regular and Substantive Interaction

- *Participation in regularly scheduled learning sessions (where there is an opportunity for direct interaction between the student and the qualified instructor).*
- *Provide personalized comments (in any medium) for an individual student's assignment or exam.*
- *Actively facilitate an online discussion.*
- *Instructor posts announcements, email, or social media check-ins about academic aspects of the class.*
- *Provide an overview video to accompany recorded lectures.*
- *Identify students struggling to reach mastery through observation of discussion activity, assessment completion, or even user activity and offer additional opportunities for interaction.*
- *Use of small working/study groups that are moderated by the instructor.*

Course Learning Outcome

This course provides an introduction to the Turkish language, which is spoken by more than 80 million people in Turkey and Europe. Elementary Turkish is designed for students who are interested in learning the modern Turkish language ("Istanbul dialect") and cultures, and who have no previous knowledge of the language. This course introduces basic grammar & vocabulary building competence in novice level listening, speaking, reading and writing skills in Turkish to improve beginner level proficiency in Turkish in line with the ACTFL proficiency guidelines for Turkish and based on the World-Readiness Standards. By the end of the first semester, students will be able to produce and comprehend several types of sentences (simple and compound) in both spoken and written material.

Students will work with a variety of web-based materials to learn Turkish songs, watch short film clips and advertisements, read letters, dialogues, song lyrics, poems, and short stories in Turkish. This course will introduce students to many aspects of Turkish-speaking cultures through authentic language use, and students will also have the opportunity to participate in the Turkish-language learning community on campus. Instruction will emphasize the language that is relevant to situations that students are likely to encounter if they travel to or live in Turkey. Enrolled students are encouraged to form study groups of 4-5 people which meet regularly outside of class to practice conversation in Turkish.

The secondary goal of the course is to improve students' understanding of Turkish society and cultures. Our teaching philosophy prioritizes linguistic competence integrated in intercultural critical competence through the lens of social justice education. Therefore, an understanding of Turkish cultures including

their products, practices and perspectives in comparison with students' own cultures is central to our curriculum. Students will also be expected to contribute to the class by sharing their experiences with the Turkish language and cultures.

The approach to teaching encourages **guessing** about content, the meaning of words, and the function of certain grammatical structures. Such guessing skills constitute important language learning and language using strategies in real life. **Be patient! You will learn about the "exact" meaning of words and structures after you first encounter them. Give yourself and your abilities a chance to see how close you can come by yourself**. To make best use of class time, grammar explanations will be assigned for home study. You can expect to engage in group and pair work and to take part actively in class while speaking in Turkish at least 90% of class time. The medium of instruction will be in Turkish, however, the instructor might resort to English where necessary.

By the end of the semester, students should be able to perform the following tasks:

a) Language Outcomes: Upon successfully completing this course, it is expected that you will be able to…
- Make basic inquiries and negotiating practical problems (discussing available facilities for housing, asking and giving directions, asking and telling time etc.)
- Participate in basic social conversations (talking about home, family, work, school, social customs in Turkey, marriage, etc.)
- Shop (going to a store, asking for items, talking about prices, bargaining etc.)
- Talk about everyday essentials (food and drink, ordering food, expressing needs and desires, clothing, weather and climate, locations, colors, body parts, physical attributes etc.)
- Comprehend main ideas and important details of simple texts relating to personal information, daily activities, and everyday events and be able to produce written summaries and answer simple questions relevant to the material
- Initiate and participate in basic conversations and current events
- Read and write short paragraphs about familiar issues
- Respond appropriately to cultural difference and products and practices of the Turkish society

b) Intercultural Competence Outcomes: Another more implicit goal of the foreign language study is to render individuals more interculturally competent so that foreign language students
- Value cultural diversity and pluralism of views and practices
- Respect people who have different cultural affiliations from one's own
- Be open to, curious about and willing to learn from and about people who have different cultural orientations and perspectives from one's own
- Be willing to empathize with people who have different cultural affiliations from one's own
- Be willing to tolerate ambiguity and uncertainty
- Be willing to seek out opportunities to engage and cooperate with individuals who have different cultural orientations and perspectives from one's own

(From *Developing Intercultural Competence through Education* by Michael Byram)

For a comprehensive guide to NCSSFL/ACTFL CAN-DO Statements at each proficiency level, please visit the following site:
https://www.actfl.org/publications/guidelines-and-manuals/ncssfl-actfl-can-do-statements

Summary Guide: ACTFL Oral Performance Descriptors for Language Learners

Proficiency Level	Tasks & Functions	Context/Content	Accuracy	Text Type

Novice "Parrot"	Communicate minimally with formulaic and rote utterances, lists, and phrases	Most common informal settings. *Most common aspects of daily life.*	May be difficult to understand, even for speakers accustomed to dealing with non-native speakers.	Individual words and phrases
Intermediate "Survivor"	Create with language, initiate, maintain and bring to a close simple conversations by asking and responding to simple questions	Some informal settings and a limited number of transactional situations. *Predictable, familiar topics related to daily activities.*	Understood, with some repetition, by speakers accustomed to dealing with non-native speakers.	Discrete sentences
Advanced "Reporter"	Narrate and describe in all major time frames and deal effectively with an unanticipated complication	Most informal and some formal settings. *Topics of personal and general interest.*	Understood without difficult by speakers unaccustomed to dealing with non-native speakers.	Oral paragraph/connected discourse
Superior "Thinker"	Discuss topics extensively, support opinions, and hypothesize. Deal with a linguistically unfamiliar situation.	Most formal and informal settings. *Wide range of general interest topics and some special fields of interest and expertise.*	No pattern of errors in basic structures. Errors virtually never interfere with communication or distract the native speaker from the message.	Extended discourse

Source: ACTFL OPI Proficiency Interview Assessment Workshop Participant Handbook, 3ʳᵈ Edition

Grading
Your grade will reflect your attendance, participation, unique contributions to class activities, and your performance on homework, exams, and projects.

Course participation and attitude: 10%
Course attendance: 10%
Homework: 20%
Midterm exam: 15%
Final exam: 15%
Projects: 30%

Grading Scale
A: 92-100
AB: 87-91
B: 82-86
BC: 77-81
C: 70-76
D: 60-69

F: ≤59

Course Website, Learning Management System & Digital Instructional Tools
Canvas is the university's learning system. Students can access all resources related to courses, such as learning materials, handouts, worksheets, assignments, class links, and office hours links.

Required Textbook, Software & Other Course Materials
Two main textbooks will be used interchangeably: *Yeni İstanbul* (*A1 and A2)* and *Elementary Turkish*. Students need to purchase the printed copies of *Yeni İstanbul*. *Elementary Turkish* files will be available online on Canvas. Students can also print out the required uploaded materials themselves or read through their electronic devices if they'd like. Assignments will be uploaded on canvas. Additional materials will also be provided by the instructor.

Suggested reference book:
Turkish: An Essential Grammar by Aslı Göksel & Celia Kerslake - Routledge

Some other useful links for dictionary and self-learning materials:

https://www.youtube.com/channel/UCsSQiu9-Q8s3ZS5-Dy0LWmA
(So Turkish – A YouTube channel providing the training of listening comprehension in different levels)

https://www.turkishclass101.com/
(Turkish online podcast with English explanation)

https://turkishteatime.com/
(Turkish online podcast with English explanation. Although this podcast has not been updated anymore since 2014, there are still hundreds of useful and interesting episodes you can listen to)

http://www.ottomanhistorypodcast.com/
(A weekly internet radio program in English and Turkish offering interviews with scholars about the Ottoman Empire and the modern Middle East. You can also follow it from its podcast)

https://www.seslisozluk.net/en/
(Online Turkish-English dictionary. It has an app for your electronic devices)

https://tureng.com/en/turkish-english
(Online Turkish-English dictionary. It has an app for your electronic devices)

Homework & Other Assignments
Homework assignments include writing, reading, recording, and preparing for the class. They are intended for preview (e.g., for you to study up on a topic to be practices or used interactively in class) or for review (i.e., to practice something taught and learned in class).

Homework will be given daily and needs to be completed. Homework assignments can be found on Canvas. After finishing assignments, students are asked to upload to Canvas, so that the instructor can give feedback for each student.

Campus Spaces for Virtual Learning & Testing
Dedicated on-campus spaces with high-speed internet are available for students to reserve for any exam/quiz taken during the semester. Computers can also be requested.

Exams, Quizzes, Papers & Other Major Graded Work
It is important to review the material covered after each class. There will be a midterm exam and final exam **on Friday of Week 4 and 8**. Students need to bring their own laptop. Each exam will contain several questions about the content of the class.

Projects: A project consists of a series of oral and written tasks conducted throughout this 8-week Turkish course on a specific topic and an oral report presentation. The project must expand on and reflect the language functions and vocabulary learned from this course. You can use PowerPoint or other media (such as Prezi and Canva) for presentation. You also need to submit a written copy of your projects. Please refer to the project rubric at the end for a detailed explanation.

Project 1: Your Turkish friends plan to visit your (home) town for 3 days. To show your hospitality, you also want them to stay at your home. However, your family do not know Turkish. They need your help when Turkish guests visit, because you are learning Turkish. In addition, you search for the travel information about your (home)town, but little information in Turkish can be found. Therefore, you will be your friend's tour guide and create a 3-day itinerary while they are in your (home)town. You will also be introducing your friends to your family. For this project, make a 4-6 min video about your family and your recommendations and present in class on Friday of Week 4, and submit a written copy by Wednesday of the presentation week. Use vocab, grammar, and sentence structures you have learned so far. Questions to think about (but not limited to):
- Where is your (home)town?
- Information about your family members (age, job, hobby, etc.)
- How to get to your (home)town (transportation, distance, etc.)
- Best season to visit and why
- Places to visit
- Things to do
- What and where to eat
- What to bring/pack/buy

Presentation date: Friday, July 14, 2023

Project 2: You are going to choose one Turkish dish (*salata*, *ana yemek*, or *tatlı*) and show us how to make it. You can work individually or collaboratively (at most 2 people). Before making it, you have to do research on the dish, such as the name of the dish, its origin, its cultural influence, and so on. After researching the dish, you also need to make a video to present to us how to make it. You will orally explain **in Turkish**, adding English/Turkish subtitles, so that everyone can learn this dish from you. It is also necessary to submit a written copy of your presentation by Wednesday of the presentation week. The information in your written copy include:
- What is the name of the dish?
- A brief explanation of where the dish comes from. In which city is it famous?
- What are the cultural influences of the dish?
- Your recipe (Use cooking verbs, imperative mood, numbers, ingredients, verbal adverbs, etc. to explain the order)
- Express your personal feeling when making it and after tasting it. Use adjective, verbs, and sentence structure you have learned.

Finally, you will need to **bring the dish you made to the class** on the last day as part of celebration! We will enjoy food while listening to your presentation.

Presentation date: Friday, August 11, 2023

Other Course Information
We may have several "mini activities" or "extracurricular cultural activities" that will be held together with other language classes. These activities aim to help students experience Middle Eastern cultures. Date, time and location will be determined.

Privacy of Student Information & Digital Tools: Teaching & Learning Analytics & Proctoring Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through learning analytics, and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices. Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Privacy of Student Records & the Use of Audio Recorded Lectures

See information about privacy of student records and the usage of audio-recorded lectures.

Lecture materials and recordings for this course are protected intellectual property at UW-Madison. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or have lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

How to Success in this Course

Learning a foreign language is fun. Relax and no need to be stressful. **Completing assignments and attending class every day are the key to learn a language better**. If students have any questions, please consult the instructor, and the instructor will be happy to help. If students have other questions related to school services, they can access the following links:

- University Health Services
- Undergraduate Academic Advising and Career Services
- Office of the Registrar
- Office of Student Financial Aid
- Dean of Students Office

Course Evaluations

Students will be provided with an opportunity to evaluate this course and their learning experience. Student participation is an integral component of this course, and their confidential feedback is important to the instructor. It is a strong recommendation to participate in the course evaluation.

- **Digital Course Evaluation (AEFIS)**
  UW-Madison now uses an online course evaluation survey tool, AEFIS. In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID

where you can complete the evaluation and submit it, anonymously. Your participation is an integral component of this course, and your feedback is important to me. I strongly encourage you to participate in the course evaluation.

Students' Rules, Rights & Responsibilities
Every member of the University of Wisconsin-Madison community has the right to expect to conduct their academic and social like in an environment free from threats, danger, or harassment. Students also have the responsibility to conduct themselves in a manner compatible with membership in the university and local communities.

UWS Chapter 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to follow and describes the procedures used when students are accused of misconduct. Chapter 17 also listed the possible responses the university may apply when a student is found responsible for violating a policy. The process used to determine any violations and disciplinary actions are important part of UWS 17. Review the complete text of UWS Chapter 17, and for additional information, review the Office of Student Conduct and Community Standards website, or contact the office via phone at 608-263-5700 or room 70 Bascom Hall.

Diversity & Inclusion Statement
Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals. The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

Academic Integrity Statement
By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but is not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Common examples of academic misconduct include:
- cheating on an examination
- collaborating with others in work to be presented contrary to the stated rules of the course
- submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- stealing examinations or course materials
- submitting, if contrary to the rules of a course, work previously presented in another course
- using online language translation tools contrary to the rules of the course
- knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed

For detailed information, please see conduct.students.wisc.edu/academic-misconduct/

Accommodations for Students with Disabilities
The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and

UW-Madison policy ([UW-855](#)) require the university to provide reasonable accommodations to students with disabilities to access and participate in its academic programs and educational services. Faculty and students share responsibility in the accommodation process. Students are expected to inform faculty [me] of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#))

Academic Calendar & Religious Observances

The university policy is sensitive to the needs of individual students. (1) you must notify me within the first two weeks of class of the specific days or dates on which you request relief. (2) Make ups may be scheduled before or after the regularly scheduled requirements. (3) You have 4 unexcused absence including religious holiday observance.

Attendance: It is the policy of MEDLI that students are expected to attend class every day during the summer due to the intensive nature of the classes. Students with extenuating circumstances must discuss the situation with their instructor and with MEDLI administrative staff. Absences, other than illness, will be worked out on a case-by-case basis. Vacation is not a valid excuse for a student to have an extended absence. If a student misses class, it is their responsibility to make up the work and to keep up with the other students in the class.

Classes start at 8:30 AM and go until 1 PM (Central Time) with breaks. MEDLI's policies regarding tardiness and absence are as follows:

Tardiness
Up to 30 minutes late (habitual tardiness of less than 30 minutes may also be considered a violation)
        1st time = warning
        2nd time = grade deduction
        3rd time = referred to APTLI staff/possible additional grade deduction

Absence
Tardiness of over 30 minutes late will be considered an absence
        1st unexcused absence = warning + grade deduction
        2nd unexcused absence = referred to MEDLI staff + grade deduction

Excused and unexcused absences cannot equal more than 2 per semester. Once a student has a 3rd absence, they must speak with either the program director or coordinator.

NOTE: An unexcused absence is any absence with no prior approval from the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from MEDLI administration in order to be considered "excused."

WISLI ATTENDANCE POLICY

This class will follow WISLI attendance policy which states:
Given the intensive nature of our programs, students in the Wisconsin Intensive Summer Language Institutes (WISLI) are expected to attend every day of class during the 8-week summer term.   Students are allowed to miss one day in the first half of the summer program and one day in the second half of the summer program without a grade deduction. Unexcused absences of 2 or more will result in a grade deduction including attendance and participation, missing work or tests, which may impact a student's final grade. Please see the grade rubric in your course syllabus for an explanation of your course grade.

Excused absences for emergency circumstances will be reviewed on an individual basis. Please contact your instructor as soon as possible if you will be absent from class. For COVID-19 related questions, please see the UW-Madison COVID-19 Response FAQs: https://covidresponse.wisc.edu/faq/. All WISLI programs follow UW-Madison policies for religious observances. Please notify your instructor in the first week of class if you will be absent due to religious observances in the 8-week summer term. If a student misses class, it is their responsibility to make up any missing work and instructors are not required to create make-up exams for absences. Students should communicate with their instructor early and often. WISLI attendance policies align with UW-Madison guidelines: https://doso.students.wisc.edu/guide/class-attendance/.

ADDITIONAL NOTES: An unexcused absence is any absence with no prior approval form the instructor. Unanticipated medical/other emergencies may require additional documentation and approval from the instructor in order to be considered "excused".

- Absences on days of exams, projects, presentations etc will lead to failure of that coursework except in case of documented emergencies. There will be no make-ups of quizzes, projects, presentations, etc. due to absence.

- Failure of the first/third/fifth semester course prohibits students moving to the second/fourth/sixth semester course and will result in dismissal from the program without refund.

- Contact hours for federal grants require that the MEDLI program must end on the last day of class. Requests to leave or take final exams early will not be granted.

- Pre-program requests for absences will not be granted.

- If you have a chronic illness that might require you to miss classes during the semester, please inform the instructor as well as schedule an appointment with the MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu) at the beginning of the semester.

- If you are absent due to an illness, you are required to meet with MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu). You will also be required to submit necessary documentation.

    Any emergency circumstances for absences can be addressed to MEDLI Pedagogy Director, Nalan Erbil (erbil@wisc.edu)

Course participation is larger than attendance in class. Class participation usually refers to the oral contributions of individual students. Please know that the quality of such contributions is more important than the mere quantity. Speak up - but say or ask something valuable and of use to others. Clearly, some students are anxious to speak up but nevertheless, an instructor can tell an engaged student from a disengaged one. Preparedness, on-the-topic contributions during pair- and group work, willingness to use Turkish even if it means to stretch oneself, lending assistance to peers, and ongoing commitment to the course goals, etc. all are features of a "good course participant". Remember, **attendance** is not the same as course participation.

Remember that you are **responsible** for your own performance. Be conscientious in completing homework assignments. Do not rely on class to present you with **new** information – you should already be familiar with the rules (from reading the explanations and completing homework assignment) and ready to practice and ask questions when you arrive in class. The syllabus is not designed for starting from scratch every class meeting. If that were to become necessary because of poor at-home preparation by the students, the class would soon fall behind.

Classroom Community Expectations:
- During online courses, you will be using electronic devices, including desktops, laptop, tablets. Phones are still not allowed to use.
- Students are expected to come to class before it starts. Continuous late arrival might affect your grade negatively as pointed in the policy before.
- Students are expected to speak in Turkish at all time unless it's necessary to inquire a word/phrase and/or to follow the instructions.
- Students are expected to **listen to** each other and take turns.
- Where a discussion and/or an activity is chaired, the authority of the chair is respected.
- Discriminatory remarks such as racist, sexist, ableist, and homophobic discourse and expressions are totally unacceptable at any time.
- Students respect everyone's **preferred pronouns** and use correct pronouns throughout the whole session.
- Students show **respect** when commenting on and describing people portrayed in visuals or texts.
- The instructor and the students should have the responsibility to **challenge stereotypes**.
- Politeness and a respectful tone are required at all times.
- Discomfort naturally occurs when learning. Feeling challenged is an important part of learning and growing. It's expected in the classroom that you will get out of your comfort zone.

Electronic Communication Policy

Communication tool: We will use email for formal correspondence in Turkish/English. I will also be available during virtual "office hours". Professional email etiquette is important. In Turkey, an appropriate email begins with "Hocam" (My teacher) or "Gül Deniz Hocam" (My teacher Gül Deniz), as you write in proper English by using "Dear" or "Hello". This is the standard for respectful university behavior. It is also part of social learning and professional training for your future career.

Digital Literacy and Other Course Information

Digital literacy is an important component of language literacy today. Try to change your social media language setting to Turkish, and follow any accounts including famous singer, writers, players, entertainers, etc. from Turkey and beyond. Expose yourself to Turkish-speaking environment. Netflix is also a good resource to learn Turkish. Try to switch subtitles or audio into Turkish. You might also want to follow **Turkish at UW-Madison** account on Facebook, Twitter, Instagram, and YouTube.

Course Schedule

Placement: Based on the teacher's assessment, students may be assigned to a level of instruction more commensurate with their proficiency.

Tentative Course Schedule: This schedule is flexible and can be adapted to the needs of the class. Be sure to read emails and mind announcements in class.

Date	Theme(s)	Grammar
Week 1 (6/19-6/23)	Pronunciations Greeting Personal information Describe your house	Bu, şu o Burası, Şurası, orası Interrogative particle: mI? Negative for nouns and adjectives: değil Locative case: -DA Plural: -lar/-ler Var/Yok

Week 2 (6/26-6/30)	Your daily activities Hobbies I want to do… My family - My family members and I - My house	Present continuous tense: -yor Ablative case: -DAN Dative case: -(y)A -mAk istemek Possessive Possessive and var/yok
Week 3 (7/3-7/7)	Describe directions and locations My past activities	Compound nouns Compound nouns with cases Definite past tense: -DI Instrumental case: -(y)lA Accusative case: -(y)I
Week 4 (7/10-7/14) Project 1 presentation (7/14)	How was the weather last week? Read Turkish recipe Shall I (we) do…? My future plan	Definite past tense with nominal sentences: -(y)DI Imperative mood Optative mood Future tense
Week 5 (7/17-7/21)	My fortune Understand the weather forecast Shopping	Future tense Before: -mAdAn önce After: -DIktAn sonra Until: -(y)A kadar
Week 6 (7/24-7/28)	Routines in my life Restaurant dialogue Make polite requests	Simple tense: -()r More than: -DAn daha Most: en
Week 7 (7/31-8/4)	Travel dialogue in a bus terminal Travel dialogue on a plane Book a room for vacation	Simple tense: -()r Abilitative verbs
Week 8 (8/7-8/11) Project 2 presentation (8/11)	Shopping dialogue See a doctor	In order to…: -mAk için Body parts

Kolay gelsin ve başarılar!
(May your work be easy and successful!)