UW-Madison Syllabus

General Course Information

Middle Eastern and Mediterranean Language Institute (MEDLI)

University of Wisconsin-Madison

*Course Subject, Number and Title GNS 439 Third Semester Summer Turkish
GNS 440 Fourth Semester Summer Turkish

*Credits
8

*Course Designations and Attributes
Foreign Lang – 3rd & 4th semester language
Course Level – Intermediate
L&S Credit

*Course Description
The aim of this course is to assist students in developing an intermediate level of competency in both oral and written comprehension and expression of the Turkish language. The course places emphasis on listening comprehension, reading, speaking, writing, as well as cultural and historical knowledge. It is assumed that students possess knowledge of the grammatical structures taught in a typical beginning course, which will be reviewed before introducing intermediate grammar preferably in context. Active participation is expected, with group and pair work forming a significant part of the learning process. By applying yourself both inside and outside of the classroom, your ability to communicate in Turkish will improve markedly.

*Requisites
First and Second Semester Language or approval by the program

*Meeting Time and Location
Monday through Friday, 8:30am – 1:00pm
June 19, 2023- August 11, 2023
Classroom: Ingraham 115

*Instructional Modality
In-person

*Specify How Credit Hours are Met by the Course
This class meets for **20** class period hours (Mondays-Fridays, 8:30-1:00 p.m. 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 engages students in teaching, learning, and assessment through at least two of the following methods: direct instruction, providing feedback on student work, providing information about course content, facilitating discussion of course content, or other substantive interaction.

Regular interaction refers to predictable and scheduled interaction with students consistent with the course length, usually at least weekly, but more often in a course of short duration.

In this course, student-instructor interaction is considered an essential component of an effective learning environment. On the first day, students will receive written information in the form of a syllabus and verbal instructions about course expectations during the class meeting. They will also be required to complete a questionnaire about their specific needs and interests, as well as their expectations for learning Turkish in this course. The data obtained from the questionnaire will be used by the instructor to develop supplementary materials that promote student engagement in the class and address individual needs and interests. The learning process will include both individual and collaborative work facilitated by the instructor.

Canvas will provide students with an overview of the week, including assignments, rubrics, updates, and announcements, posted by the instructor every Monday morning. Students can send an email to the instructor to attend office hours, and the instructor can also invite students to office hours for further guidance, tutorials, or feedback.

Other Course Information

Arts & Technology-based Classroom Practices, Turkish Movies, Extracurricular Activities, Guest Lecturers. *TURFLI students will have additional expectations, which will be announced by the TURFLI Program Coordinator.*

*Instructors & Teaching Assistants
Instructor Title and Name
Instructor Tuğba Yıldırım Kumbasar

Instructor Availability
Office Hour: Monday & Wednesday 1-2 pm, or by appointment
Zoom Link: https://uwmadison.zoom.us/j/5926246569
Meeting ID: 592 624 6569

Instructor Email/Preferred Contact
yildirimkumb@wisc.edu

*Course Learning Outcomes
Throughout the course, students will improve intermediate 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 course, students will be able to

- understand the main idea and supporting details on familiar topics from sentences and series of connected sentences within authentic written texts,
- understand information about the topics that are familiar, personal interest or pertinent to everyday life by identifying main ideas and specific details when the speech is standard and clearly articulated with a familiar Turkish accent,
- exchange basic information with ease and confidence related to their work, school, recreation, particular interests and areas of competence,
- participate in spontaneous spoken or written communications on topics which are familiar, of personal interest or pertinent to everyday life by initiating, maintaining and closing conversations, although there may be breakdowns in communication,
- produce short summaries by paraphrasing and summarizing the original text,
- produce coherent texts on topics which are familiar or of personal interest,
- make comparisons between different cultures,

- develop and use their own language learning strategy that will also help learning other less commonly taught languages.

Grading

GNS 439 Third Semester Summer Turkish
- 20 % Course Participation
- 20 % Homework
- 10 % Daily News Reporting
- 10 % Collaborative Project (Draft Submission)
- 10 % Weekly Quizzes
- 10 % Presentation (Turkish Culture)
- 20 % Learning Portfolio (Peer Feedback)

GNS 440 Third Semester Summer Turkish
- 20 % Course Participation
- 20 % Homework
- 10 % Daily News Reporting
- 10 % Collaborative Project (Final Submission)
- 10 % Weekly Quizzes
- 10 % Writing (Movie Summary)
- 20 % Learning Portfolio (Presentation)

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 UW–Madison's learning management system (LMS) used to view course materials, submit assignments and quizzes, and view grades for this course. Many other learning technologies that we will use as part of the course are integrated, and students will be provided with tutorials and guided by the course instructor to use them effectively. Students can log in to canvas.wisc.edu with their NetID credentials. They will find all the necessary information about the course (materials, assignment details, zoom links, announcements, updates etc.) there. Therefore, it is strongly suggested that students explore and become familiar not only with Canvas' site navigation but with content and resources available for the course.

Required Textbook, Software & Other Course Materials

- **Yeni** İstanbul Turkish B1 Ders Kitabı & Çalışma Kitabı (Learning Set) *(B1 Yeni Istanbul Course Book & Student Workbook)*
- Supplementary materials to address specific needs and interests will be provided by the instructor on Canvas.
- Students must bring their personal computers to the class.

Campus provides students with technology guidelines and recommendations for instruction. Students should consult these resources prior to the start of the semester.

Homework & Other Assignments

Guidelines and rubrics for each homework and assignment will be available on Canvas, and students are expected to submit their assignments by the given deadline to Canvas.

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
There will be no proctoring service used in this class.

Attendance Policy
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)

Teaching & Learning Data Transparency Statement

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully evaluates 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. View the university's full teaching and learning data transparency statement.

Privacy of Student Records & the Use of Audio Recorded Lectures Statement

View more information about FERPA.

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 who has an approved accommodation that includes recording. [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, with the exception of sharing copies of your personal notes as a notetaker through the McBurney Disability Resource Center. Students are otherwise 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 Succeed in This Course

As adult learners, we each bring a diverse range of experiences to the classroom, allowing us to learn from one another. Learning a new language is a gradual process that requires persistence, making attendance and active participation essential components of success in our learning community. It is my expectation that every student attends every lesson prepared to participate fully, which encompasses contributing to oral and written assignments, being receptive to collaboration, and utilizing Turkish in the classroom. If you require additional guidance to fulfill any of the course requirements, please do not hesitate to contact me promptly so that we may discuss accommodations to facilitate your success.

Furthermore, I am dedicated to cultivating a supportive and inclusive learning environment among the students. I encourage you to approach each other with respect and an open mind, sharing your unique experiences and knowledge to enrich our learning community. Let us collaborate to create a positive and inclusive atmosphere where everyone feels comfortable expressing themselves in Turkish, and where errors are viewed as a valuable aspect of the learning process. Please keep in mind that my responsibility and intention is to guide you towards learning Turkish in this course. Should any obstacle hinder your ability to participate fully in the course, please do not hesitate to contact me. I am available to listen and assist you in any way possible.

Course Evaluations

Students will be provided with an opportunity to evaluate this course and your learning experience. Student participation is an integral component of this course, and your confidential feedback is important to me. I strongly encourage you to participate in the course evaluation.

Digital Course Evaluation (AEFIS)
UW-Madison uses a digital course evaluation survey tool called AEFIS. For this course, you will receive an official email two weeks prior to the end of the semester, notifying you that your course evaluation is available. In the email you will receive a link to log into the course evaluation with your NetID. Evaluations are anonymous. 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.

MEDLI will conduct its own mid-program and end-of-the-program course evaluations sent by the Program Coordinator.

Students' Rules, Rights & Responsibilities

Every member of the University of Wisconsin–Madison community has the right to expect to conduct their academic and social life 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 Chapters 17 and 18 of the Wisconsin Administrative Code list the university policies students are expected to follow and describe the procedures used when students are accused of misconduct. Chapter 17 also lists 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 parts 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 are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

Accommodations for Students with Disabilities Statement

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)

Check [this link](#) out and inform the course instructor via email in the first week of the course about anything that may affect your attendance/participation because of religious observances.

Weekly Schedule (Tentative)

Date	Theme(s)	Grammar	Assignment
Week 1 (June 19-23)	❏ *Tanışma* ❏ *Amaçlar & Beklentiler* ❏ *Özel İlgi ve İhtiyaçların Belirlenmesi* ❏ Haberler *(Yeni İstanbul A2 Ünite 2)*	❏ Belirli geçmiş zaman ❏ Bağlaçlar (çünkü, bu sebeple, bu nedenle, bu yüzden, bunun için) ❏ İle	❏ Yazma: Kendimizi Tanıtalım (Canvas) ❏ Daily News Reporting ❏ Digital Learning Portfolio (Week 1 Reflections)
Week 2 (June 26- 30)	❏ Yeni Bir Hayat ❏ Taşınma	❏ Zarf-fiiller (-(y)Arak, -(y)A -(y)A)	❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Digital Learning Portfolio (Week 2 Reflections) ❏ Collaborative Project Draft (for feedback) by June 30, 4 pm
Week 3 (July 3-7)	❏ İş Dünyası ❏ Meslekler ❏ Başarı Öyküleri ❏ İş Görüşmesi	❏ İsim-Fiil Ekleri (-mAk, -mA) ❏ İsim-Fiil Eki (-mA + iyelik) /Emir Kipinde Dolaylı Anlatım ❏ İsim-Fiil Ekleri (-(y)Iş)	❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Digital Learning Portfolio (Week 3 Reflections) ❏ Presentation: Turkish Culture Submit PPT (for feedback) by July 3, 4 pm Presentations (In Class, July 7)
Week 4 (July 10-14)	❏ Sağlıklı Yaşam ❏ Beslenme ❏ Spor ❏ Ruh sağlığı	❏ Gereklilik Kipi ❏ Gereklilik Kipinin Kullanımları ❏ Gereklilik Kipinin Olumsuz Kullanımları	❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Digital Learning Portfolio (Week 4 Reflections) ❏ Peer Feedback: Learning Portfolio (In class, July 14)
	❏ Eğitim ❏ Türk Eğitim	❏ Gereklilik Kipinin Hikâyesi ❏ Zarf-fiiller (-mAk için, -ma +	❏ Daily News Reporting ❏ Quiz ❏ Can do statements

Week 5 (July 17-21)	Sistemi ❏ Üniversite Hayatı ❏ Öğrenme Tarzları ❏ Dünyadan Eğitim Haberleri	iyelikiçin, -mAk üzere) ❏ Zarf-fiiller (-mAktAnsA,-A rağmen, -ma + iyelik + (n)A rağmen)	❏ Digital Learning Portfolio (Week 5 Reflections) ❏ Collaborative Project by July 17, 4 pm
Week 6 (July 24-28)	❏ Hayaller ❏ Pişmanlıklar ❏ Şikayetler	❏ Dilek kipi ❏ Dilek kipinin hikâyesi ❏ Zarf-fiiller (-IncA, -(I/A)r -mAz)	❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Digital Learning Portfolio (Week 6 Reflections) ❏ Writing: Movie Summary by July 28, 4 pm
Week 7 (July 31- August 4)	❏ Kültürel Farklılıklar ❏ Yaşam Tarzları ❏ Festivaller	❏ Şart kipi ❏ Şart kipinin hikâyesi ❏ Zarf-fiiller (-DIğIndAn beri, -(y)AlI, -DI -(y)AlI)	❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Peer Feedback: Learning Portfolio (In class, August 4) ❏ Digital Learning Portfolio (Week 7 Reflections)
Week 8 (August 7-11)	This week will be planned based on students' needs and preferences. Details will be provided by the instructor in Week 6.		❏ Daily News Reporting ❏ Quiz ❏ Can do statements ❏ Presentation: Learning Portfolio (In class, TBA)