



Institution Name: University of Wisconsin–Madison

Course Subject, Number and Title:

GNS 339, First Semester Turkish

GNS 340, Second Semester Turkish

Credits:

4 (First semester) and 4 (Second semester)

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

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: None.

Meeting Time and Location:

9:00am to 1:00pm Monday through Friday.

June 17, 2024 – July 12, 2024 (First semester)

July 15, 2024 – August 9, 2024 (Second semester)

Classes will be held at Nancy Nicholas Hall 4235.

Instructional Modality: In-person

Instructor Contact Info:

Dr. Yao-Kai Chi (Oğuz)

You can call me Oğuz Hocam (My teacher Oğuz). My office Hours is between **14:00-15:30 on Tuesday and Friday** at Pyle Center Room L50 or anytime by appointment. Make an appointment through [this link](#).

Feel free to contact me at ychi5@wisc.edu for formal correspondence in Turkish or English. Professional email etiquette is important. In Turkish, an appropriate email begins with "Hocam" (My teacher) or "Oğuz Hocam" (My teacher Oğuz), similar to how we use "Dear" or "Hello" in

English. This is the standard for respectful university behavior and is also part of your social learning and professional training for your future career.

Language Table:

TURFLI students are required to attend the Language Table. MEDLI and PGO students are also highly encouraged if they can. Students meet 1-time per week, 1 hour each session. Time and location of the language table will be determined.

Course Learning Outcomes:

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.

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 negotiate 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)

How Credit Hours are Met by the Course

This in-person class meets for **20** class period hours (Mondays-Fridays, 9:00am – 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.

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. Zoom is the major platform that will be used in our remote/online instruction

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 these books. Assignments will be uploaded on canvas. Additional materials will also be provided by the instructor.

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 practiced 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.

AI Statement

In the Elementary-level course, students are encouraged to use artificial intelligence (AI) tools to develop their language proficiency. AI-based class activities may also be integrated into the curriculum, helping students practice through the interaction with AI. However, it is crucial to use AI tools ethically and responsibly. Students must:

- a. Avoid plagiarism by not directly copying or submitting AI-generated text as their own work. AI output should only be used as a reference or starting point for their assignments.
- b. Use AI tools as a supplement to your learning process, not as a replacement for your own effort and engagement with course materials.
- c. Understand the limitations of AI tools and verify the accuracy of their output, especially for language nuances and cultural contexts.

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 a final exam **on Friday of Week 4 and Week 8**. Students need to bring their own laptop. Each quiz will contain several questions about the content of the class. These questions include writing, listening, and reading. Students will have 60 minutes to finish.

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 presentations. 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 12, 2024

Project 2: You are going to choose one Turkish dish (*salata*, *ana yemek*, or *tatli*) 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 adjectives, 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 9, 2024

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.

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 (6/17-6/21)	Pronunciations Greeting Personal information Describe yourself	Vowel harmony Plural forms Bu Şu O Yes/No Questions Var/Yok Locative case -DA Suffix verbs (affirmative/negative/questions)
Week 2 (6/24-6/28)	Habits/Daily Activities Requests Introduce your friends and talk about their daily activities My family members	Adjective suffix -II and -slz: Present continuous tense (affirmative/negative/questions) Dative case -(y)A Ablative case -DAn mAk istemek Possessive
Week 3 (7/1-7/5)	Describe directions and locations My past activities	Compound noun I and II Possessive and case endings Spatial relations Definite past tense (affirmative/negative/questions)
Week 4 (7/8-7/12) Project 1 presentation (7/12)	Express time My future plan	Instrumental case -(y)IA Accusative case Unit of time -DAn... -A kadar Optative mood Future tense
Week 5 (7/15-7/19)	Turkish coffee culture Introduce your hometown	Önce/sonra İçin Gerek/lazım The comparative: -DAn daha The superlative: en
Week 6 (7/22-7/26)	Shopping Polite requests Weather conditions	Simple tense (affirmative/negative/questions) Abilitative - ability

Week 7 (7/29-8/2)	Restaurant reservation Eating out and ordering food Recipe and cooking Making plans	Abilitative - request and permission
Week 8 (8/5-8/9) Project 2 presentation (8/9)	See a doctor Body parts Booking hotel	Gibi and kadar Doğru and göre

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: 25%

Exam: 20%

Projects: 35%

Grading Scale

A: 92-100

AB: 87-91

B: 82-86

BC: 77-81

C: 70-76

D: 60-69

F: ≤59

Academic Calendar & Religious Observances

Establishment of the academic calendar for the University of Wisconsin-Madison falls within the authority of the faculty as set forth in [Faculty Policies and Procedures](#). Construction of the academic calendar is subject to various rules and laws prescribed by the Board of Regents, the Faculty Senate, State of Wisconsin and the federal government. For additional dates and deadlines for students, see the [Office of the Registrar's pages](#). Students are responsible for notifying instructors within the first two weeks of classes about any need for flexibility due to [religious observances](#).

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 [sanctions](#) include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion.

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 of their need for instructional accommodations during the beginning of the semester, or as soon as possible after being approved for accommodations. Faculty will work either directly with the student 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](#))

Course Evaluations

UW-Madison students have the opportunity to evaluate the courses they are enrolled in and their learning experiences through course evaluations. Most instructors use a [digital course evaluation tool](#). In most instances, students receive an official email two weeks prior to the end of the semester, notifying them that anonymous course evaluations are available. Student participation is an integral component of course development, and confidential feedback is important. UW-Madison strongly encourages student participation in course evaluations.

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.

Mental Health and Well-Being Statement

Students often experience stressors that can impact both their academic experience and personal well-being. These may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

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 courses may use the materials and recordings for their personal use related to participation in class. Students may also take notes solely for their personal use. If a lecture is not already recorded, students are not authorized to record lectures without

permission unless they 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 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.

Students' Rules, Rights & Responsibilities

[Rights & Responsibilities](#)

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 reviews and vets all campus-supported digital tools used for teaching and learning, including those that support [data empowered educational practices](#) and proctoring. View the university's full [teaching and learning data transparency statement](#)

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