



**IZMIR INSTITUTE OF TECHNOLOGY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF MODERN LANGUAGES
2025–2026 SUMMER TERM ENG-102 SYLLABUS**



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Rationale: Rationales for ENG 102 classes, typically found in syllabi or program descriptions, outline the purpose and objectives of the course. Here are some common rationales for ENG 102 classes:

- 1. Continued Development of Writing Skills:** ENG 102 classes serve as a continuation of ENG 101 (or equivalent) and aim to further develop students' writing skills. Through guided instruction, practice, and feedback, students refine their ability to compose clear, coherent, and effective written communication.
- 2. Critical Thinking and Analysis:** ENG 102 courses often emphasize critical thinking and analysis through the examination of various texts, genres, and rhetorical strategies. Students learn to evaluate arguments, synthesize information, and engage with complex ideas through writing.
- 3. Research Proficiency:** ENG 102 classes frequently include instruction on research methodologies and information literacy skills. Students learn how to conduct research, evaluate sources, and integrate evidence effectively into their writing to support their arguments and claims.
- 4. Genre and Disciplinary Awareness:** ENG 102 courses introduce students to a range of writing genres and academic disciplines. By exploring different types of writing, students gain a deeper understanding of genre conventions and disciplinary expectations.
- 5. Multimodal Composition:** In response to the increasingly digital nature of communication, many ENG 102 courses incorporate instruction on multimodal composition. Students learn to integrate visual, audio, and digital elements into their writing to enhance meaning and engage diverse audiences.
- 6. Professional and Academic Preparation:** ENG 102 courses prepare students for success in academic and professional contexts by honing their writing skills and critical thinking abilities. Students learn to communicate effectively in various academic disciplines and professional settings, laying the foundation for future academic and career pursuits.
- 7. Lifelong Learning and Communication Skills:** Ultimately, ENG 102 classes aim to equip students with the writing and communication skills necessary for lifelong learning and success. By fostering a deep understanding of writing processes, rhetorical strategies, and genre conventions, ENG 102 courses empower students to communicate effectively in diverse personal, academic, and professional contexts.
- 8. Integration of the United Nations Sustainable Development Goals (SDGs):** ENG 102 promotes global awareness by engaging students with topics related to the United Nations' 17 Sustainable Development Goals (SDGs). Through research and writing, students examine issues such as sustainability, innovation, equality, and responsible consumption, fostering a sense of global citizenship and social responsibility.
- 9. Development of 21st Century Skills:** In alignment with contemporary educational goals, ENG 102 cultivates 21st century skills including critical thinking, creativity, communication, collaboration, media literacy, and digital literacy. These skills prepare students to navigate

academic, professional, and global contexts effectively.

These rationales underscore the importance of ENG 102 classes in supporting students' development as writers, critical thinkers, and communicators, preparing them for **academic** and **professional** success.

I. Course Objectives: You can find the detailed objectives in the table, Course Schedule at the end of this document.

II. Course Rules & Requirements:

Communication

- All communication outside the class will be carried out via **ONLY** e-mail (your std.edu.tr e-mail address), **NOT** Microsoft Teams. Your questions through Teams will not be answered. All kinds of oral or written communication should be made during working hours **(8.30-17.30) on weekdays**. On the condition that students need to inform the lecturer for urgent occasions, it is possible to communicate at the weekend.
- The preferred method of communication is through the lecturer's and the student's official İYTE e-mail account @iyte.edu.tr
- If for any reason you are unable to access your e-mail account with İYTE, it is your responsibility to correct the problem and to obtain all information which may have been sent to you. If you have trouble setting up your İYTE e-mail account, you should contact epostadestek@iyte.edu.tr as soon as possible.

E-mail Netiquette

1. **Use a Clear and Concise Subject Line:** The subject line should accurately reflect the content of the email to help the recipient prioritize and understand its importance.
2. **Greet Appropriately:** Start your email with a polite greeting tailored to the recipient (e.g., "Dear [Name]," "Hello [Name]," "Hi [Name],"). Remember to add your section just after your name.
3. **Be Concise:** Keep your message clear and to the point. Avoid unnecessary details or overly lengthy explanations.
4. **Use Proper Grammar and Spelling:** Proofread your email before sending to ensure it is free from grammatical errors and spelling mistakes. This demonstrates professionalism and attention to detail.
5. **Reply Promptly:** Whenever possible, respond to emails in a timely manner.
6. **Use Professional Language:** Maintain a professional tone in your emails, especially in a work-related context. Avoid using slang, abbreviations, or overly informal language.
7. **Review Before Hitting Send:** Take a moment to review your email for accuracy, tone, and relevance before sending it. This can help prevent misunderstandings and errors.
8. **Sign Off Professionally:** End your email with an appropriate closing (e.g., "Best regards," "Sincerely," "Thank you,") followed by your name.

Send	Close	Save Draft	✓ Abc	Options ▼
To:	"Mr Anderson" <Mr. Anderson>			
Cc:				
Subject:	Questions about the Assignment			
Attach ▼	Tip: drag and drop files from your desktop to add attachments to this message.			
Sans Serif 12pt Paragraph B <i>I</i> <u>U</u> S <i>ℱ</i> <u>A</u> <u>A</u> [Text Alignment Icons] [List Icons] [Quote Icons] [Indent Icons]				
Dear Mr. Anderson, I would like to ask you some questions regarding the assignment that you have given. I am having a hard time finding the specified articles. Could you please explain how I can find them step by step? Also, which software should I use to complete my assignment? Sincerely, [Full Name] [Department]				

Attendance

Attendance is compulsory (70% of the course)

III. Student Conduct

- 1. Respect for Others:** All students are expected to treat fellow students, faculty, staff, and visitors with respect, dignity, and courtesy at all times. Discrimination, harassment, bullying, or any form of disrespectful behavior will not be tolerated.
- 2. Academic Integrity:** Students must adhere to the highest standards of academic integrity. This includes avoiding plagiarism, cheating, or any form of academic dishonesty in coursework, examinations, and research activities.
- 3. Attendance and Punctuality:** Students are responsible for attending classes, lectures, seminars, and other academic activities regularly and punctually. Absences should be communicated to instructors in advance whenever possible, and missed work should be completed according to the instructor's guidelines.
- 4. Technology and Internet Use:** Students should use college technology and internet resources responsibly and ethically. This includes respecting copyright laws, adhering to acceptable use policies, and refraining from engaging in cyberbullying or online harassment.
- 5. Professionalism:** Students are expected to conduct themselves in a professional manner in all academic and extracurricular activities. This includes communicating respectfully with faculty and staff, behaving appropriately for academic and professional settings, and representing the college positively in the community.
- 6. Consequences of Violations:** Violations of student conduct rules may result in disciplinary action, up to and including warnings, probation, suspension, or expulsion from the college. The severity of consequences will depend on the nature and severity of the violation, as well as any prior disciplinary history.

IV. Course Materials:

- Lecturer's notes and materials

V. Course Schedule:

Week	Unit/Theme	Functions/Useful Language	Language Skills and Learning Outcomes	Suggested Context/Tasks & Assignments
Week 1: 22nd -23rd July, 2026	Introduction to the Course Syllabus		Understand the course goals, assessment, and weekly schedule	
	Digital Literacy Skills, Academic Integrity, How to Avoid Plagiarism? Presentation Skills Midterm Exam Announcement	- Defining and explaining digital tools - Discussing online reliability and credibility - Comparing digital sources - Explaining plagiarism and academic integrity - Signposting language for presentations - Referring to visuals	- Demonstrate understanding of academic integrity principles - Recognize different forms of plagiarism and explain why they are unethical - Evaluate the credibility and reliability of online academic sources - Apply strategies to avoid plagiarism through paraphrasing and citation - Organize informative presentations using appropriate structure and signposting language	- Comparing academic and non-academic digital sources - CRAAP Test - Paraphrasing exercises - Presentation planning workshop - Presentation rehearsal
Week 2: 29th -30th June, 2026	Describing Graphs & Charts	- Vocabulary for graphs and charts (increase, decline, fluctuate, etc.) - Comparative structures	- Participate in evidence-based academic discussions - Interpret and describe visual data accurately using academic language	Graph interpretation exercises
	Research Skills Citation Techniques Citation Styles	- Identifying research topics - Asking research questions - Reporting sources and findings - Citation language ("According to...", "Researchers suggest...")	- Identify and narrow an academic research topic - Formulate focused research questions - Locate and evaluate credible academic sources - Apply basic citation and referencing techniques correctly	- Purpose Statement Activity - Research Question Workshop - Source Evaluation Activity - Mini Research Framework
Week 3: 5th-6th August, 2026	Research Writing Synthesizing Sources	- Combining ideas from multiple sources - Linking and contrast language (similarly, however, in contrast)	- Summarize and paraphrase source information - Synthesize ideas from multiple sources into coherent writing	Synthesis Paragraph Activity
	Research Essay Writing	- Structuring an academic essay (introduction, body, conclusion) - Developing thesis statements and topic sentences - Using supporting evidence and examples - Signposting ideas ("Firstly," "In addition," "On the other hand," "In conclusion")	- Plan, draft, and organize a short academic essay - Produce coherent and cohesive paragraphs - Employ appropriate academic tone and referencing conventions - Revise written work based on feedback	Watch this video beforehand (Essay Structure & Organization Strategies): https://www.youtube.com/watch?v=Cqudnzr7-6g Source Check Activity (relevance, credibility, citation format). Essay Writing Workshop: Develop a clear thesis, create an outline, and draft key body paragraphs with integrated sources. Peer Feedback

Week 4: 12th-13th August, 2026	Midterm (Informative Presentations)		•Structuring longer informative presentations (background, main argument, evidence, conclusion) •Using academic vocabulary and formal expressions effectively •Integrating data, visuals, and references into presentations	
Week 5: 19th-20th August, 2026	Academic Reading Critical Thinking Skills & Media Literacy Academic Discussions and Debates Reflection and revision Final exam guidelines and sample questions	• Expressing agreement and disagreement • Clarifying opinions • Evaluating information and sources • Describing bias and purpose *Expressing agreement / disagreement; *clarifying opinions	• Read academic texts for gist and detail • Identify author's purpose, tone, bias, and supporting evidence • Distinguish fact from opinion • Analyze media content critically *Participate in academic discussions; *support claims with evidence	• Critical Reading Activities • Media Literacy Analysis • Facts vs. Opinion Discussion • Reading comprehension tasks Academic vocabulary development Critical reading for evidence Structured discussion and debate Role-based stakeholder simulation Evidence-supported speaking tasks •Revising the topics •Reviewing final exam guidelines •Practicing with sample questions
Week 6: 26th August, 2026	Final Exam			

Assessment

	Grade	Description	Date
MIDTERM	40 points	Informative Presentation	12.08.2026 – 13.08.2026 Presentations (face-to-face in classrooms)
FINAL	60 points	All course content	26.08.2026

Final Exam Content

Parts of the Exam	Response Format	Number of Questions	Total Mark (60)
Part 1: Vocabulary	Close-ended (fill in the blanks)	10	15
Part 2: Writing a Synthesis Paragraph	Open-ended	1	20
Part 3: Describing a Graph	Open-ended	1	15
Part 4: Reading	Multiple choice (4-option)	5	10