



AYDIN ADNAN MENDERES UNIVERSITY COURSE INFORMATION FORM

| | | | | | | | | | |
|--|---|--|---------------------|---|---|----------------------------------|---|------------|---|
| Course Title | | English Through Skills II | | | | | | | |
| Course Code | | YD104 | | Course Level | | Short Cycle (Associate's Degree) | | | |
| ECTS Credit | 2 | Workload | 56 (<i>Hours</i>) | Theory | 2 | Practice | 0 | Laboratory | 0 |
| Objectives of the Course | | This is an A1 (beginner) level course. This course is intended to enable the basic learners to learn and acquire the grammar topics and the words at level A1, as well as to use them effectively in combination with the skills combined with real life conditions. Communicative approach is emphasized. | | | | | | | |
| Course Content | | This course provides students with the opportunity to study basic subjects such as introducing oneself, greeting, talking about places where they live, numbers, colors, speaking about their families, talking about activities and hobbies, talking about topics such as days, weeks, months. Throughout the course, students are introduced to basic grammatical subjects such as have got/has got, the verb "be", possessive adjectives, there is / are, imperative sentences, modal verb (can), quantitative adjectives (some, any), contrast conjunction (but) and simple present tense. | | | | | | | |
| Work Placement | | N/A | | | | | | | |
| Planned Learning Activities and Teaching Methods | | | | Explanation (Presentation), Case Study, Project Based Study, Individual Study | | | | | |
| Name of Lecturer(s) | | | | | | | | | |

Prerequisites & Co-requisites

| | |
|-------------------|-------|
| Co-requisite | YD103 |
| Equivalent Course | YD102 |

Assessment Methods and Criteria

| Method | Quantity | Percentage (%) |
|-------------------|----------|----------------|
| Final Examination | 1 | 100 |

Recommended or Required Reading

| | |
|---|---|
| 1 | https://aduzem.adu.edu.tr/ |
|---|---|

| Week | Weekly Detailed Course Contents | |
|------|---------------------------------|---|
| 1 | Theoretical | Present Continuous Tense (Positive and Negative Sentences) + Vocabulary about House |
| 2 | Theoretical | Present Continuous Tense (Interrogative Sentences and Short answers) + Vocabulary about Furniture |
| 3 | Theoretical | Present Simple Tense vs. Present Continuous Tense + Vocabulary about Housework |
| 4 | Theoretical | Be going to: Intentions and Predictions + Holiday Activities and Future Time Expressions |
| 5 | Theoretical | Will/Won't + Expressions to Talk about the Future |
| 6 | Theoretical | Have to/Don't have to / Needn't + Jobs |
| 7 | Theoretical | Must/Mustn't / Can't (Prohibition) + Personality Adjectives |
| 8 | Theoretical | Countable and Uncountable Nouns + Vocabulary About Food |
| 9 | Theoretical | Requests and Offers + Parts of the Body |
| 10 | Theoretical | Quantifiers (A-An-Some-Any-Much-Many) + Adjectives for Describing People |
| 11 | Theoretical | Past Simple (Was-Wasn't/Were/Weren't) + Past Time Expressions |
| 12 | Theoretical | Past Simple (Positive Sentences) + Phrasal Verbs |
| 13 | Theoretical | Past Simple (Negative Sentences) |
| 14 | Theoretical | Past Simple (Interrogative Sentences and Short Answers) |
| 15 | Theoretical | Question Tags + Vocabulary about Health |

Workload Calculation

| Activity | Quantity | Preparation | Duration | Total Workload |
|------------------|----------|-------------|----------|----------------|
| Lecture - Theory | 15 | 3 | 0 | 45 |



| | | | | |
|---|---|----|---|----|
| Final Examination | 1 | 10 | 1 | 11 |
| Total Workload (Hours) | | | | 56 |
| [Total Workload (Hours) / 25*] = ECTS | | | | 2 |
| *25 hour workload is accepted as 1 ECTS | | | | |

Learning Outcomes

| | |
|---|---|
| 1 | To be able to talk about what they are doing at the moment of speech and to ask people what they are doing at the moment of conversation. |
| 2 | To be able to talk about their future plans, ask people about their future plans. |
| 3 | To be able to make simple sentences with necessity and obligation modal verbs and to talk about personality characteristics of people with a certain occupation. |
| 4 | To be able to invite someone out on phone, reply an invitation, tell what they are doing at that moment, give suggestions. |
| 5 | To be able to order someone to buy something and to speak about the amount of the objects that they have and exist. |
| 6 | To be able to tell where they were and what they did in the past, ask people where they were in the past, talk about their past basically, talk and ask about what they liked doing in their childhood. |
| 7 | To be able to talk about what and where they did last week/weekend, and ask people what and where they did last week/weekend. |
| 8 | To be able to ask questions using the question tag pattern and to answer those questions. |

Programme Outcomes (Operating Room Services)

| | |
|----|--|
| 1 | DIFFERENCE BETWEEN ANATOMIC STRUCTURES |
| 2 | DIFFERENCE BETWEEN HUMAN PHYSIOLOGY |
| 3 | FIRST AID AND FIRST HELP IN TIMES OF EMERGENCY |
| 4 | USING UNITY IN ORDER TO PROGRESS |
| 5 | ESTABLISH COMMUNICATION |
| 6 | BEING ETHICAL IN WORK |
| 7 | DIFFERENCES BETWEEN SURGERY SICKNESSES ACCORDING TO THE SYSTEM |
| 8 | USING UNITY IN ORDER TO PROGRESS |
| 9 | DIFFERENCES BETWEEN MEDICAL TERMINOLOGY |
| 10 | USING WELL ESTABLISHED QUALITIES |
| 11 | UPDATING THE SURGERY UTENSILS AND STAYING SKILLED |
| 12 | STERILIZATION OF THE SURGICAL EQUIPMENT AND KEEPING THEM FUNCTIONAL |
| 13 | KEEPING ALIVE AND LOOKING AFTER SURGERY UTENSILS |
| 14 | WORK ORGANIZATION AND PRODUCTIVE WORK |
| 15 | SURGERY ROOM SAFETY AND ESTABLISHING A SAFE STERILIZATION ROOM |
| 16 | MICROBIOLOGY ANALYSIS PRACTISE |
| 17 | STEPPING STONE FOR STERILIZATION |
| 18 | LOOKING AT THE HUMAN BODY'S FUNCTION AND MATERIAL |
| 19 | IN A SURGICAL ENVIRONMENT KEEPING TRACK OF PHYSIOLOGY AND EFFECTIVELY USING THE SURGICAL UTENSILS |
| 20 | THE IMPORTANCE OF SUFFICIENT AND BALANCED NUTRITION |
| 21 | To be able to use modern Turkish language knowledge and language skills. |
| 22 | To have knowledge about Atatürk's Principles and Revolution History |
| 23 | To communicate at a basic level in a foreign language |
| 24 | Knows cancer and its types. Know what needs to be done to prevent cancer. |
| 25 | To increase student's awareness of gender equality |
| 26 | Knows radiological imaging methods |
| 27 | Have information about home accidents |
| 28 | To know the classification of medical wastes |
| 29 | Knows collection and disposal of medical waste |
| 30 | To know family planning methods |
| 31 | Know the ethical dilemmas |
| 32 | Knows basic concepts about sexuality and sexual health |
| 33 | To gain educational and exploratory knowledge about control and protection against infectious diseases |
| 34 | To be able to use and maintain the right communication skills with patients and relatives |
| 35 | To be able to communicate with colleagues, patient and patient relatives at therapeutic level |



| | |
|----|--|
| 36 | To evaluate the behavior of patients and their relatives |
| 37 | To be able to explain the concepts related to substance abuse |
| 38 | To be able to integrate the theoretical foundations and applications of their responsibility for disaster recovery |
| 39 | Ability to gain theoretical knowledge about disaster recovery |
| 40 | At the end of the course students can establish a connection between health policies and state systems |
| 41 | Will be able to analyze the health transformation program. |
| 42 | Knows the anesthetic drugs and anesthesia methods applied to the patient. |
| 43 | Knows pharmacological agents. know how to apply the drugs according to the indications and contraindications |
| 44 | DIFFERENTIAL RADIOLOGICAL ANATOMY |
| 45 | Knows the concepts of quality standards, quality, standardization, standards and accreditation in health. |
| 46 | To know the rules of ergonomics |
| 47 | Explain and use the practices related to improving the quality of life. |
| 48 | Increased social sensitivity levels |
| 49 | To gain the ability to use personal knowledge, skills and experiences for the benefit of the society as a team |
| 50 | Will be able to apply the basic tasks to use the operating system |
| 51 | Demonstrate behavior by understanding the information given about health. |
| 52 | Express the importance of rational drug use and points to be considered. |

Contribution of Learning Outcomes to Programme Outcomes 1:Very Low, 2:Low, 3:Medium, 4:High, 5:Very High

| | |
|-----|----|
| | L1 |
| P23 | 5 |

