 **ESOGÜ Sağlık Bilimleri Fakültesi Sağlık Yönetimi Bölümü**

**Ders Bilgi Formu**

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| **DÖNEM** |  GÜZ |

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| **DERSİN KODU** | 281413001 | **DERSİN ADI** | İNGİLİZCE III |

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| **YARIYIL** | **HAFTALIK DERS SAATİ** | **DERSİN** |
| **Teorik** | **Uygulama** | **Laboratuar** | **Kredisi** | **AKTS** | **TÜRÜ** | **DİLİ** |
| 3 |  2 |  0 | 0  | 0  | 2  | ZORUNLU ( Χ ) SEÇMELİ ( ) | İngilizce  |
| **DERSİN KATEGORİSİ** |
| **Temel Bilim** | **Temel Mühendislik** | **Makine Mühendisliği** **[Önemli düzeyde tasarım içeriyorsa (√) koyunuz.]** | **Sosyal Bilim** |
| X |  |  |  |
| **DEĞERLENDİRME ÖLÇÜTLERİ** |
| **YARIYIL İÇİ** | **Faaliyet türü** | **Sayı** | **%** |
| I. Ara Sınav | 1  | 40  |
| II. Ara Sınav |   |   |
| Kısa Sınav |  |   |
| Ödev |   |   |
| Proje |   |   |
| Rapor |  |  |
| Diğer (………) |  |  |
| **YARIYIL SONU SINAVI** |  | 1  |  60 |
| **VARSA ÖNERİLEN ÖNKOŞUL(LAR)** |  - |
| **DERSİN KISA İÇERİĞİ** | İngilizce Temel Kavramlar |
| **DERSİN AMAÇLARI** | İngilizcenin orta düzeyde zaman kavramlarını, cümleyi kurmayı konuşulanı anlayarak cevap vermeyi, kelime bilgisini artırmayı sağlamak üzere geliştirilmiş bir derstir. |
| **DERSİN MESLEK EĞİTİMİNİ SAĞLAMAYA YÖNELİK KATKISI** | İngilizce temel dilbilgisi kurallarını kullanabilmeHedef dili sınıf ortamında kullanabilmeİngilizce diyalogları anlayabilmeİngilizce bir metni okuyup anlayabilmeHedef dili konuşan kişilerle iletişim kurabilme |
| **DERSİN ÖĞRENİM ÇIKTILARI** | 1. Öğrenci İngilizce temel dilbilgisi kurallarını tanımlar.
2. İngilizce diyalogları çözümler.
3. Kendi konusunda İngilizce bir metni açıklar.

 4. İngilizce yazılı ve sözlü iletişim kurar. |
| **TEMEL DERS KİTABI** |  Essential English - Elementary |
| **YARDIMCI KAYNAKLAR** | 1. Murphy, R., 2004, English Grammar in Use, Cambridge University Press,
2. Dictionary of Contemporary English, Longman.

 3. Start Up Comprehensive English Practice, 2007, Nüans Publishing, |
| **DERSTE GEREKLİ ARAÇ VE GEREÇLER** | Ders kitabı, örnek cümlelerle tekrar, alıştırmaların birlikte öğrencilerin katılımı istenerek yerine getirilmesi, Listening (dinleme) parçaların dinlenmesi ve tekrarı, Workbook (kitabımızda Activity Book) çalışması |
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| **DERSİN HAFTALIK PLANI** |
| **HAFTA** | **İŞLENEN KONULAR** |
| 1 | --- |
| 2 | Revision, Present Simple, to / for, articles a/an, the, zero article, common adjectives and colours, question formation, classroom nouns, activitybook exercises |
| 3 | Present Continous Tense, common verbs, dates, ordinal numbers, activitbook exercises |
| 4 | A lot of, some, an, not any, no, asking and answering the cost, money and prices, activitbook exercises  |
| 5 | Telling about clothes, asking and answering the cost, how much +singular and plural, which one(s)? |
| 6 | There is / There are, many, lots of,a lot of, prepsitions of place, how often, determiners, activitbook exercises |
| 7 | Is thre / Are tehre?, Countable and uncountable nouns, have got, revision of prepositions of place, places in a city (nouns), activitbook exercises |
| 8 | Past Simple (to be), was were, time expressions in Past Simple, at / in + place |
| 9 | Ara Sınav |
| 10 | Ara Sınav |
| 11 | There was / There were, time expressions, dates, activitbook exercises |
| 12 |  Past Simple (regular verbs), requests, travelling |
| 13 | Past Simple (irregular verbs), activitbook exercises |
| 14 | Past Simple negatives, nouns (music types and musicians) |
| 15 | Past Simple Wh- questions and short answers, Revision  |
| 16 | Yarıyıl sonu sınavı |
|  |  |
| **NO** | **PROGRAM ÇIKTISI**  | **3** | **2** | **1** |
| 1 | Sağlık Yönetimi eğitiminde temel kavramları tanıma becerisi |  |  | Χ |
| 2 | Temel kavramları merkeze alarak etik problemlere yaklaşma becerisi |  |  | Χ |
| 3 | Sağlık bilimlerine ilişkin bilgi sahibi olma ve edindiği bilgileri uygulama becerisi |  |  | Χ |
| 4 | Disiplinler-arası takım çalışması yapabilme becerisi |  |  | Χ |
| 5 | Tıbbi problemleri tanıma, formülize etme ve çözme becerisi |  |  | Χ |
| 6 | Etkin yazılı ve sözlü iletişim/sunum becerisi |  |  | Χ |
| 7 | Mesleki ve etik sorumluluğu anlama ve uygulama becerisi |  |  | Χ |
| 8 | Yaşam boyu öğrenimin önemini kavrama ve uygulama becerisi |  |  | Χ |
| **1**:Hiç Katkısı Yok. **2**:Kısmen Katkısı Var. **3**:Tam Katkısı Var. |
|  |  |  |  |  |  |  |

**Dersin Öğretim Üyesi:** Okt. Ümit KARPUZ

**İmza**: **Tarih:**

**ESOGÜ Healthcare Management Department**

**COURSE INFORMATION FORM**

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| --- | --- |
| **Term** | FALL |

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| **COURSE CODE** | 281413001 | **COURSE NAME** | **ENGLISH III** |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | **COURSE OF** |
| **Theory** | **Practice** | **Labratory** | **Credit** | **ECTS** | **TYPE** | **LANGUAGE** |
| 3 | 2  | 0  | 0  | 0  | 2 | COMPULSORY (Χ) ELECTIVE ( ) | English |
| **COURSE CATAGORY** |
| **Basic Science** | **Basic Engineering** | **Mechanical Engineering Profession** **[if it contains considerable design, mark with (√) ]** | **Social Science** |
| X |  |  |  |
| **ASSESSMENT CRITERIA** |
| **MID-TERM** | **Evaluation Type** | **Quantity** | **%** |
| 1st Mid-Term | 1 | 40 |
| 2nd Mid-Term |  |  |
| Quiz |  |  |
| Homework |  |  |
| Project |  |  |
| Report |  |  |
| Others (………) |  |  |
| **FINAL EXAM** |  | 1 | 60 |
| **PREREQUIEITE(S)** | - |
| **COURSE DESCRIPTION** | Basic English Structures |
| **COURSE OBJECTIVES** | Teaching English tenses in elementary level, making sentences, comprehending and asking and answering the spoken English in this level, giving vocabulary knowledge  |
| **CONTRIBUTION TO APPLY PROFESSIONAL EDUCATION ON COURSE** | Using the basic English Grammar structuresUsing classroom EnglishComprehending the English dialoguesReading and comprehending the reading textsSpeaking with the people using the language  |
| **COURSE OUTCOMES** | 1. Defining the basic English structures. 2. Analysing the English dialogues in elementary level.3. Explaining a text in the language in this level.4. Communicating by writing and speaking |
| **TEXTBOOK** |  Essential English- Beginner |
| **OTHER REFERENCES** | 1. Murphy, R., 2004,English Grammar in Use,CambridgeUniversity Press,
2. Dictionary of Contemprary English, Longman.

 3. Start Up Comprehensive English Practice, 2007, Nüans Publishing, |
| **TOOLS AND EQUIPMENTS REQUIRED** | Course book, repetition with sample sentences, students’ participation in doing the exercises, listening in silence and repetition of the Listening texts, doing Word Bank activities and Activity Book exercises |

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| **COURSE SYLLABUS** |
| **WEEK** | **TOPICS**  |
| 1 | --- |
| 2 | Revision, Present Simple, *to / for*, articles *a/an, the, zero article*, common adjectives and colours, question formation, classroom nouns, activitybook exercises |
| 3 | Present Continous Tense, common verbs, dates, ordinal numbers, activitbook exercises |
| 4 | *A lot of, some, an, not any, no*, asking and answering the cost, money and prices, activitbook exercises  |
| 5 | Telling about clothes, asking and answering the cost, *how much +*singular and plural, *which one(s)?* |
| 6 | *There is / There are, many, lots of,a lot of*, prepsitions of place, *how often,* determiners, activitbook exercises |
| 7 | *Is thre / Are tehre?*, Countable and uncountable nouns, *have got*, revision of prepositions of place, places in a city (nouns), activitbook exercises |
| 8 | Past Simple (*to be), was were*, time expressions in Past Simple, *at / in* + place |
| 9 | Ara Sınav |
| 10 | Ara Sınav |
| 11 | *There was / There were*, time expressions, dates, activitbook exercises |
| 12 |  Past Simple (regular verbs), requests, travelling |
| 13 | Past Simple (irregular verbs), activitbook exercises |
| 14 | Past Simple negatives, nouns (music types and musicians) |
| 15 | Past Simple *Wh-* questions and short answers, Revision  |
| 16 | Yarıyıl sonu sınavı |

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| **NO** | **PROGRAM OUTCOMES**  | **3** | **2** | **1** |
| 1 | Get a recognition of basis principles in Nursing/Midwifery/Management of healthcare institutions education  |  |  | Χ |
| 2 | Get an ability to solve ethical problems with basic principles |  |  | Χ |
| 3 | Nursing/Midwifery/Management of healthcare institutions education Gather as well as apply knowledge of health sciences |  |  | Χ |
| 4 | Function on multi-disciplinary teams |  |  | Χ |
| 5 | Identify, formulate, and solve medical and Nursing/Midwifery/Management of healthcare institutions education problems |  |  | Χ |
| 6 | Use effective written and oral communication/presentation skills |  |  | Χ |
| 7 | Get an understanding of professional and ethical responsibility |  |  | Χ |
| 8 | Get a recognition of the need for, and an ability to engage in lifelong learning |  |  | Χ |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. |

**Instructor(s):**Okt. Ümit KARPUZ

**Signature**: **Date:**