

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	DIL101		
Course Name:	General English 1		
Semester:	Fall		
Course Credits:	<div>ECTS</div> <div>2</div>		
Language of instruction:	English		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	Compulsory Courses		
Course Level:	<div> <div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div> </div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Eğitim Danışmanı GÜLŞAH ERDAŞ		
Course Lecturer(s):			
Course Assistants:			

Course Objective and Content

Course Objectives:	General English 1 is an e-learning course which aims to equip students with A1 level English language and basic communication abilities in English.
Course Content:	Students will be able to use basic daily expressions, to introduce themselves and second and third person, to ask and answer personal questions.

Learning Outcomes

The students who have succeeded in this course;

- 1) Students will be able to tell the main idea of a text in Beginner level.
- 2) Öğrenciler sık kullanılan çok temel deyimleri ve günlük ifadeleri anlayabilir ve çoğunu kullanabilir. Students will be able to understand frequently used basic expressions and daily language and use most of them in their daily lives.
- 3) Students will be able to introduce themselves and other people and they will be able to write sentences in basic level to introduce themselves.
- 4) Students will be able to communicate in basic level on the condition that they get help from the interlocutor who speaks slow and comprehensible way.

Course Flow Plan

Week	Subject	Related Preparation
1)	Jobs, Plurals, This / That	Material prepared by the course teacher.
2)	Countries and nationalities Verb to be Giving personal information Telling the time / Days	Material prepared by the course teacher.
3)	Verb to be Wh questions Simple Present, affirmative, negative, question structure and WH questions Adverbs of Frequency	Material prepared by the course teacher.
4)	Connecting ideas with and, but, because Expressing hobbies Ordering food and drinks	Material prepared by the course teacher.
5)	Members of family HAVe/has got Some/Any	Material prepared by the course teacher.
6)	Object pronouns a/an/the	Material prepared by the course teacher.
7)	Asking and answering for directions There is / are Furniture parts of a house	Material prepared by the course teacher.
8)	Midterm exam	

9)	Prepositions of place Present Continuous Tense	Material prepared by the course teacher.
10)	Months of the year, dates and seasons Can/Can't	Material prepared by the course teacher.
11)	Prepositions of time Simple Past Tense	Material prepared by the course teacher.
12)	be going to Everyday expressions: At the Chemist's	Material prepared by the course teacher.
13)	Vocabulary for food Countable and uncountable Nouns Some/any How much / How many	Material prepared by the course teacher.
14)	General Review	Material prepared by the course teacher.
15)	Final exam	
16)	Final exam	

Sources

Course Notes / Textbooks:	Ders öğretmenlerinin hazırladığı materyal kullanılmaktadır.
References:	Material prepared by teachers of the program.

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4
Program Outcomes				
1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.				
2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.				
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.				

4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health. Course Learning Outcomes	1	2	3	4
5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.				
6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.				
7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.				
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.				
9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.				
10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.				
11) The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.				
12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.				
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.				
14) The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.				
15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.				

Course Learning Outcomes	1	2	3	4
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.				
17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.				
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.				
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.				
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.			2	2
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.				
22) The graduate effectively manages individual study and learning processes and career development.	1			
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.				
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	1	1	2	1

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of	

	both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation,	

	execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Midterms	1	% 40
Final	1	% 60

total		% 100
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	13	26
Study Hours Out of Class	13	13
Total Workload		39