



T.C.

SIVAS CUMHURİYET UNIVERSITY

FACULTY OF EDUCATION

TURKISH LANGUAGE TEACHING UNDERGRADUATE PROGRAM

1ST SEMESTER						2ND SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3	MB	Educational Psychology	2	0	2	3
MB	Philosophy of Education	2	0	2	3	MB	Educational Sociology	2	0	2	3
GK	Ataturk's Principles and History of Revolution I	2	0	2	3	GK	Ataturk's Principles and History of Revolution II	2	0	2	3
GK	Foreign Language I	2	0	2	3	GK	Foreign Language II	2	0	2	3
GK	Turkish Language I	2	0	2	3	GK	Turkish Language II	2	0	2	3
GK	Career Planning and Development	1	0	1	2	GK	Interdisciplinary Elective I	2	0	0	0
AE	Literary Knowledge and Theories I	2	0	2	3	AE	Literary Knowledge and Theories II	2	0	2	4
AE	Ottoman Turkish I	2	0	2	3	AE	Ottoman Turkish II	2	0	2	3
AE	Turkish Linguistics I: Phonetics	2	0	2	3	AE	Turkish Linguistics II: Morphology	2	0	2	4
AE	Use of Instructional Technologies in Turkish Teaching	2	0	2	4	AE	Basic Concepts in Language Education	2	0	2	4
	Total	19	0	19	30		Total	20	0	18	30

3RD SEMESTER						4TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Teaching Methods and Techniques	2	0	2	3	MB	Turkish Education System and School Management	2	0	2	3
MB	School Experience I	1	4	3	8	MB	Elective II	2	0	2	3
MB	Elective I	2	0	2	3	GK	Interdisciplinary Elective	2	0	0	0
GK	Elective I	2	0	2	3	AE	Voice Training and Diction	2	0	2	4
AE	Children's Literature	3	0	3	3	AE	Critical Readings of Children's Works	2	0	2	4
AE	Approaches to Turkish Teaching and Learning	2	0	2	2	AE	Turkish Folk Literature II	2	0	2	4
AE	Turkish Folk Literature I	2	0	2	2	AE	Modern Turkish Literature II	2	0	2	4
AE	Modern Turkish Literature I	2	0	2	2	AE	Turkish Linguistics IV: syntax	2	0	2	4
AE	Turkish Linguistics III: Lexicon	2	0	2	2	AE	Classical Turkish Literature II	2	0	2	4
AE	Classical Turkish Literature I	2	0	2	2		Total	18	0	16	30
	Total	20	4	22	30		Total	18	0	16	30

5TH SEMESTER						6TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Classroom Management	2	0	2	3	MB	Measurement and Evaluation in Education	3	0	3	4
MB	Elective III	2	0	2	3	MB	Elective IV	2	0	2	3
MB	Research Methods in Education	2	0	2	3	MB	School Experience II	1	4	3	8
GK	Community Service Practices	1	2	2	3	GK	Elective II	2	0	2	3

AE	Listening Comprehension Skills	3	0	3	4	AE	Writing Skills	3	0	3	3
AE	Reading Comprehension Skills	3	0	3	4	AE	Oral Communication Skills	3	0	3	3
AE	Linguistics	2	0	2	3	AE	Text Linguistics	2	0	2	2
AE	Poetry Analysis	2	0	2	4	AE	Educational Games in Turkish Language Teaching	2	0	2	2
AE	Elective I	2	0	2	3	AE	Elective II	2	0	2	2
	Total	19	2	20	30		Total	20	4	22	30

7TH SEMESTER						8TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E	CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice I	2	6	4	10	MB	Teaching Practice II	2	6	4	10
MB	Special Education and Inclusion	3	0	3	4	MB	Guidance and Counseling in	2	0	2	3
GK	Elective III	2	0	2	3	GK	Elective IV	2	0	2	3
AE	Grammar Teaching	2	0	2	3	AE	World Literature	3	0	3	4
AE	Theatre and Drama Practices	2	0	2	3	AE	Teaching Turkish as a Foreign Language	3	0	3	4
AE	Elective III	2	0	2	3	AE	Elective VI	2	0	2	3
AE	Elective IV	2	0	2	2	AE	Elective VII	2	0	2	3
AE	Elective V	2	0	2	2		Total	16	6	16	30
	Total	17	6	19	30		Total	16	6	16	30

Fields	T(T)	P(U)	C(K)	ECTS(AKTS)	TOTAL HOURS	PERCENTAGE
Professional Knowledge (MB)	38	20	46	83	58	34
General Culture (GK)	26	2	23	35	28	16
Field Education (AE)	85	0	85	122	85	50
Total	149	22	154	240	171	100

## ELECTIVE COURSES (Theory-Practice-Credit-ECTS) (T-U-K-A)

### PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

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| <ul style="list-style-type: none"> <li>• Open and Distance Learning</li> <li>• Collaboration and Communication with Families</li> <li>• Co-Teaching</li> <li>• Child Psychology</li> <li>• Textbook Analysis</li> <li>• Attention Deficit and Hyperactivity Disorder</li> <li>• Language and Speech Disorders</li> <li>• Educational Anthropology</li> <li>• Educational Law</li> <li>• History of Education</li> <li>• Morality and Ethics in Education</li> <li>• Digital Content Development in Education</li> <li>• Drama in Education</li> <li>• Extracurricular Activities in Education</li> <li>• Curriculum Development in Education</li> </ul> | <ul style="list-style-type: none"> <li>• Project Preparation in Education</li> <li>• Critical and Analytical Thinking</li> <li>• Education of Hospitalized Children</li> <li>• Inclusive Education</li> <li>• Comparative Education</li> <li>• Microteaching</li> <li>• Out-of-School Learning Environments</li> <li>• Learning Disabilities</li> <li>• Individualization and Adaptation in Teaching</li> <li>• Sustainable Development and Education</li> <li>• History of Turkish Education</li> <li>• Adult Education and Lifelong Learning</li> </ul> |
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### GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)

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| <ul style="list-style-type: none"> <li>• Addiction and Addiction Prevention</li> <li>• Nutrition and Health</li> <li>• History and Philosophy of Science</li> <li>• Science and Research Ethics</li> <li>• Children's Rights and Protection</li> <li>• World Music</li> <li>• Economics and Entrepreneurship</li> <li>• Traditional Turkish Handicrafts</li> <li>• General Geography</li> <li>• Human Rights and Democracy Education</li> <li>• Human Relations and Communication</li> <li>• Internet Technologies Usage</li> <li>• Culture and Language</li> </ul> <p>Mathematics Applications</p> | <ul style="list-style-type: none"> <li>• Media Literacy</li> <li>• Art and Aesthetics</li> <li>• Sound Recording Techniques</li> <li>• Basic Information Technologies</li> <li>• Basic English</li> <li>• Turkish Folk Dances</li> <li>• Turkish Sign Language</li> <li>• Turkish Cultural Geography</li> <li>• Turkish Cultural History</li> <li>• Turkish Music</li> <li>• Turkish Art History</li> <li>• Geography of Turkey</li> <li>• History of Civilization</li> <li>• Three-Dimensional Design</li> </ul> <p>World Geography</p> |
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### FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)

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| <ul style="list-style-type: none"> <li>• Semantics</li> <li>• Contemporary Turkic Dialects</li> <li>• Language Acquisition</li> <li>• Literary Criticism</li> <li>• Critical Reading</li> <li>• Semiotics</li> <li>• Teaching Turkish to Bilingual Turkish Children</li> <li>• Teaching Initial Literacy</li> <li>• Vocabulary Instruction</li> <li>• Media Literacy</li> <li>• Modern Reading Practices</li> </ul> | <ul style="list-style-type: none"> <li>• Assessment of Classroom Learning</li> <li>• Teaching Oral Narratives</li> <li>• Historical Turkic Dialects</li> <li>• Literatures of the Turkic World</li> <li>• Turkish Mythology</li> <li>• Turkish Language Textbook Analysis</li> <li>• History of Turkish Language Teaching</li> <li>• Material Design Turkish Language Teaching</li> <li>• Test Preparation and Assessment in Turkish Language Teaching</li> <li>• Creative Writing</li> </ul> |
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# COURSE DESCRIPTIONS FOR THE TURKISH LANGUAGE TEACHING

## UNDERGRADUATE PROGRAM

1ST SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Introduction to Education	2	0	2	3
MB	Philosophy of Education	2	0	2	3
GK	Ataturk's Principles and History of Revolution I	2	0	2	3
GK	Foreign Language I	2	0	2	3
GK	Turkish Language I	2	0	2	3
GK	Career Planning and Development	1	0	1	2
AE	Literary Knowledge and Theories I	2	0	2	3
AE	Ottoman Turkish I	2	0	2	3
AE	Turkish Linguistics I: Phonetics	2	0	2	3
AE	Use of Instructional Technologies in Turkish Teaching	2	0	2	4
	Total	19	0	19	30
MB	Introduction to Education (2- 0-2-3)				
Basic concepts related to education and teaching; the aims and functions of education; the relationship of education with other fields and sciences; the legal, social, cultural, historical, political, economic, philosophical, and psychological foundations of education; methodology in educational sciences; the school and classroom as an educational and learning environment; the teaching profession and current developments in teacher training; trends in education in the twenty-first century.					
MB	Philosophy of Education (2- 0-2-3)				
The fundamental topics and problem areas of philosophy; philosophy of existence, knowledge, and ethics/values, and their relation to education; major philosophical movements (idealism, realism, naturalism, empiricism, rationalism, pragmatism, existentialism, analytic philosophy) and education; educational philosophy and educational movements: Perennialism, essentialism, progressivism, existentialist education, critical/radical education; educational views of certain philosophers from the Islamic world and the West (Plato, Aristotle, Socrates, J. Dewey, Ibn Sina, Al-Farabi, J. J. Rousseau, etc.); human nature, individual differences, and education; education from the perspective of certain political and economic ideologies; influential intellectual movements and education in the modernization process of Turkey; the philosophical foundations of the Turkish education system.					
GK	Ataturk's Principles and History of Revolution I (2-0-2-3)				
The internal and external factors leading to the collapse of the Ottoman Empire; reform movements in the Ottoman Empire during the 19th century; intellectual movements in the late Ottoman period; the political and military situation of the Ottoman Empire at the beginning of the 20th century; World War I and the Armenian question; the occupation of Anatolia and reactions; Mustafa Kemal Pasha's arrival in Samsun and his activities; the period of congresses and organization; the opening of the last Ottoman Chamber of Deputies and the adoption of the National Pact; preparation for the National Struggle and its material and spiritual foundations; the opening and activities of the Grand National Assembly of Turkey (TBMM); the Treaty of Sèvres; struggles on the Southern and Eastern fronts; the establishment of the regular army; the Greek offensive and the battles on the Western Front; the signing of the Armistice of Mudanya; the convening of the Lausanne Conference and the signing of the Peace Treaty.					

<b>GK</b>	<b>Foreign Language I (2-0-2-3)</b>
Present continuous tense; simple present tense; verbal, reading, writing, and listening skills in these tenses; verbal skills (introducing oneself, describing something/a place, giving directions, question and answer patterns regarding personal information); reading skills (reading lists/labels in restaurants, on buses/trains etc., in shopping places, asking questions, etc.); writing skills (writing short messages, writing poster content, filling out forms); listening skills (listening to directions, descriptions of places/people, etc.).	
<b>GK</b>	<b>Turkish Language I (2-0-2-3)</b>
The fundamental characteristics of written language and written communication; the basic differences between written and spoken language. Expression: written and oral expression; subjective expression, objective expression; paragraphs and types of paragraphs (introduction, development, conclusion paragraphs). Definition of text and text types (informative texts, literary texts); conditions of textuality (cohesion, coherence, intentionality, acceptability, situationality, informativity, intertextuality). Written expression (written composition: free writing, planned writing); stages of planned writing (topic, limiting the	
<b>GK</b>	<b>Career Planning and Development (1-0-1-2)</b>
The concept of career, career planning and its stages; individual career development, formulating a career strategy; career planning model, career options in relevant teaching fields; resume preparation and types of resumes, CV format and examples, points to consider when preparing a CV; cover letters, letters of introduction, job interviews, their purposes, methods and types, interview preparation and stages; situations that may be encountered in interviews; question types, body language/non-verbal cues.	
<b>AE</b>	<b>Literary Knowledge and Theories I (2-0-2-3)</b>
The fundamental concepts of the field of literature and the relationships between these concepts; the basic characteristics of literary works and the nature of literary language (prose/verse); the branches and methods of literary science; literary theories, literary movements.	
<b>AE</b>	<b>Ottoman Turkish I (2-0-2-3)</b>
Ottoman Turkish; the Turkish alphabet with Arabic letters; connected and separate letters; the rules of Ottoman Turkish; reading exercises on simple Ottoman texts written in the Turkish alphabet with Arabic letters; writing exercises using simple words in the Turkish alphabet with Arabic letters.	
<b>AE</b>	<b>Turkish Linguistics I: Phonetics (2-0-2-3)</b>
Ottoman Turkish; the Turkish alphabet with Arabic letters; connected and separate letters; the rules of Ottoman Turkish; reading exercises on simple Ottoman texts written in the Turkish alphabet with Arabic letters; writing exercises using simple words in the Turkish alphabet with Arabic letters.	
<b>AE</b>	<b>Use of Instructional Technologies in Turkish Teaching (2-0-2-4)</b>
The place of technology in language teaching; the teaching process and the classification of instructional technologies; theoretical approaches to instructional technologies; new trends/practices in learning approaches; current literacy areas; technology literacy; instructional technologies as tools and materials; design of technology-based teaching materials in language teaching; designing thematic teaching materials; evaluation criteria for technology-based teaching materials.	

2ND SEMESTER					
CODE	COURSE TITLE	T(T)	P(U)	C(K)	E(A)
MB	Educational Psychology	2	0	2	3
MB	Educational Sociology				
GK	Ataturk's Principles and History of Revolution II	2	0	2	3
GK	Foreign Language II	2	0	2	3
GK	Turkish Language II	2	0	2	3
GK	Interdisciplinary Elective I	2	0	0	0
AE	Literary Knowledge and Theories II	2	0	2	4
AE	Ottoman Turkish II	2	0	2	3
AE	Turkish Linguistics II: Morphology	2	0	2	4
AE	Basic Concepts in Language Education	2	0	2	4
Total		20	0	18	30

<b>MB</b>	<b>Educational Psychology (2- 0-2-3)</b>
Basic concepts of psychology and educational psychology; research methods in educational psychology; developmental theories, developmental domains and processes; individual differences in development; basic concepts related to learning; factors affecting learning; learning theories within the framework of educational and learning processes; motivation in the learning process.	
<b>MB</b>	<b>Educational Sociology (2- 0-2-3)</b>
Basic concepts of sociology: society, social structure, social fact, social event, etc.; pioneers of sociology (Ibn Khaldun, A. Comte, K. Marx, E. Durkheim, M. Weber, etc.) and their educational views; education from the perspective of basic sociological theories (functionalism, structuralism, symbolic interactionism, conflict theory, critical theory, phenomenology and ethnomethodology); social processes (socialization, social stratification, social mobility, social change, etc.) and education; social institutions (family, religion, economy, politics) and education; the development of sociology and educational sociology in Turkey (Ziya Gokalp, Ismail Hakki Baltacioglu, Nurettin Topcu, Mumtaz Turhan, etc.); culture and education; the school as a social, cultural, moral system and community.	
<b>GK</b>	<b>Ataturk's Principles and History of Revolution II (2-0-2-3)</b>
Political reforms (Abolition of the Sultanate, Proclamation of the Republic, Abolition of the Caliphate, etc.); social reforms (Hat Law, Closure of Dervish Lodges and Monasteries, Laws on Calendar, Time and Surname); educational and cultural reforms (Law on Unification of Education, Alphabet Reform, Turkish History and Language Reforms); legal reforms; attempts to transition to multi-party life in the Atatürk era and reactions (Establishment and closure of the Progressive Republican Party, Sheikh Said Rebellion and the assassination attempt on Atatürk); attempts to transition to multi-party political life in the Atatürk period (Establishment and closure of the Free Republican Party and the Menemen Incident); Turkey's economic resources and policy in the Republican era (Izmir Economic Congress); Turkish foreign policy in the Atatürk period (Population Exchange, Membership to the League of Nations, Balkan Entente and Saadabad Pact); Turkish foreign policy in the Ataturk period (Montreux Straits Convention, Annexation of Hatay to the Motherland, Turkey's bilateral relations with other countries); definition and scope of the Ataturkist thought system and Atatürk's principles; Turkey after Ataturk, the Democrat Party years in power, Turkey in the 1960s and 1970s, Turkey's foreign policy after 1960.	
<b>GK</b>	<b>Foreign Language II (2-0-2-3)</b>
Past tense; future tense; modals (can, could, may, must, etc.); speaking, reading, writing, and listening skills in these tenses and modals; verbal skills (asking questions in restaurants, ordering food, etc.); reading skills (internet weather reports, recipes, poster texts, etc.); writing skills (writing short messages, giving written	

<b>GK</b>	<b>Turkish Language II (2-0-2-3)</b>
The fundamental characteristics of spoken language and oral communication. Oral expression; basic features of speaking skills (using natural language and body language); basic principles of good speech; basic characteristics of a good speaker (stress, intonation, pausing; diction, etc.). Impromptu and prepared speaking; stages of prepared speaking (selection and limitation of the topic; determining purpose, point of view, main and supporting ideas, planning, writing the text; delivery of the speech). Types of speech I: (conversations, interviews, self-introduction, answering questions, celebrating an important event like New Year, birthday, holiday, etc., giving directions, talking on the phone, applying for a job, having an interview, radio and television speeches, participating as a speaker in various culture and art programs, etc.). Making impromptu speeches on various topics, studies on speech samples and oral expression practices, correcting language and expression errors in speeches.	
<b>GK</b>	<b>Interdisciplinary Elective I (2-0-0-0)</b>
This course encompasses the course determined by the Rectorate of Sivas Cumhuriyet University and selected by the students, and its course content.	
<b>AE</b>	<b>Literary Knowledge and Theories II (2-0-2-4)</b>
Periods, literary communities, and artistic understandings in Turkish literature from its beginnings to the present. Literary genres in Turkish literature; formal and structural features contained in literary genres (verse forms; meter, rhyme, redif, etc.), literary arts.	
<b>AE</b>	<b>Ottoman Turkish II (2-0-2-3)</b>
Linguistic and orthographic features of Ottoman Turkish; Arabic and Persian words; types of compounds; reading studies of Ottoman texts written in the Turkish alphabet with Arabic letters; writing studies using the Turkish alphabet with Arabic letters.	
<b>AE</b>	<b>Turkish Linguistics II: Morphology (2-0-2-4)</b>
Structural features of Turkish, morphology; word (root, stem, base, affix), words according to their origin [native word, foreign word; etymology], types of words according to their structure (simple, derived, compound), words according to type [noun, adjective, verb, adverb, pronoun, conjunction, preposition, interjection]; affixes in Turkish (derivational affixes, inflectional affixes, verbal adverb/participle affixes, voice affixes, copula affixes); word derivation methods in Turkish; word stress; spelling rules.	
<b>AE</b>	<b>Basic Concepts in Language Education (2-0-2-4)</b>
Major disciplines constituting the conceptual field of language education. Basic concepts of language education; concepts related to reading, listening, writing, and speaking education; concepts related to text knowledge, vocabulary, and grammar. Concepts transferred to language education from fields indirectly related to language education (literature, communication, philosophy, sociology, psychology, cognitive sciences, etc.).	

CODE	COURSE TITLE	T	P	C	E
MB	Teaching Methods and Techniques	2	0	2	3
MB	School Experience I	1	4	3	8
MB	Elective I	2	0	2	3
GK	Elective I	2	0	2	3
AE	Children's Literature	3	0	3	3
AE	Approaches to Turkish Teaching and Learning	2	0	2	2
AE	Turkish Folk Literature I	2	0	2	2
AE	Modern Turkish Literature I	2	0	2	2
AE	Turkish Linguistics III: Lexicon	2	0	2	2
AE	Classical Turkish Literature I	2	0	2	2
	<b>Total</b>	20	4	22	30

<b>MB</b>	<b>Teaching Methods and Techniques (2-0-2-3)</b>
Basic concepts related to teaching principles and methods; teaching-learning principles, models, strategies, methods, and techniques; setting goals and objectives in teaching; selection and organization of content in teaching and learning; instructional materials; planning of teaching and lesson plans; theories and approaches related to teaching; teaching and learning in the effective school, and success in learning; assessment of classroom learning.	
<b>MB</b>	<b>School Experience I (1-4-3-8)</b>
Systematic familiarization with school administration and instructional organization; school management, regularly ongoing activities in schools; familiarization with school facilities; observation of in-class activities; appropriate reporting; conducting observations and gaining experience.	
<b>AE</b>	<b>Children's Literature (3-0-3-3)</b>
The history of children's literature in the world and Turkey; children's literature and reading habits/culture; qualities that children's literature products should possess (design, content, and educational qualities); literary children's literature genres (poetry, story, novel, etc.); informative-instructive children's literature genres; children's classics; other literary genres addressing children (epic, fairy tale, legend) and the contributions of linguistic materials (counting rhymes, nursery rhymes, riddles, etc.) to children's development; grading children's literature products by age groups; visual media and children (cartoons/comic cinema/animations for children); analysis of children's literature products.	

<b>AE</b>	<b>Approaches to Turkish Teaching and Learning (2-0-2-2)</b>
	The meaning of learning and teaching Turkish; the purpose and basic principles of Turkish language teaching; the history of Turkish language teaching; reflections of learning and teaching approaches on Turkish language teaching; basic skills in Turkish language teaching; in-class practice examples; current trends and problems in Turkish language teaching; components of effective Turkish language teaching; social, cultural, and economic perspectives on Turkish language teaching.
<b>AE</b>	<b>Turkish Folk Literature I (2-0-2-2)</b>
	The nature, conceptual field, and historical process of Turkish Folk Literature; branches of Folk Literature; pre-Islamic and post-Islamic old Turkish epics, fairy tales, legends, folk tales, and poems; analysis studies on folk literature texts and studies on selecting those suitable for primary education from these texts.
<b>AE</b>	<b>Modern (New) Turkish Literature I (2-0-2-2)</b>
	Elements determining the formation and development of New Turkish Literature; studies on the main representatives and works of the Tanzimat period Turkish literature; determination of the social and cultural influences of artists who gained importance during the period based on their works; leading figures in the Servet-i Fünun and Fecr-i Âti periods of Turkish literature and social events guiding the period; analysis of products characteristic of these periods and their evaluation in terms of Turkish language education.
<b>AE</b>	<b>Turkish Linguistics III: Lexicon (2-0-2-2)</b>
	Word and lexical studies; noun, adjective, pronoun, adverb; verb; preposition, conjunction, interjection; application studies.
<b>AE</b>	<b>Classical (Old) Turkish Literature I (2-0-2-2)</b>
	The nature and conceptual field of Old Turkish Literature; basic features of Divan literature, its main genres and important representatives; analysis studies on selected texts from 15th-16th century Turkish Literature. Studies revealing the language understanding, social situation, and worldview of the period.

4TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Turkish Education System and School Management	2	0	2	3
MB	Elective II	2	0	2	3
GK	Interdisciplinary Elective II	2	0	0	0
AE	Voice Training and Diction	2	0	2	4
AE	Critical Readings of Children's Works	2	0	2	4
AE	Turkish Folk Literature II	2	0	2	4
AE	Modern Turkish Literature II	2	0	2	4
AE	Turkish Linguistics IV: Syntax	2	0	2	4
AE	Classical Turkish Literature II	2	0	2	4
	<b>Total</b>	18	0	16	30

<b>MB</b>	<b>Turkish Education System and School Management (2-0-2-3)</b>
The formation of education systems and the structure of the Turkish education system; fundamental laws regulating the Turkish education system; the central, provincial, and overseas organization of the Ministry of National Education; levels of instruction in the Turkish education system; human resources, physical, technological, and financial resources in the Turkish education system; reform and innovation initiatives in the Turkish education system; organization and management theories and processes; school as a social system and organization; human resource management; student personnel affairs; tasks related to education and teaching; tasks related to school administration; school, environment, community, and family relations; current discussions and trends regarding the Turkish education system and schools.	
<b>GK</b>	<b>Interdisciplinary Elective II (2-0-0-0)</b>
This course encompasses the course determined by the Rectorate of Sivas Cumhuriyet University and selected by the students, and its course content.	
<b>AE</b>	<b>Voice Training and Diction (2-0-2-4)</b>
Correct breathing and voice exercises; the phonetic structure and rules of Turkish; intonation, stress, and other prosodic features specific to Turkey Turkish; expression techniques and style exercises within the framework of articulation rules; non-verbal communication (body language), personal image, and presentation exercises according to official and social protocol rules, and public speaking practice.	

<b>AE</b>	<b>Critical Readings of Children's Works (2-0-2-4)</b>
	Determining the textuality features of children's literature texts in different genres such as fairy tales, lullabies, novels, stories, essays, poetry, blog posts, and travel writings. Selection of texts from the classical and contemporary periods of children's literature and approaching children's texts within the context of "child reality." Analysis of children's texts in terms of theme, vocabulary, and structural features. Examination of popular children's texts in different genres, such as fantasy and science fiction, based on the concept of the "child reader." Operating creative text production processes based on children's texts and conducting activity studies related to the four basic skills of the native language.
<b>AE</b>	<b>Turkish Folk Literature II (2-0-2-4)</b>
	Turkish folk poetry and its fundamental characteristics; the linguistic features and local usages of folk poetry; important representatives and works of folk poetry; the educational functions of folk poetry and folk tales; selection of folk poetry examples for use at the basic education level.
<b>AE</b>	<b>Modern(New) Turkish Literature II (2-0-2-4)</b>
	Intellectual movements in the National Literature period; examination of the literary orientations arising from these movements through works; the effects of the National Literature period on 20th-century Turkish literature; developments in Turkish Literature of the Republican Period up to the 1950s; examination of significant works emerging in the fields of prose, poetry, and theater; introduction of important literary figures from these periods with their distinctive characteristics.
<b>AE</b>	<b>Turkish Linguistics IV: Syntax (2-0-2-4)</b>
	Sentence knowledge, syntax, general features-principles of Turkey Turkish syntax; noun phrases; sentence, elements of the sentence, types of sentences, sentence analysis.
<b>AE</b>	<b>Classical (Old)Turkish Literature II (2-0-2-4)</b>
	Meter in Divan poetry: the basic logic of the Aruz meter; analysis studies aimed at teaching the melody of the Aruz meter; analysis studies on selected texts from 17th-18th century Turkish Literature.

5TH SEMESTER					
CODE	COURSE TITLE	T(T)	P(U)	C(K)	E(A)
MB	Classroom Management	2	0	2	3
MB	Elective III	2	0	2	3
MB	Research Methods in Education	2	0	2	3
GK	Community Service Practices	1	2	2	3
AE	Listening Comprehension Skills	3	0	3	4
AE	Reading Comprehension Skills	3	0	3	4
AE	Linguistics	2	0	2	3
AE	Poetry Analysis	2	0	2	4
AE	Elective I	2	0	2	3
	<b>Total</b>	19	2	20	30

<b>MB</b>	<b>Classroom Management (2-0-2-3)</b>
<p>Basic concepts related to classroom management; physical, social, and psychological dimensions of the classroom; classroom rules and classroom discipline; models related to classroom discipline and management; management of student behaviors in the classroom, communication and interaction process in the classroom; student motivation in the classroom; time management in the classroom; the teacher as an instructional leader in the classroom; management of parent-teacher meetings; creating a positive classroom and learning climate; case studies related to classroom management according to school levels.</p>	
<b>MB</b>	<b>Research Methods in Education (2-0-2-3)</b>
<p>Basic concepts and principles related to research methods; the research process (noticing a problem, determining the research problem and sample, data collection and analysis, interpreting results); general characteristics of data collection tools; data analysis and evaluation; access to articles, theses, and databases; research models and types; basic paradigms in scientific research; quantitative and qualitative research designs; sampling in qualitative research, data collection, data analysis; validity and reliability in qualitative research; reviewing, evaluating, and presenting articles or theses; preparing a research report in accordance with research principles and ethics; action research in education.</p>	

<b>GK</b>	<b>Community Service Practices (1-2-2-3)</b>
The concepts of community, community service practices, and social responsibility; social responsibility projects in terms of societal and cultural values; identifying current social problems; preparing projects for the solution of identified social problems; participating voluntarily in social responsibility projects individually and as a group; participating in social responsibility projects in various institutions and organizations; participating in scientific events such as panels, conferences, congresses, and symposia as an audience member, speaker, or organizer; evaluating the results of social responsibility projects.	
<b>AE</b>	<b>Listening Comprehension Skills (3-0-3-4)</b>
Basic knowledge related to listening education (basic concepts, historical process, etc.); physical and mental elements of listening; memory and its characteristics (short-term memory, long-term memory; episodic memory, semantic memory, and procedural memory); the relationship between listening vocabulary and lexicon; attention; listening flaws; listening processes; developing listening skills, recognizing prosodic features in speech (stress, tone, intonation, etc.); listening and viewing, interpreting body language characteristics; educational environments for listening skills; listening methods and techniques; measuring and evaluating listening skills; designing listening activities.	
<b>AE</b>	<b>Reading Comprehension Skills (3-0-3-4)</b>
Basic knowledge related to reading education (basic concepts, historical process, etc.); physical and mental elements of reading; memory and its characteristics (short-term memory, long-term memory; episodic memory, semantic memory, and procedural memory); the relationship between reading vocabulary and lexicon; attention; reading flaws; reading processes; developing reading skills; fluent reading (techniques for oral and silent fluent reading); reading according to text types; educational environments for reading skills; reading methods and techniques; measuring and evaluating reading skills; designing reading activities.	
<b>AE</b>	<b>Linguistics (2-0-2-3)</b>
Various definitions of language; general information about the world's languages; a historical overview of language studies in the Eastern and Western traditions up to the early 20th century (language studies in Antiquity, language studies in the Middle Ages); the emergence of the concept of linguistics in the 20th century; branches and fields of study in linguistics; Ferdinand De Saussure and Structuralist linguistic theory (Geneva School of Linguistics). Linguistic schools that adopted the structuralist approach; the Prague School, French Functionalism (Andre Martinet), Gustave Guillaume and Psychomechanics, the Copenhagen School and Glossematics, American Structuralism (Franz Boas, Edward Sapir, Leonard Bloomfield, Zellig Sabbetai Harris), Noam Chomsky and Generative Transformational Grammar Theory, Grammar Theories of Linguistic Origin. Relating theories to language teaching at theoretical and applied levels.	
<b>AE</b>	<b>Poetry Analysis (2-0-2-4)</b>
What is poetics? What are the main principles of the science of poetry? Application of different text analysis methods, such as the ontological method and psychoanalytic method, to poetic texts. Evaluation of the structural and content transformations of the poetry genre in the Folk, Divan, and Contemporary literature periods of Turkish literature through sample texts. Exemplifying the language acquisitions that the poetry genre can provide to children from the perspective of Turkish Education through applications on texts.	

CODE	COURSE TITLE	T	U	K	A
MB	Measurement and Evaluation in Education	3	0	3	4
MB	Elective IV	2	0	2	3
MB	School Experience II	1	4	3	8
GK	Elective II	2	0	2	3
AE	Writing Skills	3	0	3	3
AE	Oral Communication Skills	3	0	3	3
AE	Text Linguistics	2	0	2	2
AE	Educational Games in Turkish Language Teaching	2	0	2	2
AE	Elective II	2	0	2	2
	<b>Total</b>	20	4	22	30

<b>MB</b>	<b>Measurement and Evaluation in Education (3-0-3-4)</b>
<p>The place and importance of measurement and evaluation in education; basic concepts in measurement and evaluation; measurement tools used in education and their characteristics; traditional assessment tools (written exams, short-answer exams, true-false tests, multiple-choice tests, matching tests, oral exams, assignments); types of evaluation and tools for multifaceted student assessment (observation, interview, performance assessment, student portfolio, research papers, research projects, peer assessment, self-assessment, attitude scales); psychometric properties (validity, reliability, usability) of measurement tools; measurement of cognitive, affective, and psychomotor characteristics; sources and types of error in measurement; validity and reliability analyses of measurement tools; statistical techniques used in item and test analysis (alternative correlation techniques); basic statistical operations on measurement results; descriptive statistics (measures of central tendency and dispersion) techniques; graphical (bar graphs, frequency polygon, histogram, line graphs) and tabular (cross-tabulations) representations of measurement results; properties of the Normal distribution and standard scores (z and T scores); standard error and confidence intervals; Bloom's taxonomy; writing questions suitable for different test types (written, oral, short answer, true-false, multiple choice) according to Bloom's taxonomy; achievement test and scale development and application processes.</p>	
<b>MB</b>	<b>School Experience II (1-4-3-8)</b>
<p>Systematic familiarization with school administration and instructional organization; school management, regularly ongoing activities in schools; familiarization with school facilities; observation of in-class activities; appropriate reporting; conducting observations and gaining experience.</p>	

<b>AE</b>	<b>Writing Skills (3-0-3-3)</b>
	Basic knowledge related to writing education (basic concepts, historical process, etc.); physical and mental processes of writing skills; the relationship between writing and memory-vocabulary; stages of written expression; expression at the sentence/paragraph/text level; establishing textuality criteria (cohesion, coherence, etc.); text types, written expression (argumentative, persuasive, informative, aesthetic writing, etc.); writing methods and techniques; process-based, planned writing models; teaching punctuation and spelling rules; educational environments for writing skills; measurement and evaluation in writing education; designing writing activities.
<b>AE</b>	<b>Oral Communication Skills (3-0-3-3)</b>
	Basic knowledge related to speaking education (basic concepts, historical process, etc.); physical and mental elements of speech; the relationship between speech, memory, and vocabulary; simultaneous thinking (through sensory memory) and sequential thinking (through episodic memory); body language and its elements; production of prosodic features (stress, tone, intonation, etc.) in speech; types of speech, oral expression (argumentative/persuasive, informative, aesthetic speech, etc.) and conversation; educational environments for speaking skills; speaking methods and techniques; measuring and evaluating speaking skills; designing speaking activities.
<b>AE</b>	<b>Text Linguistics (2-0-2-2)</b>
	Basic principles and concepts of text linguistics (sentence, proposition, utterance; text and criteria of textuality: producer/text and receiver-centered); text type, discourse, and text type classifications; linguistic manifestations of text types; narrative discourse, narrative texts, and reported speech; speech act theory.
<b>AE</b>	<b>Educational Games in Turkish Language Teaching (2-0-2-2)</b>
	The origin and development of play; definition of play, play concepts, and classification; definition and classification of educational games; planning, teaching, and managing educational games; educational games and children; play, learning, and teaching; educational games and instruction; educational games in language education; the importance of educational game-based in-class language teaching activities; presentation of sample activities; designing activities focused on acquiring learning outcomes; implementation of activities in the classroom; problems encountered during game applications and solutions; measurement and evaluation in educational games.

7TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice I	2	6	4	10
MB	Special Education and Inclusion	3	0	3	4
GK	Elective III	2	0	2	3
AE	Grammar Teaching	2	0	2	3
AE	Theatre and Drama Practices	2	0	2	3
AE	Elective III	2	0	2	3
AE	Elective IV	2	0	2	2
AE	Elective V	2	0	2	2
	<b>Total</b>	17	6	19	30

<b>MB</b>	<b>Teaching Practice I (2-6-4-10)</b>
Making observations on subject-specific teaching methods and techniques; conducting individual and group micro-teaching applications using special teaching methods and techniques specific to the field; developing subject-specific activities and materials; preparing learning environments, managing the classroom, conducting assessment, evaluation, and reflection.	
<b>MB</b>	<b>Special Education and Inclusion (3-0-3-4)</b>
Basic concepts related to special education, principles and historical development of special education; legal regulations concerning special education; groups with special needs and their characteristics (language and speech disorders, attention deficit and hyperactivity disorder, intellectual disability, learning disability, emotional and behavioral disorders, visual impairment, hearing impairment, autism spectrum disorder, physical and health-related disabilities, gifted and talented, disadvantaged groups); educational identification and assessment process; support services in special education; the inclusive education model in special education; preparing and implementing Individualized Education Programs (IEP); individualizing instruction and making adaptations; supporting language and speech skills; natural teaching strategies; collaboration and communication with families; effective strategies in classroom management and behavior management; teamwork and collaboration. Basic concepts of grammar; fundamental features of Turkish in terms of phonetics, morphology, semantics, and syntax; grammar teaching and the purpose of grammar instruction; grammar teaching models and approaches in the Turkish Language Curriculum (Behaviorist, Cognitive, and Constructivist); grammar learning outcomes in the Turkish Language Curriculum (Grades 1-8); topics in grammar teaching (phonetics, morphology, semantics) and the sequence to be followed in instruction; methods, techniques, and sample activities; text-centered grammar teaching practices.	
<b>AE</b>	<b>Theatre and Drama Practices (2-0-2-3)</b>
Basic concepts related to the field of theatre; enactment and enactment techniques; improvisation studies; determinations regarding theatrical language; dramaturgy, interpretation, and staging; introduction to the concept and studies of creative drama; ways to utilize creative drama studies in Turkish language education; dramatization techniques and Turkish language teaching; the concept of play; psychological foundations of play and the relationship between play and education.	

8TH SEMESTER					
CODE	COURSE TITLE	T	P	C	E
MB	Teaching Practice II	2	6	4	10
MB	Guidance and Counseling in Schools	2	0	2	3
GK	Elective IV	2	0	2	3
AE	World Literature	3	0	3	4
AE	Teaching Turkish as a Foreign Language	3	0	3	4
AE	Elective VI	2	0	2	3
AE	Elective VII	2	0	2	3
	Total	16	6	18	30
MB	Teaching Practice II (2-6-4-10)				
Observing subject-specific teaching methods and techniques; conducting micro-teaching applications using special teaching methods and techniques specific to the field; independently planning a lesson; developing lesson-related activities and materials; preparing learning environments; managing the classroom, conducting assessment, evaluation, and reflection.					
MB	Guidance and Counseling in Schools (2-0-2-3)				
The place of guidance and psychological counseling (GPC) services in education; the philosophy, purpose, principles of the developmental guidance model and the program (comprehensive developmental GPC program); basic services/interventions; the role and function of teachers in classroom guidance; competencies to be acquired in educational, vocational, personal, and social areas within the scope of GPC services; collaboration between school administrators and teachers and guidance teachers/psychological counselors; preparation and implementation of classroom GPC plans and programs.					
AE	World Literature (3-0-3-4)				
World literature from its earliest examples to the present, world classics; literary movements; major writers/poets and works of Western literature (Russian, German, French, English, etc.); major writers/poets and works of Eastern literature (Arabic, Persian, Indian, etc.); examination of a selection from world classics in line with contemporary literary analysis approaches.					
AE	Teaching Turkish as a Foreign Language (3-0-3-4)				
Theoretical framework in teaching Turkish as a foreign language; foreign language teaching approaches (Functional Language Teaching Approach, Action/Task-Oriented Language Teaching Approach, traditional approaches). Evaluation of the Common European Framework of Reference for Languages text; differences between teaching Turkish as a native language and as a foreign language; educational environments in teaching Turkish as a foreign language; assessment and evaluation in teaching Turkish as a foreign language; developing activities for teaching Turkish as a foreign language; examination of various textbooks used in teaching Turkish as a foreign language; interculturality in teaching Turkish as a foreign language.					

## ELECTIVE COURSES (Theory-Practice-Credit-ECTS) (T-U-K-A)

### PROFESSIONAL KNOWLEDGE ELECTIVE COURSES (2-0-2-3)

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|---|--|
| <ul style="list-style-type: none"><li>• Open and Distance Learning</li><li>• Collaboration and Communication with Families</li><li>• Co-Teaching</li><li>• Child Psychology</li><li>• Textbook Analysis</li><li>• Attention Deficit and Hyperactivity Disorder</li><li>• Language and Speech Disorders</li><li>• Educational Anthropology</li><li>• Educational Law</li><li>• History of Education</li><li>• Morality and Ethics in Education</li><li>• Digital Content Development in Education</li><li>• Drama in Education</li><li>• Extracurricular Activities in Education</li><li>• Curriculum Development in Education</li></ul> | <ul style="list-style-type: none"><li>• Project Preparation in Education</li><li>• Critical and Analytical Thinking</li><li>• Education of Hospitalized Children</li><li>• Inclusive Education</li><li>• Character and Values Education</li><li>• Comparative Education</li><li>• Microteaching</li><li>• Museum Education</li><li>• Out-of-School Learning Environments</li><li>• Learning Disabilities</li><li>• Individualization and Adaptation in Teaching</li><li>• Sustainable Development and Education</li><li>• History of Turkish Education</li><li>• Adult Education and Lifelong Learning</li></ul> |
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### PROFESSIONAL KNOWLEDGE ELECTIVE COURSE DESCRIPTIONS

#### Open and Distance Learning (2-0-2-3)

Basic concepts and philosophy of open and distance learning; development of distance education worldwide; development of distance education in Turkey; roles of learners and guides in distance education; technologies used in distance education; management of open and distance education; classroom management and its components in open and distance learning; open educational resources and global trends; massive open online courses; personalized learning environments; problems related to open and distance education and their solutions; open and distance education applications in teacher training; developing individual instructional materials and student support services in open and distance education; determining teaching strategies for different learning situations; research and evaluation in distance education.

### **Collaboration and Communication with Families (2-0-2-3)**

Basic concepts related to family; family as a system; children with special needs within the family life cycle; emotional stages experienced by families with children with special needs; importance of collaboration with families; legal, philosophical, and practical reasons for collaboration with families; foundations of family-centered approach; components of family-centered practices; basic principles in collaborating with families; strategies for collaborating with families; verbal and non-verbal communication skills in communicating with families; empathetic and customized listening skills; skills for referring families to special education services and effectively informing them about children with special needs; managing crisis moments with families; encouraging family involvement; skills for effectively using communication channels with families (face-to-face structured and unstructured interviews, phone calls; daily and weekly messages, communication notebooks, class newspapers, emails, etc.).

### **Co-Teaching(2-0-2-3)**

Basic concepts related to co-teaching; definition of co-teaching; importance of co-teaching; historical development of co-teaching; co-teaching in Turkey and the world; factors directly affecting co-teaching; collaboration between family, teacher, and student; co-teaching models; one teacher, one observer model; one teacher, one assistant model; station teaching model; parallel teaching model; alternative teaching model; team teaching model..

### **Child Psychology (2-0-2-3)**

Basic concepts, history, and methods of child psychology; developmental periods; prenatal development; developmental areas and characteristics in infancy; developmental areas and characteristics in early childhood; developmental areas and characteristics in late childhood; the child within the family structure; the child within the school system; adjustment and behavioral problems in childhood; children with special needs..

### **Textbook Analysis (2-0-2-3)**

Physical, educational, visual design, and language expression features and standards required in textbooks; compliance of textbook content with the curriculum; examination of existing textbooks in terms of content, language, suitability to student level, format, attractiveness, contribution to meaningful learning, ease of use in teaching, etc.

### **Attention Deficit and Hyperactivity Disorder (2-0-2-3)**

Definition and characteristics of Attention Deficit and Hyperactivity Disorder (ADHD); core symptoms of ADHD (inattention, hyperactivity, and impulsivity); effects of ADHD on children socially, emotionally, and academically; causes of ADHD; risk factors in the development of ADHD; types of ADHD; approaches to children with ADHD; guidance for students with ADHD; education of children with ADHD; ensuring school-family collaboration.

### **Language and Speech Disorders(2-0-2-3)**

Basic features of language; views on language acquisition; definition and classification of language and speech disorders; organs effective in speech; causes and prevalence of language and speech disorders; characteristics of children with language and speech disorders; classification of communication disorders; types of communication disorders; education of children with language and communication disorders.

### **Educational Anthropology(2-0-2-3)**

Subject matter, basic concepts, history, and method of anthropology; basic approaches in socio-cultural anthropology; education from an anthropological perspective and basic concepts of educational anthropology: culture, acculturation, enculturation, adaptation, subculture, counterculture, common culture, etc.; cultural foundations and functions of education; intercultural differentiation, education, and learning; school as a living space; school cultures and ethnographies; media, mass communication tools, popular culture, and education; globalization, cultural interaction, cultural literacy, and education; education in oral and written literary works in Turkish culture and civilization history; roles of parents and children in Turkish family structure.

### **Educational Law(2-0-2-3)**

Basic concepts of law and administrative law; sources of administrative law; rights and duties in administration; Convention on the Rights of the Child and Universal Declaration of Human Rights; administrative and judicial supervision of teachers; basic laws establishing and regulating the Turkish Education System; duties, rights, and responsibilities of education stakeholders.

### **History of Education(2-0-2-3)**

Education in the Ancient period (in ancient Egypt, Mesopotamia, Anatolia, Indian, Chinese, Ancient Greek, and Roman civilizations); education in Eastern, Western, and Islamic societies in the Middle Ages and Modern Era; Renaissance, Reformation, Enlightenment Movements, and education; education in the Industrial Age and Modern Period; relations between Islamic culture/civilization and Western civilization; emergence of nation-states and development of national education systems; postmodern society debates and education; basic changes and transformations in education worldwide from ancient times to the present.

### **Morality and Ethics in Education (2-0-2-3)**

Basic concepts and theories related to morality and ethics; ethical principles, ethical rules, business and professional ethics/morality; teaching profession with its social, cultural, moral, ethical aspects; right to education and learning; ethical principles in the process of education, teaching, learning, and evaluation; ethical principles in relationships with education stakeholders (employers/administrators, colleagues, parents, professional organizations, and society); moral/ethical responsibilities of education/school administrators, parents, and students; unethical behaviors in business and professional life; ethical regulations related to public administration, education, and teachers in Turkey; unethical behaviors in school and education, ethical dilemmas, problems, and solutions; moral/ethics education in school and ethics committees; school principal and teacher as a moral/ethical leader.

### **Digital Content Development in Education (2-0-2-3)**

Overview of content development in digital environments; visuals in digital content development; animations/effective presentations in digital content development; assessment-evaluation activities in digital content development; collaborative tools in digital content development.

### **Drama in Education (2-0-2-3)**

Basic concepts of drama and creative drama (drama, creativity, creative drama, play and theatre pedagogy, communication-interaction, role-playing, improvisation, action, dramatic play, children's theatre, puppetry, mime, etc.); stages, dimensions, and elements of creative drama; role-playing and improvisation; history of creative drama; relationship between social events and creative drama; application steps of drama in education; resources that can be used in drama in education; preparation and implementation of creative drama lesson plans; contribution of drama to individual and social development.

### **Extracurricular Activities in Education(2-0-2-3)**

Formal curriculum and extracurricular activities/hidden curriculum concepts in education; approaches related to hidden curriculum; cognitive and affective domain learnings and hidden curriculum; school as a ritual place; school ceremonies as extracurricular activities in school; importance and management of social, cultural, sports, and artistic activities in school; place and importance of hidden curriculum in values education; extracurricular activities (commemorations, celebrations, gatherings, graduations, etc.) in terms of values education.

### **Curricular Development in Education(2-0-2-3)**

Basic concepts related to curriculum development; theoretical foundations of curriculum development; types of curricula; philosophical, social, historical, psychological, and economic foundations of curricula; curriculum development and characteristics of curricula; stages of curriculum development; basic elements of curriculum (objective, content, process, evaluation) and relationships between elements; classification of objectives and their relationship with curriculum elements; content organization approaches; determination of educational needs; curriculum development process and models; curriculum design approaches; curriculum evaluation models; curriculum literacy; duties and responsibilities of teachers in developing curricula; characteristics of MoNE curricula; implementation of curricula; new approaches and trends in curriculum development in the world and Turkey.

### **Project Preparation in Education (2-0-2-3)**

Concept of project and project types; curricula and project-based learning; project programs in schools (TÜBİTAK, EU, and others); topic selection for projects; literature review; logical framework in projects; project planning and management; application of scientific method in projects; preparing and developing project reports; finalizing project reports; project evaluation and examination of good examples; project presentations; poster and brochure design techniques.

### **Critical and Analytical Thinking (2-0-2-3)**

Basic concepts and definitions; brain as the organ of thinking; thinking styles and classification of thinking; involuntary thinking and its characteristics; voluntary thinking and its characteristics; methods of voluntary thinking; critical and analytical thinking; basic characteristics and criteria of critical and analytical thinking; stages of critical and analytical thinking; factors affecting critical and analytical thinking; scope of critical and analytical thinking; critical and analytical reading; critical and analytical listening; critical and analytical writing.

### **Education of Hospitalized Children (2-0-2-3)**

Developmental characteristics, interests, needs, and psychological states of hospitalized children according to age groups; interaction between hospital staff, child, and family; preparatory education for hospitalization, preparation for diagnosis, treatment, and surgery; preparing and implementing activity plans (play, music, art, drama, mathematics, story, etc.) for hospitalized children; interaction between hospital schools and children with terminal illnesses, their families, and staff.

### **Inclusive Education(2-0-2-3)**

### **Inclusive Education(2-0-2-3)**

Inclusion and the content of inclusion; definition, content, and importance of inclusive education; legal bases of inclusive education; national and international legislation; approaches and standards in inclusive education; teacher roles in inclusive education; inclusive curriculum and materials; attitudes and values in inclusive education; inclusive school and classroom; preparing an action plan for inclusive education; inclusive education practices; characteristics that differentiate students; effective communication; language used and psycho-social support; differentiating instruction and examples, methods, and techniques; planning instruction, inclusivity in lesson materials, and selection of inclusive activities; lesson design practices.

### **Character and Values Education(2-0-2-3)**

Character, personality, value, virtue, morality, temperament, etc.; character development and education; family, environment, and school in character development and education; definition and classification of values; sources of values and their individual, social, cultural, religious, moral foundations; approaches and practices in character and values education; intercultural differentiation and culture of coexistence in character and values education; character and values education in terms of educational philosophy and goals; teaching methods and techniques in character/values education; values crisis and education in modern and multicultural societies; values education in the process of human-cultural development; examples from Turkish education and cultural history related to values education; values education practices and research in Turkey; teacher as a role model in character and values education.

### **Comparative Education (2-0-2-3)**

Definition, scope, history of comparative education; method and research in comparative education; comparison of education systems of different countries in terms of structure, functioning, school levels, human resources, financing of education, privatization in education, policy making, planning, and implementation in education; gender, social justice, and equality in education in different countries; reform and innovation initiatives in education in different countries; teacher and education/school administrator training systems in different countries; globalization and internationalization in education; international exams, institutions, and organizations related to education.

### **Microteaching (2-0-2-3)**

Basic concepts and principles related to effective teaching and learning; professional competencies, attitudes, roles, and behaviors of teachers; preparing lesson plans; scope, benefits, and limitations of the microteaching method; preparing active learning activities suitable for the subject; sample teaching practices in the classroom; video recording of lesson presentations; evaluating lessons using recordings; improving prepared activities and lesson presentations.

### **Museum Education (2-0-2-3)**

Definition and characteristics of museums; exhibition in museums; museum and museum education; types of museums; development of Turkish museology; an overview of the history of museology in the world; relationship between museum, art, culture, and civilization; museum and art education; museum and society; contribution of museums to historical consciousness; protecting historical artifacts; contemporary museology in the world and Turkey.

### **Out-of-School Learning Environments(2-0-2-3)**

Concepts of out-of-school education and learning; scope and importance of out-of-school learning; teaching in out-of-school settings; teaching methods and techniques suitable for out-of-school learning environments (project-based learning, station technique, etc.) and teaching materials; out-of-school learning environments (museums, science centers, zoos, botanical gardens, planetariums, industrial establishments, national parks, science fairs, science camps, natural environments, etc.); development of out-of-school learning areas and environments; planning, implementation, and evaluation of out-of-school learning activities.

### **Learning Disabilities (2-0-2-3)**

Definition, characteristics, and classification of learning disabilities: educational, psychological, medical factors; prevalence and incidence; causes of learning disabilities; early intervention; response to intervention model; screening/diagnosis: medical, developmental, and educational screening/diagnosis; academic and non-academic characteristics; team and collaboration; educational environments; evidence-based practices; supporting reading, writing, and mathematics skills; supporting non-academic skills.

### **Individualization and Adaptation in Teaching (2-0-2-3)**

Concept of individualization and its importance in education; requirements for individualization: curriculum-based assessment, rough assessment, preparing criterion-referenced measurement tools, rules to be followed in assessment; determining long-term and short-term instructional goals; arrangements that can be made in classrooms and schools for inclusion/integration; adapting instruction; examples of individualization and adaptation in inclusive/integration classrooms.

### **Sustainable Development and Education (2-0-2-3)**

Concept of sustainability and its fields of use; sustainability in terms of social sciences and natural sciences; sustainability in the context of social change; education and sustainability; future of humanity and sustainability; migration, poverty, and inequality; sustainable environment; ecology, global environmental problems, and sustainability; sustainable society in harmony with nature; population, economic system, and natural environment; technological developments, consumption habits, and environment; social responsibility studies, sustainability in terms of tangible and intangible cultural heritage; rethinking human-nature relations on the axis of sustainability.

### **History of Turkish Education (2-0-2-3)**

Subject, method, and sources of Turkish education history; education in the first Turkish states; education in the first Muslim Turkish states; education in the Seljuk Turks and Anatolian Beyliks; education in the Ottoman Empire: education system until the first modernization movements; education in Turkish states outside the Ottoman geography in the 13th-18th centuries; modernization movements in education in the Ottoman Empire until the Tanzimat; establishment of the modern education system from the Tanzimat to the Republic; reorganization of traditional education; education in other Turkish states and communities in Eurasia in the 19th-20th centuries; education during the national struggle period; education in the Republic of Turkey: foundations, structure, establishment, and development of the Turkish education system; teacher training process from its beginning to the present; education in the Turkic world in the 21st century; common goals, language and alphabet unity, common history writing studies.

### **Adult Education and Lifelong Learning (2-0-2-3)**

Definition and scope of adult education; concepts related to adult education (continuing education, public education, non-formal education, vocational education, etc.); historical development of adult education in Turkey; approaches and models related to adult education; adults and learning; purpose, scope, and historical development of lifelong learning; lifelong learning practices in the Turkish education system.

### **GENERAL CULTURE ELECTIVE COURSES (2-0-2-3)**

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| <ul style="list-style-type: none"><li>• Addiction and Addiction Prevention</li><li>• Nutrition and Health</li><li>• History and Philosophy of Science</li><li>• Science and Research Ethics</li><li>• Children's Rights and Protection</li><li>• World Music</li><li>• Economics and Entrepreneurship</li><li>• Traditional Turkish Handicrafts</li><li>• General Geography</li><li>• Human Rights and Democracy Education</li><li>• Human Relations and Communication</li><li>• Internet Technologies Usage</li><li>• Culture and Language</li><li>• Mathematics Applications</li></ul> | <ul style="list-style-type: none"><li>• Media Literacy</li><li>• Art and Aesthetics</li><li>• Sound Recording Techniques</li><li>• Basic Information Technologies</li><li>• Basic English</li><li>• Turkish Folk Dances</li><li>• Turkish Sign Language</li><li>• Turkish Cultural Geography</li><li>• Turkish Cultural History</li><li>• Turkish Music</li><li>• Turkish Art History</li><li>• Geography of Turkey</li><li>• History of Civilization</li><li>• Three-Dimensional Design</li><li>• World Geography</li></ul> |
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## GENERAL CULTURE ELECTIVE COURSE DESCRIPTIONS

### Addiction and Addiction Prevention (2-0-2-3)

Basic concepts and definitions; types of addiction (substance addiction, technology addiction, etc.); causes of addiction; risk factors in family, peer group, and societal context that prepare individuals for substance addiction process; communication skills with addicted children, adolescents, and adults; role of social work in addiction; models related to addiction; addiction prevention efforts; consequences of addiction; national policy and strategy methods in combating addiction; reintegration process.

### Nutrition and Health (2-0-2-3)

Natural and healthy nutrition; combating obesity; food additives; healthy living and exercise; growth and development; healthy sexual life; combating addiction (tobacco, alcohol, substance addiction, etc.); traffic, disaster, and first aid.

### History and Philosophy of Science (2-0-2-3)

Science, philosophy, scientific method; Ancient Greek, Medieval Europe, Scholastic philosophy and science; science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relationships between science, scientism, ideology, ethics, and religion; science and paradigms; Vienna and Frankfurt schools of thought; critiques of science in the 20th and 21st centuries.

### History and Philosophy of Science (2-0-2-3)

Science, philosophy, scientific method; Ancient Greek, Medieval Europe, Scholastic philosophy and science; science and philosophy in Islamic cultural geography; science in Mesopotamia; science and philosophy in Renaissance Europe; science and philosophy in the Age of Enlightenment; classification of sciences; relationships between science, scientism, ideology, ethics, and religion; science and paradigms; Vienna and Frankfurt schools of thought; critiques of science in the 20th and 21st centuries.

### Science and Research Ethics (2-0-2-3)

Science, nature of science, development, and scientific research; concept of ethics and ethical theories; research and publication ethics; unethical behaviors and ethical violations in the research process; ethical problems related to authorship and copyright; biased publication, editorship, peer review, and ethics; publication ethics and unethical behaviors in the publication process; legal regulations and boards related to research and publication ethics; procedures to be followed in detecting ethical violations; common research and publication ethics violations and methods to prevent them.

### **Children's Rights and Protection (2-0-2-3)**

Children's rights and child protection laws; family and child welfare; child neglect; child abuse; protective measures against child neglect and abuse; rights and protection of children in need of protection; rights and protection of children with special needs; planning cooperation on children's rights and protection; creating projects to protect children's rights.

### **World Music (2-0-2-3)**

Recognizing historical and current music cultures in world countries; recognizing internationally accepted music genres; learning about characteristics of music from various regions of the world and geographical, cultural, religious, social, economic, and political factors that impart these characteristics; gaining comparative knowledge about music cultures and traditions worldwide; developing ability to recognize and describe various societies and their music traditions.

### **Economics and Entrepreneurship (2-0-2-3)**

Basic concepts of economics and economic systems; basic concepts of business and business management; establishment of businesses, objectives, and legal structure; management processes and functions in businesses; human resources and other resource management; entrepreneur and entrepreneurship concepts, success factors in entrepreneurship; entrepreneurship culture, entrepreneurship process, and types of entrepreneurship; career planning, original ideas, unusual examples; Turkish Patent and Trademark Office; Industrial Property Law; small and medium-sized enterprises; management processes and functions in small businesses; business idea development, innovation, business planning, elements of business plan, writing and presentation; preparing an entrepreneurship project in a specific field and topic.

### **Traditional Turkish Handicrafts (2-0-2-3)**

Terms and concepts related to traditional Turkish arts; importance of traditional Turkish arts; contributions to individual, society, and national economy; historical development of traditional Turkish arts (Huns, Gokturks, Uyghurs, Seljuks, Principalities, and Ottoman Period); Ahi organization and Guild Organization; institutions and organizations related to Turkish arts in the Republican period; classification of traditional arts according to raw materials and production techniques; traditional weaving (carpet-rug, fabric, etc.), printing, knitting, felt, glass (stained glass, glassware, beads, etc.) arts; metal (iron, copper, silver, gold, etc.) arts; wood (kündekari, carving, and mother-of-pearl inlay) arts; tile-ceramic and stonework arts; education, production, and marketing of traditional Turkish arts.

### **General Geography (2-0-2-3)**

Development of geography science and processes of gaining scientific identity; formation of the earth and geological history, internal structure, shape, movements, and resulting consequences; shaping of the earth's surface and factors effective in this process (geomorphology); world atmosphere and climate system (climatology); distribution, characteristics, and effects of underground and surface waters (hydrography); soil geography (formation, types, distribution, soil problems); plant geography (classification, growing environment conditions, distribution), map knowledge.

### **Semiotics (2-0-2-3)**

Basic concepts of linguistics and semiotics; the relationship between semiotics and communication; types of signs; contemporary semioticians and semiotic theories; skills for establishing effective communication.

### **Human Rights and Democracy Education (2-0-2-3)**

Concept of human rights and historical development; types of human rights; understandings of democracy, principles, approaches, and human rights; democracy education and democratic education; family and democracy education; education as a human right; preschool education and democracy education; primary education curriculum and democracy education; democracy education in secondary education; higher education and democracy education; democratic school and classroom environment.

### **Human Relations and Communication (2-0-2-3)**

Definition and classification of interpersonal relationships; theoretical approaches related to interpersonal relationships (psychoanalytic, attachment, contemporary theories); theoretical approaches related to interpersonal relationships (social, psychological, cognitive theories); interpersonal relationships as a developmental process (infancy and childhood periods, adolescence and adulthood periods); factors effective in interpersonal relationships; gender, gender roles, and interpersonal relationships; self-adaptation and self-disclosure in interpersonal relationships; communication and communication errors; effective communication skills; interpersonal problems, conflict, and conflict resolution approaches; human relations in terms of intercultural differentiation.

### **Internet Technologies Usage (2-0-2-3)**

Internet and web technologies; historical development of distance education; online and blended learning models; classification of web technologies; Web 2.0 tools characteristics and usage; advantages and disadvantages of Web 2.0 tools; Web 3.0 tools characteristics; advantages and disadvantages of Web 3.0 tools; designing and producing instructional content with web tools; evaluation of instructional content developed with web tools; assessment and evaluation with web tools.

### **Culture and Language (2-0-2-3)**

Basic concepts related to language and culture; sources and elements of culture; oral and written culture; material and spiritual culture; culture from individual and societal perspectives; culture as unifying and divisive; enculturation, acculturation, cultural diffusion, and adaptation; culture in terms of cognitive, symbolic, structural-functional approaches; language as a system of symbols; language and language acquisition from individual perspective; effect of language on human consciousness; relationship between culture, language, cognition, and reality; function of language in carrying knowledge and culture, establishing social relations and communication; development and transmission of language and culture; national identity and language; dynamics of changes in culture and language; discussions on mutual interaction of changes in culture and language; national cultures; globalization, multilingualism, and multiculturalism.

### **Media Literacy (2-0-2-3)**

Information literacy; conscious use of internet and social media; effects of social media on individuals; power to spread information and mislead; power to spread news; media and perception management; legal rights and responsibilities regarding media and internet: copyright, personality rights, information privacy, privacy violation; language use in media; value and quality analysis of news; popular culture; gender roles in media; consumption culture and advertisements; stereotyping in media.

### **Art and Aesthetics (2-0-2-3)**

Art, fine arts, craft, and culture; art and education; art, creativity, and artwork; philosophy of art and aesthetics; art and aesthetic theories; art criticism; art history, art in pre-modern, modern, and post-modern periods; art and social context; art and daily life; Turkish-Islamic art aesthetics and artworks; position of art and artisan in social change process; development of art in Turkey; contemporary understandings of art; civilization building and art; art, aesthetics, and morality.

### **Sound Recording Techniques (2-0-2-3)**

Understanding the nature of sound; learning correct microphone placement considering sound propagation and acoustics, and using recording tools; understanding audio file formats and making proportional selections to pre-recording needs; sound recording in different environments from simple structures to studios; microphones and their characteristics; recording software; sound recording and microphone techniques.

### **Basic Information Technologies (2-0-2-3)**

Information technologies and computational thinking; problem-solving concepts and approaches; algorithms and flow charts; basic concepts related to computer systems, software, and hardware; fundamentals of operating systems; current operating systems; file management; utility programs (third-party software); word processing programs; calculation/spreadsheet/graphic programs; presentation programs; desktop publishing; database management systems; web design; internet usage in education; communication and collaboration technologies; secure internet usage; informatics ethics and copyright; effects of computer and internet on children/youth.

### **Turkish Folk Dances (2-0-2-3)**

Definition of folklore; rhythm and perception studies; play and folk dance, figure studies; figure studies containing regional differences in folk dances; learning regional figures of bar type; learning regional figures of halay and spoon type; learning regional figures of horon and karşılama type; learning regional figures of zeybek type; studies on the style and performance ways of learned dances; staging folk dances; staging types and differences.

### **Turkish Sign Language (2-0-2-3)**

Basic concepts related to sign language; Turkish sign language, history, and characteristics; letters in Turkish sign language, phonetics, internal structure of signs, simultaneity and sequence; hand alphabet in terms of phonetics; morphology in sign language, formation and shaping of signs; word classes and pronouns; syntax in sign language, word order; sentence types and question sentences; semantics in sign language; meaning and reference, types of meaning, idioms; conversational practice in Turkish sign language.

### **Turkish Cultural Geography (2-0-2-3)**

Culture, human, and society; Turkish culture and Turkish civilization; first ethnographic sources about Turks; Turkish states in history; state, administrative, military, and social structure in Turks; folk beliefs and mythology in Turks; human-space relationship in Turks; oral, written, and material culture in Turks; family structure in Turks; demographic and cultural consequences of migrations in Turkish history; spread areas of Turkish culture and its impact on neighboring geographies; tangible and intangible cultural heritage of Turkey; transmission of natural and cultural heritage to future generations.

### **Turkish Cultural History (2-0-2-3)**

Migrations of Turks from their homeland Central Asia; pre-Islamic Turkish history and culture; examination of examples from cultural heritage; Turks' acceptance of Islam and examination of post-Islamic cultural assets.

### **Turkish Music (2-0-2-3)**

Music elements of Turkish communities living in Central Asia and Anatolia; Turkish mythology (human, creation, religious rituals, festivals, etc.); mythological elements in Turkish Folk Music repertoire; music types existing in Turkish States and Communities; development of Turkish Folk Music and Turkish Art Music throughout historical process; mutual interaction of different traditions and styles related to music; combined examination of instruments, composers, performers, and sample works.

### **Turkish Art History (2-0-2-3)**

Comparative examination of art styles from Hun Art to Gokturk, Uyghur, Karakhanid, Ghaznavid, Great Seljuk, Anatolian Seljuk, Principalities, and Ottoman periods, and architectural, sculpture, and painting examples from these periods; evaluation of Turkish artworks and artists from the Republican Period to the present.

### **Geography of Turkey (2-0-2-3)**

Location and position of Turkey; physical characteristics of Turkey (geology and geomorphology, climate, hydrographic characteristics, soil structure, vegetation); socio-economic characteristics (population, settlement, agriculture, forestry, animal husbandry, energy, mining, industry, transportation, tourism, trade).

### **History of Civilization (2-0-2-3)**

Concept of civilization and introduction of basic concepts related to this concept; changes undergone by humans in both physical and cultural aspects in prehistoric and historical periods, and effects of this change process on the present. Examination of civilizations put forward by humanity from past to present: Mediterranean, Mesopotamia, Egypt, Far East, Indian, Central America (Aztec-Inca Civilizations), Central Asian Steppe Civilizations, and Western Civilization (Europe, America).

### **Three-Dimensional Design (2-0-2-3)**

The primary aim of the course is to enable designs dependent on aesthetic values to take form by gaining three-dimensional thinking and visualization ability. The Three-Dimensional Design course provides gaining visualization, abstract thinking, and problem-solving ability by making three-dimensional arrangements and artistic forms using the possibilities of clay or other materials, and also ensures development of visual language. Three-Dimensional Design opens a way for artistic expression by developing form knowledge and creating creative three-dimensional forms. In the course, basic art education is provided as a guide for finding creative solutions in other areas of life. Three-Dimensional Design, besides providing important contribution to the formation of individual style and creativity, opens the way to benefit from the possibilities of three-dimensional form in artistic expression.

### **World Geography (2-0-2-3)**

Examination of physical (landforms, climate, vegetation, hydrography, and soil characteristics), human (population and settlement characteristics), and economic geography characteristics (agriculture, industry, mining, trade, tourism, etc.) of Asia, Europe, North America, South America, Oceania, and Africa continents in general outlines; examination of general geographical characteristics of some countries with high economic power and in economic, political, and cultural relations with Turkey (such as Germany, Russian Federation, United States of America, Brazil, Australia, Azerbaijan, and South Africa) located in these continents; Antarctica continent.

## FIELD EDUCATION ELECTIVE COURSES (2-0-2-3)

<ul style="list-style-type: none"> <li>• Semantics</li> <li>• Contemporary Turkic Dialects</li> <li>• Language Acquisition</li> <li>• Literary Criticism</li> <li>• Critical Reading</li> <li>• Semiotics</li> <li>• Teaching Turkish to Bilingual Turkish Children</li> <li>• Teaching Initial Literacy</li> <li>• Vocabulary Instruction</li> <li>• Media Literacy</li> <li>• Modern Reading Practices</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of Classroom Learning</li> <li>• Teaching Oral Narratives</li> <li>• Historical Turkic Dialects</li> <li>• Literatures of the Turkic World</li> <li>• Turkish Mythology</li> <li>• Turkish Language Textbook Analysis</li> <li>• History of Turkish Language Teaching</li> <li>• Material Design in Turkish Language Teaching</li> <li>• Test Preparation and Assessment in Turkish Language Teaching</li> <li>• Creative Writing</li> </ul>
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### Field Education Elective Course Descriptions

#### Semantics (2-0-2-3)

History of Semantics, its place within linguistics and explanation of key concepts related to semantics; meaning characteristics of the Turkish language (at word level, sentence level); meaning framework, semantic phenomena; static semantics, word, concept, meaning, scope; synonymy, antonymy, homonymy; polysemy; developmental semantics, semantic change, semantic broadening, semantic narrowing; metaphor, metonymy and similar rhetorical devices.

#### Contemporary Turkic Dialects (2-0-2-3)

Formation and distribution of Turkic dialects, dialect classifications: Examination of sample texts from living Turkic dialects, comparative handling of dialect features. Examination of texts selected from Eastern, Kipchak, and Oghuz Group Turkic dialects.

#### Language Acquisition(2-0-2-3)

Language acquisition process in children, acquisition of native language sounds, acquisition of word types, time concept, time usage, sentence, acquisition of negation, yes-no questions, other structures.

#### Literary Criticism (2-0-2-3)

Emergence and historical development of criticism methods. Establishing the basic theoretical groundwork for how to approach a literary text. Form and content studies. Evaluation of reader- based, author-based, and text-based criticism methods. Practical and comparative examination of different criticism models such as Historical Criticism, Socialist Realist Criticism, Psychoanalytic Criticism, Structural Criticism through texts. Examination of selected classical criticism texts from Turkish and World literature.

**Critical Reading (2-0-2-3)**

Definition and scope of critical thinking, critical thinking strategies; reading and comprehension; reading approaches; recognizing text types and rhetorical features, determining reasoning strategies, application studies.

**Semiotics (2-0-2-3)**

Examining the relationship between semiotics and communication, types of signs by addressing basic concepts of linguistics and semiotics, discussing contemporary semioticians and semiotic theories, and ensuring the student establishes correct communication by interpreting the signs around them in line with all these examinations.

**Teaching Turkish to Bilingual Turkish Children(2-0-2-3)**

Turkish migration abroad, effects and consequences of migration; educational status of Turkish children abroad; legal bases for mother tongue education abroad and Turkish language and Turkish culture courses abroad; bilingualism, multilingualism and their types; theories, methods, and techniques used in teaching Turkish to bilinguals; Turkish language and Turkish culture course curricula; activity and material design for Turkish language and Turkish culture courses.

**Teaching Initial Literacy (2-0-2-3)**

History of initial literacy teaching in Turkey; initial literacy teaching methods (alphabet method, syllable method, story-sentence method, etc.); Sound-Based Sentence Method, application stages; alternative applications; literacy problems at middle school level and literacy teaching in advanced grades.

**Vocabulary Instruction(2-0-2-3)**

Lexical elements (vocabulary/basic words, idioms, proverbs, reduplications, terms, fixed expressions), receptive and productive vocabulary; word frequency and prevalence; vocabulary learning strategies; vocabulary teaching techniques..

**Modern Reading Practices(2-0-2-3)**

Types and developments of different reading materials other than books, reading practices to be carried out in the context of new literacies. Characteristics of different reading environments such as libraries. Activities for creating different reading climates and spaces in schools. Practices on various reading materials such as school dictionaries, fanzines, magazines, three-dimensional reading tools, electronic books. Comparative reading practices of translation and Turkish texts. Intertextual reading practices.

### **Teaching Oral Narratives (2-0-2-3)**

Introduction to oral narrative genres (myth, tale, legend, epic, folk stories, etc.); fundamental concepts of oral narratives and their instruction; history of oral narrative instruction; objectives of oral narrative instruction; selecting oral narratives suitable for teaching; adapting oral narratives for instruction; values education and teaching ethical values through oral narratives; instructional technologies and material design in oral narrative instruction; practical application examples for teaching oral narratives.

### **Historical Turkic Dialects (2-0-2-3)**

Examination of the first oral and written works; the historical development of the Turkic language in its main features; analysis of sample texts from written works of the Göktürk and Uighur periods.

### **Literatures of the Turkic World (2-0-2-3)**

Reading and analyzing samples from the literatures of the Turkic World. Examining a selection from the literatures of the Turkic World in line with contemporary literary analysis approaches. Critical reading practices using the cues acquired in the "Reading Education" course.

### **Turkish Mythology (2-0-2-3)**

Mythology and its fundamental concepts; Turkish mythology, mythological elements among Turks and their analysis; examination of mythological values reflected in the written and oral products of the Turks.

### **Turkish Language Textbook Analysis (2-0-2-3)**

Physical, educational, visual design, and linguistic expression features and standards required in a textbook; the conformity of textbook contents to the curriculum; analysis of some existing textbooks in terms of content, language, suitability for student level, format, attractiveness, contribution to meaningful learning, ease of use in instruction, etc.

### **History of Turkish Language Teaching (2-0-2-3)**

Language families, the Altay languages theory, the place of Turkish in the world language classification; historical periods and sources of the Turkish language; Turkish language instruction in the historical process; findings regarding Turkish language instruction in the historical sources.

### **Material Design in Turkish Language Teaching (2-0-2-3)**

Using field-specific instructional technologies; software types and their purposes; principles for the design and development of materials to be used in teaching the field; determining material needs; designing two and three-dimensional instructional materials; worksheets; transparencies; development of instructional materials such as VCD, DVD, MP3, and MP4 files, etc.; evaluation of in-class applications for different instructional materials.

### **Test Preparation and Assessment in Turkish Language Teaching (2-0-2-3)**

Examination types and measurement methods used for different age groups and language levels in language skills instruction; principles for measuring and assessing language skills; question types used for measuring reading, writing, listening, speaking, vocabulary, and grammar levels; exam preparation techniques and assessment criteria; preparation of various question samples and exam evaluation studies.

### **Creative Writing (2-0-2-3)**

The course covers the concept of creativity and various definitions of creativity. It examines the relationship between creativity and the brain, as well as the characteristics of a creative individual. The course also explores creative thinking, including its stages and levels.

Additionally, it addresses creative writing, the relationship between creative writing and literary genres, and activities that can enhance creative writing skills. Finally, the evaluation of creative writing activities is discussed in terms of both process and product.