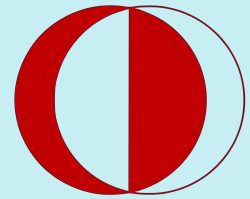


Instructor's Booklet

Department of Modern Languages



**Middle East
Technical
University**

**WE CAN CHANGE THE
WORLD!**



MLD in S Building



**MLD in MM
Building**

1

**JOB
DESCRIPTIONS**

2

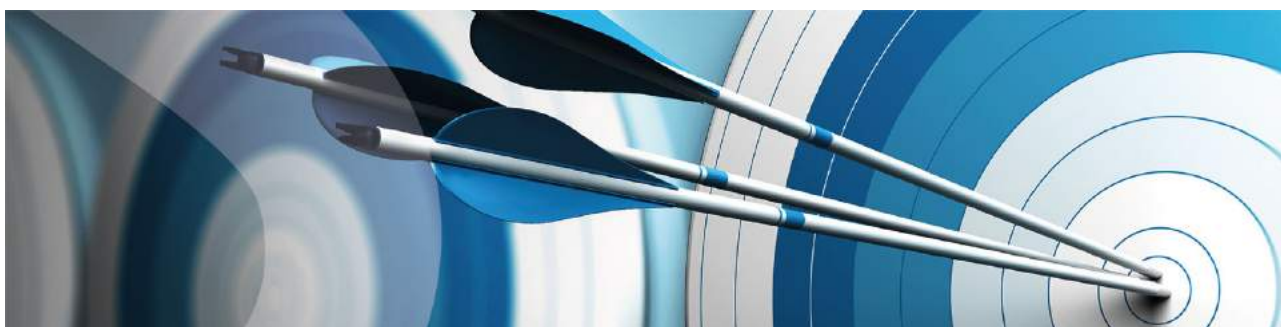
**COURSES &
MATERIALS**

3

**MLD
CULTURE**

TABLE OF CONTENTS

School of Foreign Languages	3
Job Descriptions	6
Job Descriptions - School of Foreign Languages - Administrative Unit	6
Job Descriptions - Department of Modern Languages - Administrative Unit	9
Job Descriptions - Department of Modern Languages - Academic Units	13
Courses and Materials	20
Compulsory English Courses	21
Elective English Courses	26
Elective Language Courses	27
Summer Courses	28
MLD Culture	29
MLD Culture - Administrative Affairs and Formal Procedures	29
MLD Culture - MLD Buildings and Rooms	37
MLD Culture - Technical Tools and Software	40
MLD Culture - MLD Talks	42
More about METU	43



SCHOOL OF FOREIGN LANGUAGES

The School of Foreign Languages (SFL) provides the students studying at METU with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE (**Department of Basic English**) and DML (**Department of Modern Languages**).



MISSION

The mission of the School of Foreign Languages (SFL) is to provide METU students with English language education at international standards by coordinating and monitoring the academic work in its departments, namely DBE (Department of Basic English) and DML (Department of Modern Languages). The main goal of the SFL is to enable the students at METU, an English-medium university, to follow their departmental courses, to access and effectively use all kinds of resources related to their academic studies and to use English in their professional lives by communicating in written and oral contexts. The SFL also aims at equipping each METU student with language skills that will enable him/her to carry out similar tasks in other foreign languages. While achieving these aims, the SFL seeks to educate its students in such a manner that they become constructive, creative, knowledgeable, intellectual individuals who are open to new ideas and aware of ethical and cultural values. Additionally, SFL contributes to the quality of English teaching and learning in the whole country by offering language courses of high standards to the community.



VISION

SFL will continue, as set forth in its mission statement, and with improved services at higher standards both in quality and in quantity, to fulfill its duties of maintaining support for English as the medium of instruction at METU, advancing the proficiency levels of METU students in English and in other foreign languages, and contributing to language education in the community, and thus remain an indispensable part of the instruction at METU.

SCHOOL OF FOREIGN LANGUAGES

Within the framework outlined in its mission statement, the SFL is also responsible for:



I) preparing and administering the **METU English Language Proficiency Exam**, through which undergraduate and graduate students who are to be newly admitted to METU, students who want to transfer to METU from other universities, and special students who want to take courses at METU can demonstrate their level of proficiency in English.

II) enabling the smooth operation of the **Academic Writing Centre**, which provides free consulting services to graduate students and the METU faculty through face-to-face writing tutorials.

III) offering courses of high standards to the public and private sectors.

Among these courses are:

- a. the **SFL Foreign Language Certificate Program**, which is a special intensive program designed with the purpose of improving the English language proficiency levels of university graduates in Turkey,
- b. weekend language courses offered to the public,
- c. language training programs specifically designed for institutions upon request.



IV) preparing test batteries for private and public institutions and operating as a TOEFL IBT Test Center,

V) offering Language Teacher Training Programs.

SCHOOL OF FOREIGN LANGUAGES

STRUCTURE



1. Job Descriptions

A. SCHOOL OF FOREIGN LANGUAGES ADMINISTRATIVE UNIT

1. DIRECTOR

The Director is responsible to the President of the university for the smooth, well-coordinated and efficient running and realization of all the academic and administrative activities, operations and transactions in both departments, Department of Basic English and Department of Modern Languages. In addition to this overall responsibility, the director is specifically in charge of:

- a. presiding over the School Council and School Executive Board meetings,
- b. coordinating the work assigned to the Assistant Directors,
- c. acting as the Director of the School of Foreign Languages Certificate Program, and
- d. supervising teacher training units in the two departments.

2. ASSISTANT DIRECTOR (1)

The Assistant Director is directly responsible to the Director, mainly for the following:

- a. coordinating and supervising all the projects of the School of Foreign Languages referred to this position by the Director,
- b. coordinating with the Assistant Director (2) and acting as second in charge of activities related to "Proficiency Exam",
- c. coordinating with the Assistant Director (2) and acting as second in charge of activities related to "Curriculum Studies",
- d. being in charge of preparing the agenda of the School Executive Board meetings (coordinating with the School Secretary),



- e. attending the School Council and School Executive Board meetings,
- f. supervising the effective use and needs of the Self-Access Center and carrying out other duties assigned by the Director,
- g. representing the Director, when delegated or in the Director's absence,
- h. assisting the Director in conducting needs assessment, purchasing, recruiting qualified personnel, helping to develop databases for the School.

3. ASSISTANT DIRECTOR (2)



The Assistant Director is directly responsible to the Director, mainly for the following:

- a. coordinating and running the projects assigned by the Director,
- b. carrying out the primary duty (with AD 1 having secondary responsibility in this domain) for all the activities, operations and transactions of the SFL Proficiency Exam. This involves two separate sets of responsibilities:
 - i. overseeing the development and administration of the SFL Proficiency Exam as it is on behalf of the Director,
 - ii. research and development work on the SFL Proficiency Exam.
- c. carrying out the primary duty (with AD 1 having secondary responsibility) for all the activities, operations and work related to the curricular studies in the School as a whole. Working closely with AD 1, this Assistant Director initiates work and research on:
 - i. the DBE syllabus
 - ii. the syllabi of Eng 101, 102, 211 and 311.
- d. assisting and reporting to the Director on the supervision of teacher training units in the two departments.
- e. supervising the functioning and development of the Academic Writing Center,
- f. consulting the chairpersons of the two departments, about possibilities of integrating the use of the STUDIO (located in D Block in the DBE) into curricular activities,
- g. being in charge of preparing the agenda of the School Council meetings (coordinating with the School Secretary),

- h. attending the School Council and School Executive Board meetings,
- i. attending (if necessary, with the Chairperson of the Department of Modern Languages) meetings in the Registrar's Office or Office of the President concerning course scheduling and registrations,
- j. doing other duties assigned by the Director.



4. SCHOOL SECRETARY

The School Secretary is directly responsible to the Director for the smooth and efficient implementation of administrative, technical and service operations in the two departments and Director's offices. This involves mainly the following:

- a. being in charge of the service personnel for cleaning, dispatching and photocopying,
- b. being in charge of job descriptions of the other staff, namely secretaries and other office workers,
- c. communicating with the chairpersons on a regular basis and recording their support personnel needs,
- d. helping the Director and Assistant Directors in preparing the budget and checking budget balances; helping with purchase transactions, including the preparation of technical specifications,
- e. coordinating with the Director and Assistant Directors, making arrangements, sending out invitations for the School Council and School Executive Board meetings,
- f. attending scheduled meetings over which the Director presides - School Council, School Executive Board and Academic General Assembly - and taking minutes, keeping records / files of these meetings, editing the Academic General Assembly meeting minutes to be printed and distributed at the upcoming meeting,
- g. supervising regular maintenance and reconstruction work regarding buildings; working on the improvement of the physical surroundings and parking facilities,
- h. helping the Director and Assistant Directors to entertain official guests / visitors, including catering needs for receptions and social events,
- i. doing other duties assigned by the Director and Assistant Directors.

B. DEPARTMENT OF MODERN LANGUAGES ADMINISTRATIVE UNIT



1. CHAIRPERSON

The Chairperson is responsible to the Director. She is in charge of organizing and supervising all the administrative and academic functions and activities in the Department. This includes:

- a. assigning and supervising the Assistant Chairpersons and the Committee Members,
- b. coordinating the work done by the Committees,
- c. working closely with Assistant Chairpersons on the items cited in the job description of Assistant Chairpersons,
- d. working in conjunction with the Director on issues such as keeping and approving the instructors' leave and attendance records, acting on instructors' disciplinary actions, working on global academic issues and preparing the Department's budget,
- e. preparing the yearly Activity Report of the Department,
- f. holding and chairing periodic meetings with the Academic Committees and Assistant Chairpersons on the implementation of the syllabus,
- g. preparing the monthly overtime ledger,
- h. delegating responsibility for departmental activities to the other administrators and the instructors,
- i. dealing with the instructors' academic issues (keeping academic personnel records, assisting and counseling in academic problems),
- j. representing the department in University Board Meetings,
- k. deciding on the number of new instructors to be recruited and chairing the recruitment committee.



2. ASSISTANT CHAIRPERSONS

Assistant Chairpersons are directly responsible to the Chairperson. They primarily share the responsibility for all the academic and administrative affairs. While one of the Assistant Chairpersons is primarily in charge of the ENG 101/102 courses, the other Assistant Chairperson is primarily in charge of the ENG 211 course. The job includes:



- a. preparing and circulating the course schedules to the instructors in the department,
- b. receiving feedback on the syllabus, books, supplementary materials through individual contacts and holding meetings with all the instructors,
- c. making arrangements for brief orientation sessions for each book before it appears on the syllabus,
- d. proposing, devising and carrying out materials development projects when the syllabus requires modifications,
- e. following up the implementation and evaluation of the programs,
- f. organizing the exam places and proctors of all English courses,
- g. holding meetings to discuss the contents of the exams at the beginning of the term & to create the answer key after each exam working closely with the Testing Committees (determining the framework of exams well in advance, modifying and proofreading them, getting feedback about the exams from the House and keeping the Chairperson informed),
- h. distributing the exam materials to and collecting them from the instructors,
- i. troubleshooting exam-related issues when necessary,
- j. responding to the instructors' questions on post-exam grading issues, helping to settle problems,
- k. arranging house meetings when necessary,
- l. attending administrative and academic meetings,
- m. arranging the co-rating processes for ENG 101, ENG 102, and ENG 211,
- n. ensuring that the teachers submit the grade sheets on time,
- o. finalizing the grading process by handling the odd cases,
- p. working out an efficient system for all administrative notices,
- q. being in charge of instructors' records and affairs. This involves keeping track of instructors' attendance,

- r. organizing and supervising the Syllabus Committees; holding meetings with the House when necessary to give information on the work of these Syllabus Committees,
- s. determining the academic-administrative areas where statistical data should be gathered and supervising the Computer Coordinator to implement this in a certain format,
- t. solving the administrative issues, such as individual student problems and classroom conflicts,
- u. supervising the entry of departmental data into the computer network system required by the personnel department and registrar's office,
- v. supervising the interactive grading - procedure at the end of each term,
- w. keeping the minutes of departmental meetings in an official format, giving an official report to the Chairperson concerning all the academic activities throughout the term,
- x. making the necessary announcements to the students and instructors.
- y. organizing the collection of exam papers back from instructors and sending them to the archive.

3. COMPUTER COORDINATOR

The Computer Coordinator works closely with the Assistant Chairpersons and is directly responsible to the Chairperson.

The Computer Coordinator is primarily in charge of the work that is done on the computer in the department. This involves:



- a. helping the administration in preparing a data bank from the previous materials prepared in the department,
- b. maintaining electronic communication with other units of the university, namely the Registrar's Office and the Computer Center,
- c. updating the current software and writing new software when necessary,
- d. working on the efficient use and improvement of the computer network in the Department and ensuring that the system runs smoothly,
- e. training future computer coordinators,

- f. preparing statistical analyses on departmental issues (e.g. testing, follow-up of student performance, etc.) in conjunction with the Assistant Chairpersons,
- g. giving in-service training to the Department's instructors on using different computer programs.

4. ELECTIVE COURSES COORDINATOR

Elective Courses Coordinator is responsible for:

- a. planning and proposing to the School Council (Yüksek Okul Kurulu) new elective courses,
- b. taking part in instructor-recruitment process for these courses,
- c. preparing the prerequisites and rules and regulations for taking elective courses,
- d. preparing the programs for the elective courses,
- e. solving the administrative issues of immediate nature, such as individual student problems and classroom conflicts (for elective courses),
- f. supervising the entry of departmental data into the computer network system required by the personnel department and registrar's office (for elective courses and course teachers),
- g. organising the exam places and proctors of all elective courses,
- h. ensuring that the elective course teachers submit the grade sheets on time,
- i. supervising the interactive grading - procedure at the end of each term,
- j. holding meetings with elective course teachers whenever necessary,
- k. attending Department Council and other administrative and academic meetings.



C. DEPARTMENT OF MODERN LANGUAGES

ACADEMIC UNITS

1. PROFESSIONAL DEVELOPMENT UNIT

This unit is directly responsible to the Chairperson. Their job involves:

- a. helping the newly hired teachers with their orientation to the department,
- b. designing/revising and conducting pre-service programs for new teachers,
- c. preparing and conducting sessions within the in-service training program,
- d. scheduling peer observations for new teachers,
- e. observing the newly hired teachers and holding pre and post conference sessions for each observation,
- f. designing and evaluating the written assignments of the newly hired teachers,
- g. holding meetings with new teachers whenever necessary,
- h. searching for and choosing books and journals to be bought for the department,
- i. organizing in-service workshops and seminars,
- j. providing facilities and organizing events to help boost professional development among instructors,
- k. helping prepare written instructor exams and interview exams for new teachers,
- l. acting as jury members for the interview exams,
- m. giving an official report to the Chairperson concerning all activities related to this unit throughout the term.



2. RESEARCH AND DEVELOPMENT UNIT

This unit is directly responsible to the School of Foreign Languages. It is responsible for:

- a. collaborating with the R&D Unit at the Department of Basic English to conduct research and share the findings with the relevant parties,
- b. initiating research & coordinating research studies initiated by the SFL and/or MLD administration,
- c. collaborating with the MLD administration and committees in evaluating research results and taking action based on these results,
- d. writing reports to disseminate the results of the conducted research studies,
- e. collaborating with instructors within or outside the institution to conduct research,
- f. keeping up with the latest developments in the field and sharing these with the relevant parties,
- g. ensuring that research is conducted with strict adherence to ethical conduct.



3. ENG 101, 102, 211 & 311 SYLLABUS COMMITTEES

These committees are directly responsible to the Assistant Chairpersons. Their job involves:

- a. suggesting necessary changes in the implementation of the syllabus and the materials used,
- b. developing or adapting and duplicating supplementary materials throughout the semester,
- c. getting feedback from students and teachers concerning the course, textbook, materials, tasks and grade breakdown,



- d. revising the syllabus for the following semester when necessary,
- e. preparing/revising and duplicating rubrics for graded tasks,
- f. organizing standardization sessions for instructors,
- g. preparing orientation programs and workshops and / or meetings related to the implementation of the syllabus and material throughout the semester.

4. TESTING COMMITTEE

This unit is directly responsible to the Chairperson. Their job involves:

- a. preparing exams in accordance with the suggested guidelines proposed by the Syllabus Committees,
- b. scheduling time for house feedback,
- c. making necessary modifications in the exam based on the administration's and instructors' feedback,
- d. preparing the announcement regarding the exam content on the MLD webpage,
- e. supervising the printing of the exams,
- f. arranging and supervising the recording process of the listening sections in the exams,
- g. analysing exam items based on the comments from house members and feedback from student answers,
- h. working cooperatively with the administration and the Feedback Committee throughout the exam writing and editing processes,
- i. preparing answer keys for exams together with the administration and the Feedback Committee and holding post-exam meetings with instructors,
- j. sharing the revised answer keys with instructors,
- k. assisting instructors with exam-related issues,
- l. informing the Assistant Chairpersons of the sources used in the preparation of the exams.



5. FEEDBACK COMMITTEE

This unit is directly responsible to the Chairperson. Their job involves:

- a. proofreading the exams to be administered,
- b. giving feedback to the testing committee regarding the items on the exam,
- c. working cooperatively with the testing committee in the post-exam stage to prepare the answer key.



6. ACADEMIC MISCONDUCT COMMITTEE

This unit is directly responsible to the Chairperson. Their job involves:

- a. assisting the department in upholding the academic and ethical standards of the university,
- b. investigating the suspected cases of academic misconduct,
- c. giving the final decision regarding their investigation and notifying the instructor,
- d. preparing legal documents to be shared with the departments of the students who have committed academic misconduct.



7. THE ACADEMIC WRITING CENTER COORDINATORS

The Academic Writing Center Coordinators are responsible to Assistant Director who is in charge of the Academic Writing Center, and to the Department Chairperson. They are responsible for the effective management and development of the Academic Writing Center and the training of tutors.

Their general duties involve:

- a. managing the daily operation of the Academic Writing Center
- b. developing and managing outreach programs

- c. developing appropriate materials for the Academic Writing Center.

Their specific duties involve :

- a. ensuring that the center is properly staffed;
- b. maintaining an effective scheduling system;
- c. reporting any major issues to Assistant Director;
- d. submitting an annual report to Assistant Director;
- e. being familiar with current writing center practice and theory;
- f. frequently publicising the Academic Writing Center to students and instructors;
- g. running a series of workshops or other events in academic departments;
- h. maintaining and developing the Academic Writing Center website;
- i. assessing student needs;
- j. ensuring the development and maintenance of appropriate materials.



8. THE ACADEMIC WRITING CENTER TUTORS

They work on a voluntary basis. They are directly responsible to the Academic Writing Center Coordinators and are responsible for effective tutoring.

Their general duties involve:

- a. ensuring professional and ethical standards;
- b. providing quality tutorials.

Their specific duties involve:

- a. being prepared for all tutoring commitments;
- b. informing the Academic Writing Center coordinators in case of absence.



9. INSTRUCTORS

Instructors are responsible to the Chairperson.

Their main goals and responsibilities are as follows:



1. Teaching a full course load (12 hours/week minimum),
2. Providing quality instruction to students,
3. Fulfilling non-teaching related duties as required,
4. Contributing to institutional and professional development.

More specifically:

1. *Teaching a full course load (12 hours/week minimum) accompanied by 4 office hours per week,*
 - a. arranging a make-up class for the classes missed.
2. *Providing quality instruction to students by:*
 - a. integrating the department mission statement into their teaching,
 - b. ensuring that the given syllabus is followed and the teaching objectives specified in the curriculum document are met in the best possible way,
 - c. preparing and delivering effective lessons to meet student needs,
 - d. making best use of the main course material and preparing supplementary materials when necessary,
 - e. using a range of lesson delivery techniques to inspire and engage students,
 - f. preparing and conducting graded tasks,
 - g. providing timely and constructive feedback to students,
 - h. keeping track of student attendance,
 - i. using the department's resources (i.e. video rooms, OHPs, etc.) effectively to foster learning,
 - j. holding office hours to meet students in person for their individual needs,

k. checking the originality scores of students' Turnitin uploads.

3. *Fulfilling non-teaching related duties by:*

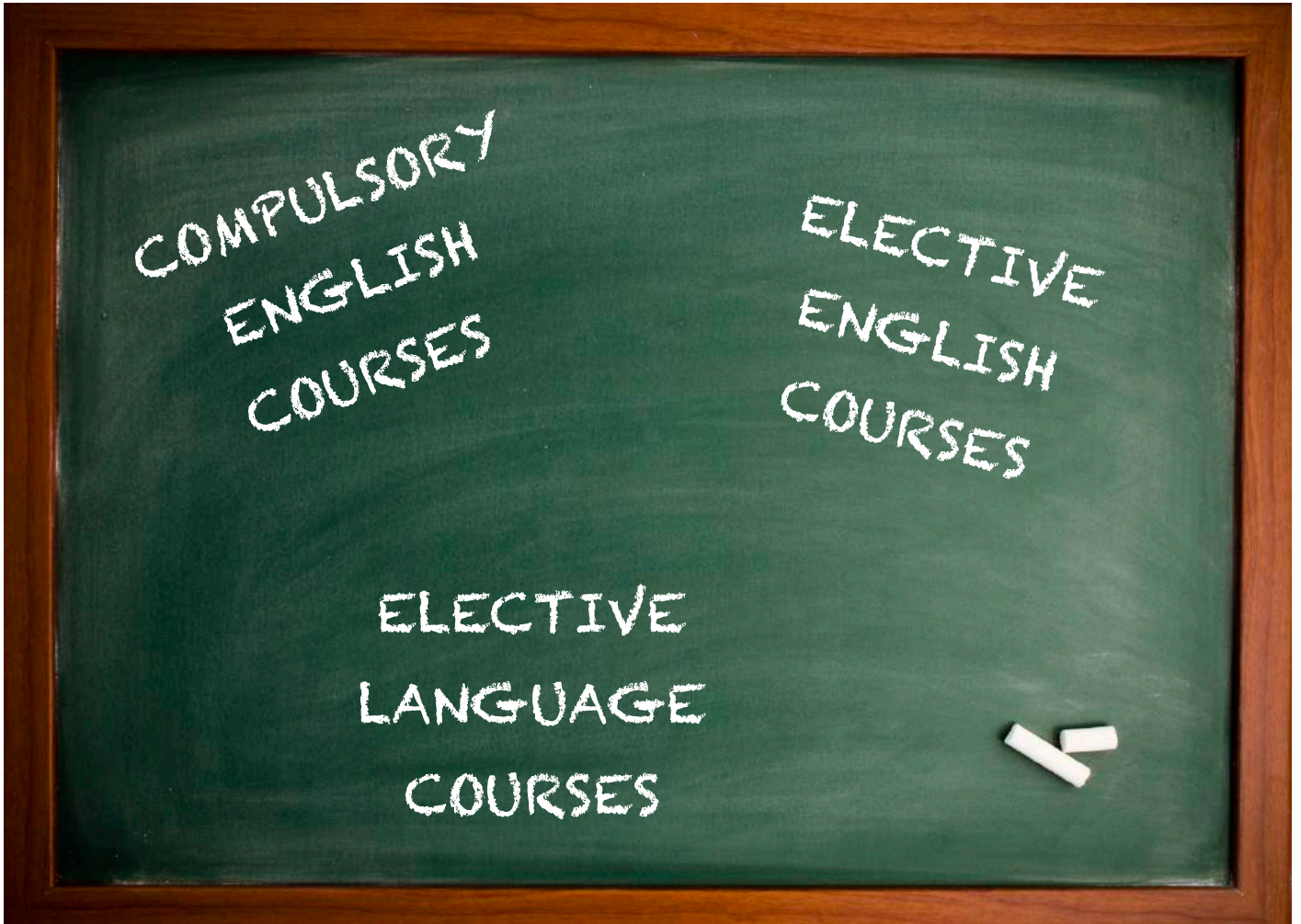
- a. carrying out academic and administrative duties given to them by authorized university organs in addition to the normal teaching load (e.g. proctoring and marking the English Proficiency Exam),
- b. actively participating in academic and administrative meetings when invited,
- c. strictly protecting the confidentiality of departmental examinations,
- d. adhering to the rules and regulations of proctoring a departmental exam
- e. maintaining student and class records in designated formats,
- f. following routine department communications via e-mail,
- g. keeping written records of exam results and attendance sheets,
- h. fulfilling other job related duties as they arise (e.g. substitution).

4. *Contributing to institutional and professional development by:*

- a. participating in professional development activities within the department,
- b. participating in professional development activities outside the department (such as attending seminars, conferences, in-service courses, and publishing papers etc.) if interested,
- c. contributing to the climate of development in the department,
- d. contributing to a positive working atmosphere in the department.

e.

2. Courses & Materials



COMPULSORY ENGLISH COURSES

ENG 101

ENGLISH FOR ACADEMIC PURPOSES I

English 101 is a learner-centered, integrated-skills based course that will develop students in the four language skills (reading, writing, listening and speaking) in an academic context. Tasks involving higher order thinking skills will require students not only to perform at knowledge and comprehension levels, but to synthesize and evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through themes in and outside the class will facilitate their critical thinking process and thus enable students to become active and autonomous learners.

COURSE AIM AND OBJECTIVES:

The overall aim of this course is to develop students' four skills in language and higher-order thinking skills. In this course, students will practise the following skills:

READING

1. pre-reading strategies (i.e. skimming, scanning, previewing)
2. identifying points of reference
3. guessing the meaning of unknown words
4. strengthening the use of different types of dictionaries
5. identifying figurative speech
6. making inferences from a reading text
7. distinguishing between facts and opinions
8. identifying the writer's technique
9. deducing the underlying meaning in sentences or parts of a text
10. identifying key ideas in a text
11. recognizing the relationship between ideas in a text
12. recognizing the relationship between multiple texts
13. evaluating and reflecting on the ideas in a text
14. reacting to the ideas in a text

LISTENING

1. listening for specific information
2. listening for main ideas
3. listening for implied ideas

SPEAKING

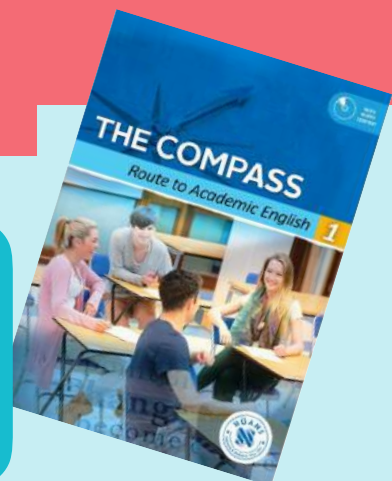
1. initiating and maintaining discussions
2. expressing an opinion
3. asking for clarification
4. asking questions
5. debating
6. giving reasons

WRITING

1. writing an expository paragraph
2. writing a reaction paragraph
3. writing an expository essay
4. learning, internalizing and carrying out the stages in a process writing approach (while writing paragraphs and/or essays)
5. using correct, appropriate language

COURSE MATERIAL:

Gülen, G., Hasanbaşıoğlu, B., Şeşen, E., & Tokdemir, G. (2014). *Compass: The Route to Academic English I*. Ankara: Nüans Publishing.



ENGLISH FOR ACADEMIC PURPOSES II

ENG 102

English 102 is a learner-centered, integrated-skills based course that will develop students in the four language skills (reading, writing, listening and speaking) in an academic context. Tasks involving higher order thinking skills will require students not only to perform at knowledge and comprehension levels, but to synthesize and evaluate information, ideas and judgments as well. The variety of texts and perspectives presented through themes in and outside the class will facilitate their critical thinking process and thus enable students to become active and autonomous learners.

COURSE AIM AND OBJECTIVES:

The overall aim of this course is to develop students' four skills in language and higher-order thinking skills. In this course, students will practise the following skills:

READING

1. pre-reading strategies (i.e. skimming, scanning, previewing)
2. identifying points of reference
3. guessing the meaning of unknown words
4. identifying figurative speech
5. making inferences from a reading text
6. identifying the writer's technique
7. deducing the underlying meaning in sentences or parts of a text
8. identifying key ideas in a text
9. recognizing the relationship between ideas in a text
10. recognizing the relationship between multiple texts
11. evaluating and reflecting on the ideas in a text
12. reacting to the ideas in a text

LISTENING

1. listening for specific information
2. listening for main ideas
3. listening for implied ideas
4. listening and note-taking

SPEAKING

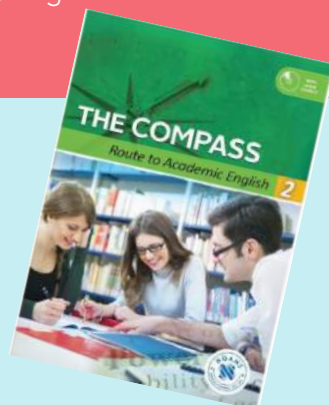
1. initiating and maintaining discussions
2. expressing an opinion
3. reacting to different ideas
4. asking questions
5. debating
6. giving reasons

WRITING

1. write an argumentative essay
2. learn, internalize, accept and carry out the stages in a process writing approach while writing paragraphs and/or essays
3. use appropriate language structures, vocabulary and discourse markers
4. evaluate sources for relevance and reliability
5. identify reference information
6. research on the Internet
7. research in the library
8. identify and select relevant sources
9. practise using APA citation rules
10. practise borrowing ideas by paraphrasing, summarizing, quoting, and synthesizing

COURSE MATERIAL:

Gülcü, M., Gülen, G., Şeşen, E., & Tokdemir, G. (2015). *Compass: The Route to Academic English II*. Ankara: Nüans Publishing.



ACADEMIC SPEAKING SKILLS

ENG 211

English 211 is a speaking course designed with the aim of equipping students with the essential speaking skills they need to cope with the English language as medium of instruction. Therefore, the course revolves around two main focuses: academic speaking and presentation skills. To this end, the course offers a theme based approach where all four skills are integrated to foster various speaking opportunities. Since the main focus of the course is on speaking, the listening, reading and writing tasks will serve as springboard to either generate or to complement speaking. The emphasis put on variety, language skills and the balance between input and practice throughout the course will help students become more confident, autonomous and competent speakers of English.

COURSE AIM AND OBJECTIVES:

In this course, students will practise the following skills:

SPEAKING:

1. Building speaking confidence
2. Adjusting language to spoken discourse
3. Using appropriate transitions and signposts
4. Integrating literature research into a presentation
5. Expressing and supporting opinions
6. Preparing & using audio-visual aids
7. Delivering a speech/presentation
8. Presenting information in an organized way
9. Asking and answering questions
10. Giving an oral synthesis
11. Reacting to an idea
12. Taking part in discussions and debates
13. Using correct pronunciation, stress and intonation

READING:

1. Reading for the main idea
2. Reading for specific information
3. Making inferences & interpretations
4. Reading between the lines
5. Identifying different opinions
6. Evaluating different viewpoints
7. Making connections between ideas
8. Reading extensively to gather data
9. Expanding vocabulary & activating passive vocabulary

LISTENING:

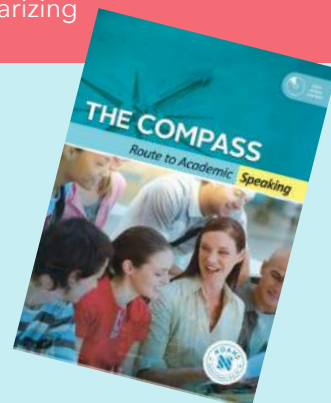
1. Listening between the lines
2. Listening for specific information
3. Listening for the main idea
4. Note taking

WRITING:

1. Synthesizing
2. Paraphrasing
3. Summarizing

COURSE MATERIAL:

Duzan, C., Yalçın, E. (2014). *The Compass - Route to Academic Speaking*. Ankara: Nüans Publishing.



ADVANCED COMMUNICATION SKILLS

ENG 311

English 311 is a learner-centered, integrated-skills based course designed with the aim of equipping students who are nearing their graduation with the essential skills they need during the process of application and while performing on the job. To this end, the course is designed with a theme-based, cyclical and communicative syllabus format, where all four skills of reading, listening, speaking and writing are practiced. The emphasis put on building self-awareness in terms of their skills, interests, personality traits, values as well as social, ethical and cultural topics will help students explore and master the steps taken in the process of entering the domains of "work life" after graduation.

COURSE AIM AND OBJECTIVES:

English 311 is designed to enhance students' competence to make successful career plans and explore their skills, values, personalities, interests and future expectations and express them in written and oral forms successfully in academic contexts. Furthermore, the course aims to equip students with on the job skills such as socializing, telephoning, meeting, making presentations and writing business e mails. Thus, the course aims to have students practice the skills and build an awareness and realize the importance of the concepts listed below:

SPEAKING:

1. Performing well in an interview
2. Presenting information in an organized way
3. Asking and answering questions
4. Reflecting on an idea
5. Taking part in discussions and debates on various topics
6. Role Playing

LISTENING:

1. Listening for specific information
2. Note taking

READING:

1. Reading for specific information
2. Identifying different opinions
3. Evaluating different viewpoints
4. Making connections between ideas
5. Expanding vocabulary & activating passive vocabulary

WRITING:

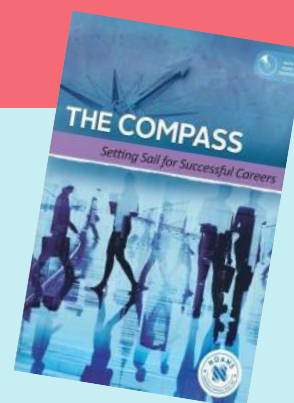
1. Writing official documents for application:
 - o Cover Letter
 - o CV
 - o Statement of Purpose / Letter of Intent
2. Writing paragraphs

CONCEPTS:

1. The Corporate / Organizational Culture
2. Cultural Differences
3. Ethics at the Workplace

COURSE MATERIAL:

İzgören, M. & Mekik, Ç. (2016) *The Compass: Setting sail for successful careers.*
Nüans Publishing



ENGLISH COURSES FOR SUNY STUDENTS

METU-SUNY Dual Diploma Programs are all 4-year undergraduate programs. In "Global and International Affairs" and "Business Administration" programs, students spend their first and third years at METU, and the second and fourth years at SUNY Binghamton. In "Teaching English as a Foreign Language/ Liberal Studies" program, students spend their first and second years at METU; their third year and two summer schools at SUNY New Paltz, and come back to METU for their fourth year.

MLD offers two courses for SUNY students in BAS and GIA departments at METU.

ENG 101 & 102 **English for Academic** **Purposes I & 2**

These first-year compulsory English courses are offered to SUNY students as well. Instructors who volunteer to teach these classes indicate their preference on course preference forms. Seniority and rotation play a role in the instructors' assignment to these classes. Instructors offering these courses are paid extra and teach these classes on top of their regular workload.

ENG 105 **IELTS Preparation**

This is a compulsory IELTS preparation course offered to SUNY students, who need to submit a valid test score from TOEFL IBT or IELTS in order to proceed to the SUNY campuses. The course is offered in both fall and spring terms. Students who get a satisfactory score from one of these exams are exempt from the course. Instructors who volunteer to teach these classes indicate their preference on course preference forms. Seniority and rotation play a role in the instructors' assignment to these classes. Instructors offering these courses are paid extra and teach these classes on top of their regular workload.

ELECTIVE ENGLISH COURSES

<p>ENG 201 English-Turkish Translation</p>	<p>This course focuses on translating texts from English to Turkish in three stages:</p> <ol style="list-style-type: none"> basic structures in English at sentence level short paragraphs with more complex structures short essays covering a wide range of topics <p>Prerequisite: Minimum CB required from ENG 101,102 & 211</p>
<p>ENG 202 Turkish - English Translation</p>	<p>This course focuses on translating texts from Turkish to English in three stages:</p> <ol style="list-style-type: none"> basic structures in Turkish at sentence level short paragraphs with more complex structures short essays covering a wide range of topics <p>Prerequisite: Minimum CB required from ENG 101,102 & 211</p>
<p>ENG 311 Advanced Communication Skills</p>	<p>ENG 311 is a third-year course offered every semester both as a compulsory course for some departments and an elective course for the others.</p> <p>Prerequisite: Minimum DD required from ENG 101,102 & 211.</p>
<p>ENG 312 Conversational English</p>	<p>ENG 312 is a third and fourth year elective course focusing on speaking in English and aims at improving students' English speaking skills with conversation, debates, discussions, role-plays, and simulations in the form of individual, pair, group and whole-class activities. Listening and reading are also made use of as a basis for speaking activities. The course involves functions and topics in English. Functional language includes the language necessary in a variety of situations in an English speaking environment. Topics vary each term depending on students' wishes and hot topics of the time.</p> <p>Prerequisite: Minimum DD required from ENG 101, ENG 102 and ENG 211</p>
<p>ENG 401 English for Graduate Studies 1</p>	<p>English 401 is a postgraduate course designed especially for ÖYP students. It is a course that will help ÖYP students to equip themselves with the necessary academic language skills (listening, reading, speaking, and writing) required to follow the postgraduate courses at METU. The course is strongly recommended both to those who have passed the EPE examination and to those who have yet to enter this exam.</p>
<p>ENG 402 English for Graduate Studies 2</p>	<p>English 402 is a postgraduate course designed especially for ÖYP students. The focus of the course is on academic speaking and presentation skills. A variety of opportunities are provided to help students practise and improve their speaking skills, which will be vital in their postgraduate courses and further studies. The course is recommended both to those who have passed the EPE examination and to those who have yet to enter.</p>

ELECTIVE LANGUAGE COURSES



Elective ARABIC Courses	ARAB201, ARAB202, ARAB203, and ARAB204 are offered. (Course Codes: 6020***)
Elective FRENCH Courses	FREN201, FREN202, FREN203, FREN204, FREN205, and FREN206 are offered. (Course Codes: 6030***)
Elective GERMAN Courses	GER201, GER202, GER203, GER204, GER205, GER206, GER207 and GER208 are offered. (Course Codes: 6040***)
Elective JAPANESE Courses	JA201, JA202, JA203, and JA204 are offered. (Course Codes: 6050***)
Elective ITALIAN Courses	ITAL201, ITAL202, ITAL203, and ITAL204 ITAL205 are offered . (Course Codes: 6060***)
Elective RUSSIAN Courses	RUS201, RUS202, RUS203 and RUS204 are offered. (Course Codes: 6070***)
Elective SPANISH Courses	SPAN201, SPAN202, SPAN203, and SPAN204 are offered. (Course Codes: 6080***)
Elective GREEK Courses	GRE201, GRE202 and GRE203 are offered. (Course Codes: 6100***)
Elective CHINESE Courses	CHINESE 201, CHINESE 202, CHINESE 203 are offered. (Course Codes: 6110***)
Elective TURKISH for Foreigners Courses	TFL 271 and TFL 272 are offered. (Course Codes: 6290***)

SUMMER COURSES

Compulsory English Courses and Elective Language Courses are also offered in summer school on voluntary basis. Instructors indicate on Course Preference Forms distributed in the Spring Term if they volunteer to offer summer courses. The course to be taught, number of sections and course schedules are shaped based on instructors' preferences by MLD administration.



3. MLD Culture

A. ADMINISTRATIVE AFFAIRS AND FORMAL PROCEDURES

a. Seniority

Seniority in MLD is earned by reason of longer service in the department and is a determining factor in many procedures including course assignments, selection of course schedules, or assignments of extra duties.

b. Course Assignments and Selection of Course Schedules

In making course assignments, the administration tries to take into consideration the course preferences expressed by the instructors. However, the needs of the department and seniority have priority over individual preferences.



At the beginning of each academic term, a general house meeting is held which aims to inform instructors about their duties, department news, etc. After this meeting, course schedules which are prepared by the Assistant Chairpersons, are displayed and each instructor is invited to select their programs in the order in the seniority list.

Instructors are kindly asked not to make changes in their class hours or classrooms. If a change is necessary, the administration needs to be informed.

c. Leaves and Medical Reports

When instructors need to take leaves for medical purposes, they are required to



go to the METU Health Center or get a doctor's report from state hospitals or university hospitals in Ankara.

In cases of long leaves (e.g. maternal leave, sabbatical leave), the instructors must submit their report or petition to the secretary, who will direct it to the Personnel Office later. To return to work, instructors get a permission slip and hand it in to the Personnel Office. If the permission slip to return to work is not given to the Personnel Office on time, the instructor might not receive his/her salary for that month. However, the salary is paid once the permission slip is turned in.

For cases of absenteeism other than sickness documented with a valid report, the instructors are to call one of the Administrators the day before their absence so that arrangements can be made for the following day. In case a class is missed, the instructor is expected to make it up and inform the administration office about the make-up class. The administration expects the instructors not to apply for excused leave unless they have a very valid and urgent reason.



To see the legal procedures and regulations, and access the official forms, please visit <http://pdb.metu.edu.tr>.

d. Student Absenteeism

The instructors are required to prepare their own attendance sheet by using the student records on METU SIS website after the add-drop period. Before then,

instructors can get a blank attendance sheet from the Secretary's office to keep student attendance.

The instructors are to record attendance by asking them to sign the attendance sheet on an hourly basis. The attendance records for each student must be submitted to the administration when asked for.



Each student is responsible for keeping his / her own attendance record. However, instructors should announce students' records from time to time and should warn those students who have almost reached the NA (non-attendance) limit. Every course has its own absence limit and it is announced on the course outlines. Students who exceed their absence limits receive an NA grade.

e. Add-Drop Period

Add-drop period generally starts after the 1st week of the academic terms and lasts for one week. During this period, students are allowed to drop their registered classes and enroll in new sections.

During this add-drop period, instructors are responsible for allowing in the class any student visiting their lessons and for taking attendance of every student. Later, when the add-drop week is over, their student lists are finalized and are available on METU SIS. The instructors are also responsible to exchange the attendance of students who have left their classes with these students' new instructors upon students' request. This exchange of attendance between instructors can be done via the attendance exchange form, or instructors' contacting one another.

f. Office Hours

After the add-drop period, instructors are required to set 4 office hours during which students can visit, get feedback or ask questions. Instructors announce their

office hours to their students and indicate these office hours on their course schedules and post them on their office door.



When classes end, instructors are requested to set new office hours before they submit their grades.

The timing and duration of the office hours are announced by the administration.

g. Assessment Literacy and Grading Procedures

MLD believes in the importance of assessment literacy and thus has addressed the following standards when setting its assessment literacy code:

- EAQUALS Standards 1, 2, 3 & 4
- BALEAP Standard 5
- TESOL Standard 4
- APA (3, 6, 8, 9, 12)

The roles of the parties involved in the grading process are as follows:

Administration

- To arrange classes with suitable conditions for exams
- To inform the elective course teachers about their proctoring duties when needed
- To provide a third rater during the grading processes if needed
- To archive the exams and the final assessment rubrics in a secure place
- To provide opportunities for the teachers to increase their assessment literacy

Instructors

- To prepare the students for the tests by familiarizing the students with exam tasks, and rubrics



- To refer the students to the exam announcement on MLD webpage
- To avoid disclosing any information about the exam content
- To report students who have special conditions to the administration in advance (sight problems, stammering, etc.)
- To mark exam papers as instructed by the testing committee
- To approach the administration to appoint a third rater upon discovering a systematic problem in the grading
- Not to change the grades given by the rater unless it is a mechanical error, e.g. summing up the grades
- To encourage students to visit office hours for post exam feedback
- Not to take the exams to the class
- To give constructive feedback to students

Proctors

- To pick up papers from the administration and to be in the exam hall at the required time
- To check the USB and papers before leaving the department
- To set the mood to avoid confusion (e.g. cleaning the board, writing the time on the board, updating the time regularly)
- To arrange an appropriate seating plan to ensure fair exam administration
- To display a neutral disposition while proctoring, and to adopt an equal distance to both familiar and unfamiliar students
- To use English throughout proctoring (fairness to International students)
- To ask SS to switch off their mobile phones and put them on their desk
- To read aloud the exam rules before starting the exam
- Not to answer questions asked by the students, and not to go over the instructions with the students
- To follow the directions provided by the administration in case of a power cut



- If SS ask for permission to use the restroom, to tell them to empty their pockets and tell them to be back as soon as possible
- To use the mobile phone time to start and end the exam
- Not to allow late students in until the listening part of the exam is over
- Even if the student finds a way to sneak in, not to give the paper until the listening is over.
- To cross out the listening part of the exam before giving out the paper to the late student and to record his/her name on the attendance sheet
- To avoid any behaviour that looks unprofessional or distracting
- To monitor students throughout the exam without distracting their attention
- To follow the procedures outlined by the administration in case of (suspecting) cheating
- To count the papers and to put them in the correct section's pack
- To submit the exam materials to the administration when the exam is over

Written Exam Raters

- To attend the standardization sessions having completed the tasks assigned by the testing committee
- To count the exam papers before taking the exam packs
- To attend the post-exam testing meeting
- To calibrate to the set standards
- To grade the papers following the answer key and standards set at the exam standardization meetings
- To mark the exam papers carefully in the allocated time
- To employ a reader-friendly and professional scoring style
- To provide FB which will help the instructor and SS understand the assigned grade in the subjectively scored parts (Not like EPE)
- To double check the grades



Oral Exam Raters

Before Presentations:

- To take rubrics before the presentations
- To check student IDs and take attendance
- To make sure students save their presentations in the relevant file on the computer noting their full names and topics

During Presentations:

- To avoid any behaviour that looks unprofessional or distracting
- To keep the time
- To take detailed notes concerning students' performance on the rubrics
- To avoid comparing grades in front of the students.

After Presentations:

- To compare grades and make sure the discrepancy is in the accepted range
- To enter the grades on ODTUclass and submit the rating scales to assistant chairpersons' room as soon as possible, preferably on the same day

h. Academic Misconduct

METU Department of Modern Languages (MLD) regards academic honesty as the foundation of teaching, learning and research. It requires all students to observe the highest ethical standards in all aspects of their academic work.



While MLD accepts that new students may not fully understand the concept of plagiarism, its academic staff is committed to educating new students about the definition, identification and avoidance of plagiarism.

Thus, all MLD instructors have a duty to report suspected cases of academic misconduct. The following uniform procedure is followed in all alleged occurrences of misconduct:

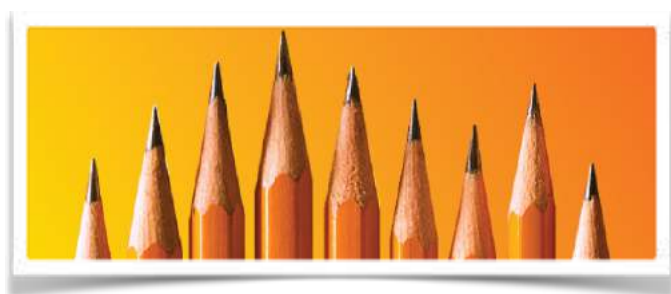
- a) Minor breaches in referencing by first-year students are treated as a lack of skills and rectified by individual instructors;
- b) Blatant and large-scale plagiarism is referred to the Academic Misconduct Committee for investigation. These cases include but are not limited to:
 - i. A significant amount of an assignment being copied from printed or Internet sources;
 - ii. A significant portion of an assignment has been copied from another student; and
 - iii. Assisting others with plagiarism or cheating, whether carelessly or deliberately.

The Academic Misconduct Committee investigates the case within 15 working days of receiving notification. Students are notified promptly of the outcome (Blatant plagiarism very often leads to an automatic FF grade from the course and disciplinary action which may result in suspension from the university).

i. Grade Submission

At the end of the term, the instructors are expected to do the following:

- Export their grade sheets to Excel files on ODTUClass (procedures are emailed by the computer coordinators at the end of each term)
- Ask a colleague to check the letter grades given on the Excel sheets
- Submit their grades on METU SIS
- Submit the grade sheets to the secretary's office



j. Performance Awards

Performance awards are grants that are given to academicians and instructors who have proven to have engaged in professional development activities. At the beginning of each year, SFL distributes forms to be filled in by instructors. Those forms are then collected, reviewed, given credits by the department chair, and approved by the SFL Director. After the points are announced online, instructors are given the right to check their points and make objections if there is a need. At the end of the spring term, instructors who are granted the awards are announced and receive their awards in July.

IMPORTANT REMINDER:

For further information on ADMINISTRATIVE AFFAIRS AND FORMAL PROCEDURES, please visit:

<http://pdb.metu.edu.tr>

<https://bit.ly/2G2K4WT>



B. MLD BUILDINGS AND ROOMS

a. Offices

Big majority of MLD instructors offering compulsory English courses have their offices in S Building. Offices of Elective Language Course instructors and the Academic Writing Center; on the other hand, are located in the MM Building.

b. Department Classrooms and Classroom Reservation Procedures

MLD has 4 classrooms (MM 308, MM 309, MM 316, MM 316-A) in the MM building and MM 308 and 309 are used for Elective Language Course instructors. Instructors can



check the availability of MM 316, MM 316-A classrooms using MLD Website

Classroom Reservation System and can reserve these classes for make-up or extra lessons when they are available during the term. These 4 classrooms are also used for Eng 211 Academic Oral Presentation Skills Course during final presentation co-rating periods as they are equipped with computers and projectors.

Instructors offer their regular classes in the classrooms in other departments of the university as scheduled in their course schedules.

c. Room S119

Room S119 located in the S building is generally used for meetings. The room is equipped with a computer and a projector and is generally used for formal occasions. There is also the department library organized under skills categories in the closets in S119.

The room is also used for committee projects or sometimes as a social room for departmental potlucks.

d. Tea Rooms and Coffee Machines

There is one tea room in both buildings. The tea is prepared by the staff responsible for this duty and is the department's treat for instructors. The two coffee machines are located in the teacher's lounge in S Building, and instructors are expected to help themselves with coffee and make contributions to the coin box or bring their own coffee capsules.

Instructors can use the dishwasher in the tea room (in S building) or are expected to wash their own dishes. They are also welcome to heat their meals using the microwave .

e. Teacher's Lounge

The Teacher's Lounge located in the S Building is the social room for instructors. Instructors are welcome to use the room



to socialize, relax, drink tea/coffee, read, host guests, eat lunch, etc. The room is also sometimes used for specific occasions like departmental potlucks or parties or PD events.

f. Photocopy Room and Printing Office

In the S Building, using their office computers, instructors can send their documents to print and go get them in room S120, which is the computer and printer room of the department. Instructors are kindly requested to use print-outs mostly for their departmental purposes.

In the MM Building, instructors use the printers available in their offices and their photocopies are done in the photocopy room there.

Instructors have their photocopying done with the help of the staff responsible for



photocopying in the photocopy rooms. They are also asked to fill-in the photocopy form and to leave a copy of the photocopied material to help create a materials pool.

If instructors wish to photocopy their personal documents, they are expected to jot down the number of pages photocopied and make payments for the number of copies they made at the end of each month. Similarly, they are expected to pay for the photocopies made on over-head transparencies.

g. Restrooms

Instructors use the restrooms in both MLD buildings using their personal keys given to them by the administration. Students are not allowed to use the restrooms.

C. TECHNICAL TOOLS AND SOFTWARE

a. ODTUClass

ODTUClass is a learning management system designed for METU instructors and students. ODTUClass offers rich learning and communication tools to faculty members and students. Instructors can manage several activities such as sharing materials and sources, giving assignments and Turnitin assignments, sharing quizzes, sending e-mails and more. Also, they can use gradebook to grade students' academic activities and announce their grades.



Instructors can login to ODTUClass with their METU user-id and password. At the beginning of each semester, all courses will be added to ODTUClass and all instructors will be authorized for their course(s). Students will be added to their courses as they register for them since the system is synchronized with Student Affairs Information System (OIBS).

b. METU SIS

The Website for METU Student Information System, commonly known as METU SIS, offers formal information regarding courses offered, student lists and student profiles. The website is also used for grading purposes at the end of the academic terms. Therefore, instructors can use METU SIS to see the lists of enrolled students in their sections, check details about their student profile and to submit grades at the end of the academic terms.



c. Turnitin

Turnitin is one of the widely-used websites that METU is subscribed to. It is basically a platform that enables instructors to check the originality of the documents uploaded by students or to give oral and written feedback to students' papers.



Students are required to submit their papers or presentations to Turnitin (course committees determine the types of assignments to be submitted to Turnitin) and instructors are required to check the originality of the documents submitted. Therefore, instructors need to create classes and add assignments in which students upload their work. Teachers are asked to give 0 to papers or presentations that are not submitted to Turnitin.

d. Using Technical Equipment in Other Departments

METU has a diversity of departments which have their own characteristics and cultures. Accordingly, technical equipment and the procedures necessary to use the equipment vary from one department to another. While one department may offer computers and projectors in every classroom, another department may not have all the necessary technology that instructors may look for. Similarly, some departments require keys as computers may be locked in closets and some require cables to be obtained from the staff. Therefore, instructors are to check their classes at the beginning of the semesters and familiarize themselves with the procedures.

e. Mailing lists

Our department has 2 mailing lists, namely mldlist and membermld. Mails sent to mldlist@metu.edu.tr are received



by the current instructors working in MLD. Mails sent to membermld@metu.edu.tr; on the other hand, are delivered to a larger group of audience as this group

includes both current instructors and former MLD members who either resigned or left the department for personal reasons.

D. MLD TALKS

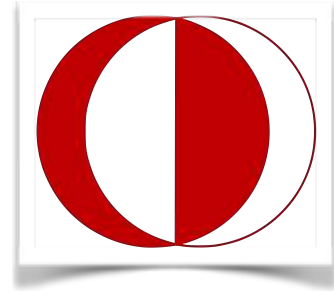
MLD Talks is a one-day convention organized by the Professional Development Unit at MLD, which aims to encourage sharing of ideas, cooperation, and professional development among instructors at MLD. The event hosts visiting speakers as keynote speakers and speakers from MLD and other departments.



MORE ABOUT METU

Brief History

Middle East Technical University is founded under the name of "Orta Doğu Yüksek Teknoloji Enstitüsü" (Middle East High Technology Institute) on November 15th, 1956 to contribute to the development of Turkey and Middle East countries and especially to train people so as to create a skilled workforce in the fields of natural and social sciences. "Arrangements and Procedures as for the Foundation of METU, Law No 6887" was enacted on January 29th, 1957. Finally, "Foundation Act No 7307", which sets forth the particular standing of METU and describes the conditions rendering METU as a juridical entity, was enacted on May 27th, 1959.



Middle East Technical University's presence brought about new methods and introduced innovations to Turkish higher education system manifesting METU as a pioneer of modern education nationwide. In its earliest years, part of METU was located in a small building that belonged Social Security Office of Retirees at Kizilay's Müdafaa Street and the other section was located in the barracks behind the TBMM (Turkey's National Grand Assembly). In 1963, the University moved to its current campus location which is the first university campus of Turkey.

In 1956, the first academic program to start education was the Department of Architecture. Then in spring semester of 1957, Department of Mechanical Engineering launched its academic program. At the onset of 1957-1958 academic year, the Faculty of Architecture, Faculty of Engineering and Faculty of Administrative Sciences were established. In 1959, the tasks undertaken to establish Faculty of Arts and Sciences were completed. Faculty of Education launched its academic program in 1982. Today, there are a total of 43 undergraduate programs in five faculties of METU.

There are 107 graduate and 69 doctorate programs available in Graduate Schools of Natural Sciences, Social Sciences, Informatics, Applied Mathematics and Marine Sciences Graduate Schools. Marine Sciences conducts the academic program studies at İçel-Erdemli.

The language of instruction at METU is English. METU School of Foreign Languages takes the initiative to teach English to students at Preparatory School.

Owing to the quality academic education that emphasizes merit and excellence in scientific, cultural and intellectual studies as well as owing to the accomplished and qualified METU graduates, the University has become one of the distinguished and respectable institutions of Turkey. Today, the University is proud to employ about 791 faculty (professors, associates professors etc.), 225 academic instructors and 1.273 research assistants. It is a great pleasure to offer education to over 28.000 students. The total number of the alumni now is above 120.000.

THE MISSION STATEMENT OF METU

The mission of the Middle East Technical University is to reach, produce, apply and promote knowledge, and to educate individuals with that knowledge for the social, cultural, economic, scientific and technological development of our society and humanity. This is to be done by bringing teaching, research and social services up to universal standards.



BASIC PRINCIPLES

1. Scientific Approach

It is unconditionally accepted that a university's mission is to ensure the understanding of current knowledge and the discovery of new knowledge. On this subject, there should be no hindrance to the discovery and sharing of new

knowledge. An environment should be created in which research, creativity and student self-development can be fostered.

2. Academic Freedom

The right to determine how, to whom, and by whom knowledge is taught is paramount. The university is opposed to dogmatic thoughts and ideas, under the principle of the scientific approach. The right to honest inquiry and legal protest is acknowledged and guaranteed by law.

3. Interdisciplinary Approach

Interdisciplinary education and research are encouraged. The university enables academic staff to work on educational and research projects with educational centres and institutes outside their own academic units.

4. Lifelong Education

The university encourages lifelong education for its own staff, graduates, and people from all walks of life, and provides these people with new scientific knowledge. In order for the people of our country to benefit more effectively and efficiently from METU's experience and culture, the university develops and applies exemplary educational models.

5. The Training of Qualified People

For the good of society, the university aims to develop students with humane and moral values, the skills for leadership, open-mindedness, and the habit of continuously re-educating themselves. Graduates are oriented to employ the skills they have learned at METU in their workplaces. Students are encouraged to become scientists, and thus be among the nation's most important human resources.

6. Student Support

The duty to provide the necessary support in order to prevent those students with material difficulties from being deprived of higher education is acknowledged.

7. Communication with Society

The university aims to continue performing its functions in order to benefit every sector of society and remain in contact with its environment. The university is concerned with the finding and promoting of solutions to the problems of our

nation, region and the international community. It plays a prominent role in providing communication in scientific, cultural and social fields.

8. Involved Administration

The university encourages its academic staff, departments and administrative units to prepare, assess and continuously evaluate plans and concrete strategies in order to keep up with rapid change and globalization. To this end, an administrative policy which is based on knowledge, the delegation of duties and responsibilities, democratic principles, involvement, dynamism, flexibility and transparency is pursued. Respect for the individual and tolerance are our foremost concerns.

Students

Middle East Technical University (METU), a state university founded in 1956, currently has about 27,000 students.



In addition, undergraduate and graduate students from many countries attend a semester or a year-round at METU as "Special Student" or "Exchange Student". Middle East Technical University is currently conducting Student Exchange Program activities with many foreign universities.

Academic Programs

METU has 43 undergraduate programs within 5 faculties. Additionally, there are 5 Graduate Schools with 107 masters and 69 doctorate programs and a "School of Foreign Languages" which includes the English Preparatory Department and the Modern Languages Department. 15



undergraduate programs and 3 graduate programs are offered in connection with METU Northern Cyprus Campus.

Academic Year

The academic year in METU is divided into two semesters. The first term of the academic year generally begins on the last week of September and ends in the middle of January. The second term begins in the middle of February and ends in mid-June. METU also has a summer school with regular courses and an International Summer School with courses of special interest to international students.

International Perspective

Since its foundation, METU, as an international research university, has been the leading university in Turkey in terms of depth and breadth of international ties and the amount of funds generated from international research projects. METU actively took part in and managed many Med-Campus, MEDA, COST, Eureka, NASA, NATO, NSF, UN, World Bank, Jean Monnet, INCO, EUMEDIS, 6th and 7th Framework, Erasmus Mundus ECW, Leonardo and Socrates projects. METU has also involved in 59 FP6 projects, 48 of them have already been completed. Furthermore, 32 FP7 projects are still in execution. METU has 19 international joint degree programmes with European and American universities at undergraduate and graduate level.



English as the language of instruction in all its degree programs has greatly facilitated METU's efforts to accommodate international students and researchers. METU hosts over 1,700 international students from nearly 94 different countries studying toward myriad of academic degrees.

METU, with 168 Erasmus agreements and 182 bilateral exchange and cooperation agreements with universities in third countries (i.e., in Central Asia, Middle East,

North America, Australia, Far East and Pacific Region), annually sends 350 students and 60 teaching staff and hosts 300 students and 50 teaching staff/researchers.

METU is a member of many associations and networks dealing with international education and exchange such as EUA, EAIE, IIE, GE3, CEASAR, SEFI, CIEE. METU actively participates in AIESEC and IAESTE summer internship programs.

METU has always sought external assessment, accreditation and certification by international organizations, and been committed to a "quality culture". The University has completed the process of "Institutional Evaluation" by the EUA in 2002. As a part of its efforts to ascertain world-quality education, in 1991 METU initiated a long-term program to have all its engineering programs accredited by the United States Accreditation Board for Engineering and Technology (ABET). The Engineering Faculty now has all its thirteen undergraduate programs accredited by the Engineering Accreditation Commission of ABET (www.abet.org).

High Standards of Education

METU strives to maintain a high standard of education by international standards. All undergraduate programs under the Faculty of Engineering were evaluated by ABET, at METU's request. All undergraduate programs were accredited by the Engineering Accreditation Commission of ABET (www.abet.org).



METU in Turkey

METU is one of Turkey's most competitive universities. Each year, among the students taking the National University Entrance Examination, over 1/3 of the 1000 applicants with the highest scores attend METU. Due to high demand towards METU being so great, most of our departments accept only the top 1% of approximately 1.5 million applicants taking the National University Entrance Examination. Over 40% of METU's students go on to graduate school.

Campus

The campus area is 4500 hectares and the forest area is 3043 hectares, including Lake Eymir, which is about 20 kilometers from the centrum of Ankara. The lake is available to METU students for rowing, fishing, picnicking and general recreational activities. Bus service is provided from the METU main campus and locations in the city to the lake.



Life at METU

The main part of the campus has dormitory capacity of approximately 7000 students who benefit from a shopping area, banks, post office and many eating places. Also, a wide variety of sports facilities, including gymnasiums, tennis courts, basketball and football fields, jogging trails, olympic-size indoor swimming pool, and an outdoor swimming pool are available on METU campus. Among off campus facilities, METU has lodges at Elmadağ, 30 kilometers from the METU campus, and a resort at Uludağ near Bursa where mountain climbing and various skiing activities are possible.



Activities

Throughout the academic year, students can enjoy art exhibitions, concerts, recitals, cinema and theater events as well as a variety of social and academic activities. The Cultural and Convention Center hosts many of these events and many more. One of the most favoured social activities is the traditional International Spring Festival held in May.

REFERENCES

General Information. (2017, June 2). Retrieved from <http://www.metu.edu.tr/general-information>

History. (2017, June 2). Retrieved from <http://www.metu.edu.tr/history>

ODTUClass. (2017, June 2). Retrieved from <https://odtuclass.metu.edu.tr>

Department of Modern Languages. (2002). Instructor's Booklet.