



**English Language Preparatory  
Program (ELPP)**

**Student Handbook**

**2020-2021**

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## 1. Message from the Director

In today's globalized world, English has emerged as the world's lingua franca. English is the language of the Internet, the language of research, and the language of international trade and business.

Being able to perform comfortably and professionally in English in this environment is no longer a choice, it is a necessity.

MEF English Language Preparatory Program is here to help you turn this need into a reality. Our innovative program has been specially designed, not only to enable you to become competent and confident speakers of English, but also to furnish you with the necessary skills that will make you successful in your future career. Our student-centered curriculum will develop your autonomy, self-directed learning, critical thinking, and collaborative skills, while our unique team of native and native-like instructors have been chosen to provide you with a rich cultural and linguistic environment. Together these will prepare you to become the internationally-minded, English-speaking professional that you wish to be.

So come and join us in MEF ELPP and start your transformation from student to international, English-speaking professional.

**Sincerely,**  
**Sally Gayford ([gayfords@mef.edu.tr](mailto:gayfords@mef.edu.tr)),**  
**Director, School of Foreign Languages**

## 2. Vision

In the preparatory program, our motto is “*Learning English for a brighter future*”. The goal is to provide students with a stimulating learning environment which enables them to:

- attain English language proficiency to enter their selected faculty
- develop their potential as pro-active, autonomous learners
- transition from secondary school to university life
- support their overall development of study skills

## 3. Staff

Sally Gayford	Director, School of Foreign Languages
Vladlena Tcherkachina	Associate Director, School of Foreign Languages
Eylem Yavuzcan	Director of Operations, School of Foreign Languages
Neslihan Özbek	Student Liaison, School of Foreign Languages
Mojca Andrejasic	Assessment Coordinator, ELPP
Michael Cassidy	Curriculum Coordinator, ELPP
Joel Compton	Faculty Academic English Coordinator, School of Foreign Languages
Robin Foggo	Training and Development Coordinator, ELPP
Christopher Sanders	Assessment Coordinator, ELPP
Kamal Akeel	Instructor, ELPP
Mariyana Akeel	Instructor, ELPP
Ayham Aljerk	Instructor, ELPP
Rustam Bakhtiyarov	Instructor, ELPP and Faculty English
Eric Beyer	Instructor, ELPP
Zümrüt Cassidy	Instructor, ELPP
Kate Crockart	Instructor, ELPP
Yeşim Çeküç	Instructor, ELPP
Tom Denton	Instructor, ELPP and Faculty English

Rosario de Vera Untalan	Instructor, ELPP
Behnaz Ebrahimzadeh	Instructor, ELPP
Tim Hallam	Instructor, ELPP
Christopher Herriage	Instructor, ELPP
Muhammed İbrahimoglu	Instructor, ELPP and Faculty English
Emre Kaya	Instructor, ELPP
Darya Karatayeva	Instructor, ELPP
Robin Kosseff	Instructor, ELPP
Ofelia Mancas	Instructor, ELPP
Joe Martins	Instructor, ELPP
Atefeh Mohammadi	Instructor, ELPP
Ahmad Nakkar	Instructor, ELPP
Andrew Nightingale	Instructor, ELPP
Victoria Pearce	Instructor, ELPP
Amy Platt	Instructor, ELPP and Faculty English
Emily Rice Johnson	Instructor, ELPP and Faculty English
Mahdis Rostamzadeh	Instructor, ELPP
Ahmad Sharifi	Instructor, ELPP and Faculty English
Jeremy Simms	Instructor, ELPP
Daniel Spinks	Instructor, ELPP and Faculty English
Justyna Szewczyk	Instructor, ELPP
Jennifer Thorson	Instructor, ELPP

#### 4. Academic year calendar

(\*NB: These dates were correct at the time of writing, but may be subject to change.)

Prep courses run over four thirty-eight day modules and a summer school. Module dates for the academic year 2020-2021 are:

- Module 1: 5<sup>th</sup> October – 26<sup>th</sup> November 2020
- Module 2: 3<sup>rd</sup> December – 2<sup>nd</sup> February 2021
- Module 3: 8<sup>th</sup> February – 31<sup>st</sup> March 2021
- Module 4: 7<sup>th</sup> April – 4<sup>th</sup> June 2021
- Summer School: 14<sup>th</sup> June – 27<sup>th</sup> July 2021 (25 days, six hours per day)

The complete breakdown of the Prep academic year is as follows:

Monday 21 <sup>st</sup> Sept:	First round placement test – multiple-choice test
Wednesday 23 <sup>rd</sup> Sept:	Second round test - Versant English Placement Test (VEPT)
Thursday 24 <sup>th</sup> Sept:	Second round test - Versant English Placement Test (VEPT)
Friday 25 <sup>th</sup> Sept:	Second round test - Versant English Placement Test (VEPT)
Wednesday 30 <sup>th</sup> Sept:	ELPP Level 1 student orientation
Thursday 1 <sup>st</sup> Oct:	ELPP Level 2 student orientation
Friday 2 <sup>nd</sup> Oct:	ELPP Level 3, Level 4, and Pre-Faculty student orientation

Monday 5 <sup>th</sup> October:	Module 1 begins
Thursday 29 <sup>th</sup> October:	Republic Day. No classes
Thursday 26 <sup>th</sup> November:	Last day of Module 1

Thursday 3 <sup>rd</sup> December:	Module 2 begins
Fri 25 <sup>th</sup> – Thur 31 <sup>st</sup> Dec:	Non-teaching days. No classes
Friday 1 <sup>st</sup> January:	New Year's Day. No classes
Tuesday 2 <sup>nd</sup> February:	Last day of Module 2
Thursday 4 <sup>th</sup> February:	Proficiency exam (VEPT)

Monday 8 <sup>th</sup> February:	Module 3 begins
Wednesday 31 <sup>st</sup> March:	Last day of Module 3
Wednesday 7 <sup>th</sup> April:	Module 4 begins
Friday 23 <sup>rd</sup> April:	National Sovereignty and Children’s Day. No classes
Wed 12 <sup>th</sup> – Fri 14 <sup>th</sup> May:	Ramadan Festival. No classes
Wednesday 19 <sup>th</sup> May:	Atatürk, Youth and Sports Holiday. No classes
Friday 4 <sup>th</sup> June:	Last day of Module 4
Tuesday 8 <sup>th</sup> June:	Proficiency exam (VEPT)
Monday 14 <sup>th</sup> June:	Summer School begins (25 days, six hours per day)
Thursday 15 <sup>th</sup> July:	Democracy and National Solidarity Day Holiday. No classes
Friday 16 <sup>th</sup> July:	Non-teaching day. No classes
Mon 19 <sup>th</sup> – Fri 23 <sup>rd</sup> July:	Sacrifice Festival. No classes
Tuesday 27 <sup>th</sup> July:	Last day of Summer School
Thursday 29 <sup>th</sup> July:	Proficiency exam (VEPT)

## 5. Placement testing

The aim of MEF University Preparatory Program English Language Testing is to determine whether the students’ English is at a level that will enable them to follow and actively participate in the courses offered in their faculties. The tests are offered in a two-tier system.

### 5.1 Placement Test (First Test)

The placement test, which will take place at MEF University campus in Maslak, is a paper-based test containing 100 multiple-choice questions. The students have 100 minutes to answer these questions, which cover grammar, vocabulary and general use of English. Based on the results of the placement test students are either eligible to proceed to the second test or are placed in Level 1 or Level 2 of the preparatory program. Students who do not take this initial test are automatically placed in Level 1, and would be unable to enter the faculty directly at that time. Students who have a sufficiently high score on the placement test continue on to take the proficiency test. Score bandings on this test are as follows:

Placement Test scores (0 - 100)	CEFR level	ELPP Level
0 – 60	A1	Level 1
61 – 80	A2	Level 2
81+	B1	Second Test
	B1+	Second Test

Below are five examples of the question-types from the Placement Test:

- My father doesn’t like \_\_\_\_\_ basketball.  
A play B to playing C playing
- Sally left school \_\_\_\_\_ 1992.  
A in B on C at
- ‘\_\_\_\_\_ you been to New York before?’ ‘No, this is the first time.’  
A Had B Has C Have
- Let’s go to a restaurant. We don’t have \_\_\_\_\_ to cook for dinner.  
A nothing B anything C something
- She \_\_\_\_\_ me if I could teach her Italian.  
A said B told C asked

## 5.2 Versant English Placement Test (Second Test)

Those candidates who achieve a score of 81 or more in the MEF ELPP placement test will go on to take the Pearson Versant English Placement Test (VEPT). This test will determine whether students should enter the Preparatory Program at Level 2, Level 3, Level 4, or Pre-Faculty Level, or whether they have sufficient English to enter their faculty program.

The VEPT is a 50-minute computer-based test with nine sections. It tests reading, writing, listening, and speaking and is aligned to the Council of Europe's Common European Framework of Reference. Scores range from 20 to 80.

The following is a link to a demo version of the test, which shows what kind of questions appear in each part of the test:

[http://www.versanttest.com/salesdemo.jsp?video=versant\\_english\\_placement](http://www.versanttest.com/salesdemo.jsp?video=versant_english_placement)

**Note: Only scores from the test given at MEF Campus in Maslak or from the online VEPT run by MEF University will be accepted.**

See below for score bandings and MEF ELPP alignment.

VEPT (20 – 70)	ELPP Level/Faculty
41 or less	Level 2
42 – 47	Level 3
48 – 51	Level 4
52 – 55	Pre- Faculty
56+	Faculty

## 5.3 Level changes

If a student feels that they have been placed in the incorrect level they must submit a petition to the ELPP office within the first four days of classes. Based on instructor input, the student will then be asked to complete a timed piece of writing, and have a spoken interview with an ELPP Coordinator. Based on this evidence, a decision will be made as to whether the student should be moved to a different level or remain in the same level. This decision is final and can only be made in Module 1 after the placement exams. Level changes will be effective from the sixth lesson of Module 1. There will be no level changes made after this.

## 5.4 External Exams accepted

If a student is able to present any of the following external exam results and certificates, they are exempt from Round One and Round Two of ELPP testing and can enter their Faculty programme immediately:

Exam	Result	Taken within...
TOEFL IBT	80 (minimum 20 in each section)	...the last two years
CPE	C	...the last three years
CAE	B	...the last three years
KPDS/UDS/YDS	67	...the last three years
PTE-Academic	59	...the last three years

## 6. ELPP structure and levels

The goal of the ELPP is to ensure students achieve an acceptable level of English in order to succeed in completing their undergraduate education. Students receive 20 hours per week of class-based instruction and must complete online tasks before and after class each day. As part of the 20 hours, students may also have tutorials with instructors to focus on specific needs - in small groups, individually, or as a class.

## 6.1 Structure – Modular System

The MEF English Language Preparatory Program uses a modular system which consists of four 38-day modules and one summer module. After 38 days of instruction, students have a short break before the next module starts.

There are five levels: Level 1 – Pre-Faculty Level. If a student starts from Level 1, for example, that student has the opportunity to finish all five levels by the end of Summer School, although it is more likely that they will need to return to the ELPP in their second year to complete the Levels. In the 2018-2019 academic year 40% of students who started at Level 1 completed all ELPP Levels in one year.

This is to be expected, as progressing from A1, or in some cases pre-A1, to a B2 level in ten months is not easy for the majority of learners, and is why it is possible to have up to two years in a university English preparatory program in Turkey.

Students who start the ELPP at Level 1 and pass all levels successively to reach Pre-Faculty Level at the start of Summer School are entitled to free Summer School. All other students must pay for Summer School should they choose to attend.

## 6.2 Description of levels

Students are placed in one of the five levels based on their results from the Placement Testing at the beginning of the academic year. In order for a student to complete the English Language Preparatory Program and begin their faculty studies, that student must successfully complete Pre-Faculty Level. Any student that completes Pre-Faculty Level mid-semester (at the end of Module 1 or the end of Module 3) has the opportunity to take an elective course in the second half of the semester (Module 2 and Module 4). Students who successfully complete Pre-Faculty in Module 1 or Module 2 can start their faculty programme at the start of the second semester.

**Level 1** – Students who do not have any or have very little knowledge of English (CEFR pre-A1 and A1) are placed in this level at the beginning of the academic year. Students who start the ELPP at this level must pass Level 1, Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 1, students will be expected to be able to:

- Understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
- Introduce him/herself and others, and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has.
- Interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

**Level 2** – Students who have a basic knowledge of English (CEFR A2) are placed at this level. Students who start the ELPP at this level must pass Level 2, Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 2, students will be expected to be able to:

- Understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

**Level 3** – Students whose English level is at Intermediate (CEFR B1) are placed at this level. Students who start the ELPP at this level must pass Level 3, Level 4, and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 3, students will be expected to be able to:

- Understand the main points of clear standard input on familiar topics regularly encountered in work, school, leisure, etc.
- Deal with most situations likely to arise whilst travelling in an area where the English language is spoken.
- Produce simple connected text on topics which are familiar or of personal interest.
- Describe experiences and events, dreams, hopes and ambitions, and briefly give reasons and explanations for opinions and plans.

**Level 4** – Students whose English level is at low Upper-Intermediate (CEFR B2-) are placed at this level. Students who start the ELPP at this level must pass Level 4 and Pre-Faculty Level successively to complete the program.

Upon successful completion of Level 4, students will be expected to be able to:

- Understand the main ideas of complex texts and identify particular viewpoints of the writers.
- Communicate comfortably and expressively in general social situations.
- Display a developing competence in the expression of opinions, views and ideas, both written and spoken.

**Pre-Faculty Level** – Students whose English level is at Upper-Intermediate (CEFR mid-B2) are placed at this level. Students who start the ELPP at this level must pass Pre-Faculty Level to complete the program.

Upon successful completion of Pre-Faculty Level, students will be expected to be able to:

- Listen to and understand a live or recorded lecture or presentation and take effective notes
- Construct a basic academic argument, and use strategies to manage a conversation
- Give an academic presentation using an outline or notecards
- Understand academic texts written for a general audience
- Write a variety of academic-style paragraphs and summaries

## 7. Materials

### 7.1 Course books

MEF ELPP uses course materials published by Pearson. Course materials are alternated each module to allow students access to a variety of resources, and to avoid repeating the same materials in the next module.

Course books and online materials codes must be purchased at the beginning of the academic year. The University has negotiated specially discounted prices and materials are sold in level-specific packages. This means that there is only one payment to be made at the beginning of the academic year. Prices for students beginning at each of the five ELPP levels are as follows:

Level 1: 1380TL

Level 2: 1160TL

Level 3: 1000TL

Level 4: 780TL

Pre-Faculty Level: 590TL

Once students know their starting level in ELPP, they will be able to order and pay for their books online through a link on the MEF University website. Students must also provide an address to which their books will be cargoed.

NB: Students will not receive all of their books at the beginning of the year. They will receive the relevant book(s) at the beginning of each module, by cargo. If your address changes during the year, please let the ELPP Student Liaison, Neslihan Özbek, know your new address ([ozbekn@mef.edu.tr](mailto:ozbekn@mef.edu.tr)).



There is no extra charge for cargoing.

It is *essential* that students purchase these packages as they include unique codes which students will need for the online elements of their ELPP courses. Pirated or second-hand course books will not have these codes, and students will automatically miss out on up to eight percent of their course grade.

Students also need to work through a writing booklet each course. These will be shared digitally with students by their instructors.

### 7.2 Online practice materials

Students must complete online practice activities and tests throughout the courses. These are accessed through Pearson’s MyEnglishLab and are compatible with a computer, tablet or smartphone. Instructions for how to access the materials will be given at the start of each module.

In addition, students at all levels must complete a certain number of online reading texts and activities each week. These texts are accessed through Globed’s Achieve3000 platform. This extra reading practice not only helps to further develop general reading skills and vocabulary, but also provides exposure to some faculty-specific language.

Both Pearson’s MyEnglishLab and Globed’s Achieve3000 require unique codes in order for students to be able to access them. These codes are ONLY available as part of the materials packages which must be purchased using the link on the MEF University website.

Many activities in class involve using online materials or apps, so make sure you bring a device with you to lessons. For many of these online activities, a smartphone screen is too small, so it’s recommended that students bring a tablet.\*

(\* Given the ongoing pandemic situation, students must expect to be doing at least some of their ELPP lessons online. It is essential that students have a reliable laptop or desktop computer at home for this purpose. Computers must be equipped with a good quality camera and microphone, and we strongly advise the use of good quality headphones with a built in microphone. It is also the students’ responsibility to ensure reliable internet connection).

There are also videos and activities that students must watch and complete before class, and end of unit tests. These are accessed through students’ course content folders in Blackboard. Instructions for how to access Blackboard will be given at the start of the academic year. Students will be added to the relevant course at the beginning of each module.

Level at start of Module 1	Materials	Result	Level at start of Module 2
L1	Cutting Edge Elementary	Fail	L1
		Pass	L2
L2	Cutting Edge Pre-Intermediate	Fail	L2
		Pass	L3
L3	Cutting Edge Intermediate	Fail	L3
		Pass	L4
L4	Cutting Edge Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Electives

Level at start of Module 2	Materials	Result	Level at start of Module 3
L1	Speak Out Elementary	Fail	L1
		Pass	L2
L2	Speak Out Pre-Intermediate	Fail	L2
		Pass	L3
L3	Speak Out Intermediate	Fail	L3
		Pass	L4
L4	Speak Out Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

Level at start of Module 3	Materials	Result	Level at start of Module 4
L1	Cutting Edge Elementary	Fail	L1
		Pass	L2
L2	Cutting Edge Pre-Intermediate	Fail	L2
		Pass	L3
L3	Cutting Edge Intermediate	Fail	L3
		Pass	L4
L4	Cutting Edge Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Electives

Level at start of Module 4	Materials	Result	Level at start of Summer School*
L1	Speak Out Elementary	Fail	L1
		Pass	L2
L2	Speak Out Pre-Intermediate	Fail	L2
		Pass	L3
L3	Speak Out Intermediate	Fail	L3
		Pass	L4
L4	Speak Out Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty in Sept.

\* Levels 4 and Pre-Faculty are offered for Summer School, but will only run if a minimum of 10 students register.

Level at start of Summer School*	Materials	Result	Level at start of new academic year
L1	Cutting Edge Elementary	Fail	L1
		Pass	L2
L2	Cutting Edge Pre-Intermediate	Fail	L2
		Pass	L3
L3	Cutting Edge Intermediate	Fail	L3
		Pass	L4
L4	Cutting Edge Upper-Intermediate	Fail	L4
		Pass	Pre-Faculty
Pre-Faculty	Leap 2 Reading&Writing, Listening&Speaking	Fail	Pre-Faculty
		Pass	Faculty

\* Level 4 and Pre-Faculty Level are offered for Summer School, but will only run if a minimum of 10 students register.

## 8 Assessment

### 8.1 Assessment at Levels 1, 2, 3, and 4

Students are continuously assessed throughout their courses. There are three areas that feed into their final course grade:

- Skills and language assessments
- Online work
- Classroom participation

Quizzes and assessments Levels 1 - 4	Total %	Module total %
• <b>2 vocab quizzes</b>	4.5%	75%
• <b>2 grammar quizzes</b>	4.5%	
• <b>2 reading assessments</b>	14%	
• <b>writing booklet assessments</b> (ongoing)	4%	
• <b>2 writing assessments</b>	15%	
• <b>2 listening assessments</b>	14%	
• <b>1 video project</b>	4%	
• <b>2 speaking assessments</b>	15%	
<b>Online work</b> (assigned daily/weekly to be completed on Blackboard, Pearson's MyEnglishLab, and Globed's Achieve300)	15%	15%
<b>Classroom participation</b> (every two weeks)	10%	10%

In order to achieve a '**Clear pass**' students must achieve a course total of 68% or more. Students achieving a course total of between 64% and 68% will be awarded a '**Conditional pass**' to the next level. At the next level, they must achieve a course total of 66% or more to keep going. If they get less than 66%, they must repeat the level which they conditionally passed into.

#### 8.1.1 In-class quizzes and assessments, Levels 1 – 4

- Quizzes and assessments are worth 75% of a student's overall grade. By assessing students regularly throughout the module, instructors keep track of student progress and are better able to provide extra support if needed. Students can monitor their own progress as well.
- Scores from all quizzes and assessments are entered into the Blackboard gradebook so students can see all of their scores in one place.
- If a student is absent for a quiz or assessment, they receive "0" (zero) unless they supply a valid medical/ approved absence report, in which case the score will be exempted from their gradebook. There are no make-up quizzes and assessments.
- Students will be given the opportunity to see their marked quiz and assessment papers for feedback. This is done in small groups with the instructor for a number of days after the quiz/assessment. After that time, it will not be possible to see the paper again.

#### Grammar and Vocabulary quizzes

Students are given two grammar and two vocab quizzes during a module. The quizzes include areas that have been covered by the course in the preceding lessons and aim to encourage students to be constantly reviewing what they are learning. Grammar and vocab quizzes are delivered together on the same day.

#### Reading, Writing, Listening, Speaking assessments

There are two assessments for each skill during the module. Speaking assessments are conducted in groups of three or two students with one instructor, and are recorded. There is also a speaking video project which must be submitted on the 33<sup>rd</sup> day of the module. Writing is assessed through the ongoing use of writing booklets and two in-class Writing assessments.

Writing and Speaking assessments are graded using standardised rubrics.

(\*If classes are held partly online and partly face-to-face, or 100% online during the 2020-2021 academic year, all assessments will be delivered online. Your instructor will share information with you about how this will happen. It is essential that you follow those instructions very carefully)

### 8.1.2 Online assessment, Levels 1 – 4

The online element prepares students for a Flipped Learning environment, and is worth 15% of a student's overall grade. Before most classes, students watch a video on Blackboard and complete a task.

Each week there are online post-class practice activities for students to complete on MyEnglishLab (MEL). The practice activities can be done an unlimited number of times. The instructor transfers students' average scores into the Blackboard gradebook.

Each time two or three units of the coursebook have been completed, students complete an end of unit grammar test in Blackboard.

Students are expected to read and answer questions for five articles per week in Globed's Achieve3000 online reading platform. These articles aim to improve students' reading skills, and provide exposure to the kind of vocabulary they will need in their faculty courses.

Scores for tasks and tests completed in Blackboard appear automatically in a student's Blackboard gradebook. Scores from MEL are entered by the instructor after each unit of online work is completed. Achieve3000 grades are also entered by the instructor, each week. This means that students can constantly track their online performance throughout a module. The 15% weighting of online grades is broken down as follows:

- Pre-class videos + tasks (Blackboard) = 4%
- Post-class practice (MEL) = 4%
- End of unit tests (Blackboard) = 3%
- Achieve3000 reading = 4%

All online activities and tests have due dates. Students must complete the activities before the due date. Due dates are clearly marked in the day-by-day breakdown of the module which instructors make available to students at the start of each module. This document is also accessible within Blackboard. If classes are cancelled for any reason (e.g. snow day), these due dates DO NOT change. ***It is each student's responsibility to keep track of these due dates.***

### 8.2 Assessment at Pre-Faculty Level

The Pre-Faculty Level is designed to introduce students to academic language skills and competencies which will help them when they begin their faculty studies. For this reason, the format of the assessments at this level are different from Levels 1 – 4.

	Total %		Module total %
<b>Project work</b> <ul style="list-style-type: none"><li>• Project stages</li><li>• Poster</li><li>• Poster presentation</li></ul>	5%	15%	75%
	5%		
<b>2 Listening and Note-taking assessments</b>	5%		
<b>2 Reading and Writing assessments</b>	23%		
<b>4 Vocab tests in Blackboard</b>	23%		
<b>1 Speaking assessment</b>	4%		
<b>Online work</b> (assigned daily/weekly to be completed on Blackboard and Globed's Achieve3000)	10%		15%
<b>Classroom participation</b> (every two weeks)	15%		10%

#### 8.2.1 Project work, Pre-Faculty Level

The project work is based on the United Nations Sustainable Development Partnership goals. Students work in project teams to choose one goal and work through a series of project steps, towards a poster and presentation.

- Three graded project steps (5% total). Students are awarded 0 (not done), 1 (meets less than half of the criteria), 2 (meets half of the criteria), 3 (meets most of the criteria), or 4 (meets almost all of the criteria). The criteria will be shared with students at the start of the course
- Poster (5%). This is graded using rubric
- Presentation (5%). This is graded using rubric

### **8.2.2 Listening and Note-taking assessments, Pre-Faculty Level**

Two Listening&Note-taking assessments (12.5% each). In order to help you in this area, you will get access to a demo L&NT assessment early on in your Pre-Faculty course. This is not assessed. You will then be assessed twice for L&NT during the module (L&NT1-A, and L&NT1-B). Whichever one of these you get a lower grade in will be exempted, only your higher grade will count towards your Course Total. The L&NT2 is delivered at the end of the course, and counts towards your Course Total.

- A lecture video is made available in Blackboard for the first 20 minutes of the assessment period
- Students watch and listen and take notes
- Once the video has closed, comprehension questions are shared. Students have 20 minutes to answer the questions, using their notes
- Students are graded on their comprehension answers, not on their notes

### **8.2.3 Reading and Writing assessments, Pre-Faculty Level**

Two Reading&Writing assessments (12.5% each). In order to help you in this area, you will get access to a demo R&W assessment early on in your Pre-Faculty course. This is not assessed. You will then be assessed twice for R&W during the module (R&W1-A, and R&W1-B). Whichever one of these you get a lower grade in will be exempted, only your higher grade will count towards your Course Total. The R&W2 is delivered at the end of the course, and counts towards your Course Total.

- A reading text is made available in Blackboard three days before the assessment day until just before the start of class on assessment day
- In class on assessment day, students answer 2 short-answer questions about the text (4 points total), and a longer response writing (16 points)

### **8.2.4 Speaking assessment, Pre-Faculty Level**

One Speaking assessment (10%). The Speaking assessment is conducted in groups of three or two students with one instructor, and is recorded.

(\*If classes are held partly online and partly face-to-face, or 100% online during the 2020-2021 academic year, all assessments will be delivered online. Your instructor will share information with you about how this will happen. It is essential that you follow those instructions very carefully)

### **8.2.5 Online work, Pre-Faculty Level**

- Blackboard pre-class video tests (5%). Grades automatically recorded in Bb Grade Centre
- Blackboard UNSDP video tests (3%). Grades automatically recorded in Bb Grade Centre
- Achieve3000 (7%). Students are expected to complete eight articles per week with scores of 75% or more. They are free to choose which articles they do. Grades will be transferred from Ach3000 grade report to Bb Grade Centre on Ach3000 grading days. Grades awarded as follows:
  - 1 article 75% or more: 12.5%
  - 2 articles 75% or more: 25%
  - 3 articles 75% or more: 37.5%
  - 4 articles 75% or more: 50%
  - 5 articles 75% or more: 62.5%
  - 6 articles 75% or more: 75%
  - 7 articles 75% or more: 87.5%
  - 8 articles 75% or more: 100%

Students at Pre-Faculty Level need to achieve a course total of 65% or more in order to pass the

course, and complete their studies in the ELPP.

Electives are run in Modules 2 and 4 and are open to students who have passed Pre-Faculty Level in Modules 1 and 3.

### 8.3 Classroom participation, all levels

The focus of lessons is on communicative practice of the language so students' active participation in the classroom is very important. English should be used at all times in class. Instructors give students classroom participation grades every two weeks, using standardised rubrics (see below). Classroom participation is worth 10% of the student's overall grade.

Criteria	4 Above Standard	3 Standard	2 Below Standard	1 Far Below Standard	0
<p><b>Frequency of Spoken English</b>  <b>Aim:</b> Learner uses only English in classroom.</p>	<ul style="list-style-type: none"> <li>- English is used in all task related interactions, peer-to-peer and student-to-instructor.</li> <li>- English is used in all non-task related interactions, peer-to-peer and student-to-instructor.</li> <li>- L1 is only used to translate/explain key vocabulary/grammar to peers when needed.</li> </ul>	<ul style="list-style-type: none"> <li>- English is used in most task related interactions, peer-to-peer and student-to-instructor.</li> <li>- English is used in most non-task related interactions, student-to-instructor.</li> <li>- L1 is used in non-task related interactions, peer-to-peer.</li> <li>- Learner makes an effort before using L1.</li> </ul>	<ul style="list-style-type: none"> <li>- Both English and L1 are used in task related interactions, peer-to-peer and student-to-instructor.</li> <li>- L1 is used in non-task related interactions, peer-to-peer and student-to-instructor.</li> <li>- Learner makes some effort before using L1.</li> </ul>	<ul style="list-style-type: none"> <li>- L1 is dominant in task-related interactions, peer-to-peer and student-to-instructor.</li> <li>- L1 is dominant in non-task related interactions, peer-to-peer and student-to-instructor.</li> <li>- Learner makes little effort before using L1.</li> </ul>	<ul style="list-style-type: none"> <li>- English is hardly ever used in class.</li> <li>- Learner makes no effort before using L1.</li> </ul>
<p><b>Use of English Language</b>  <b>Aim:</b> Learner uses language they've previously been exposed to accurately and fluently and consistently experiments with the range of new language.</p>	<ul style="list-style-type: none"> <li>- Learner makes use of a wide range of vocabulary, tenses and structures, appropriate to their level.</li> <li>- Learner attempts to use, develop and expand the target language.</li> <li>- Learner uses complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner makes use of a variety of vocabulary, tenses and structures, appropriate to their level.</li> <li>- Learner attempts to use the target language.</li> <li>- Learner uses complete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner makes use of a limited range of vocabulary, tenses and structures, below their level.</li> <li>- Learner attempts to use some of the target language.</li> <li>- Learner uses partially complete sentences (missing parts of speech).</li> </ul>	<ul style="list-style-type: none"> <li>- Learner makes use of a very limited range of vocabulary, tenses and structures, far below their level.</li> <li>- Learner doesn't attempt to use the target language.</li> <li>- Learner uses incomplete sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner makes no use of target language.</li> </ul>
<p><b>Task Performance</b>  <b>Aim:</b> Learner consistently participates in all tasks and stages of the lesson and encourages peers to extract full value from all tasks and</p>	<ul style="list-style-type: none"> <li>- Learner completes all given tasks (in and out of class).</li> <li>- Learner executes tasks according to instructions.</li> <li>- Learner's performance is beyond the basic requirements.</li> <li>- Learner is task-focused and engaged.</li> <li>- When working in groups, learner's contributions elevate</li> </ul>	<ul style="list-style-type: none"> <li>- Learner completes all in-class tasks.</li> <li>- Learner completes most out-of-class tasks.</li> <li>- Learner executes tasks according to instructions.</li> <li>- Learner is task-focused and engaged.</li> <li>- When working in groups, learner contributes to completion of the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner completes some given tasks (in and out of class).</li> <li>- Learner partially executes tasks according to instructions.</li> <li>- Learner is sometimes distracted or off task.</li> <li>- When working in groups, learner is passive in completing the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner completes some of given tasks (in and out of class).</li> <li>- Learner does not execute tasks according to instructions.</li> <li>- Learner is frequently distracted or off task.</li> <li>- When working in groups, learner does not contribute to completion of the task.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner does not complete activities (in or out of class).</li> </ul>

activities.	quality of work.				
<p><b>Classroom Interaction</b>  <b>Aim:</b> Learner is consistently attentive, respectful, encouraging and supportive of all members of the class.</p>	<ul style="list-style-type: none"> <li>- Learner has an active and/or positive approach to learning.</li> <li>- Learner has an encouraging approach towards peers, affecting group dynamics positively.</li> <li>- Learner listens to peers when working in pairs or groups.</li> <li>- Learner listens carefully when instructions are being given.</li> <li>- Learner is polite and respectful.</li> <li>- Learner attends all lessons with all necessary materials and devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner has an active and/or positive approach to learning.</li> <li>- Learner has a polite approach towards peers.</li> <li>- Learner listens to peers when working in pairs or groups.</li> <li>- Learner listens carefully when instructions are being given.</li> <li>- Learner is polite and respectful.</li> <li>- Learner attends most lessons with necessary materials and devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner is present, but not engaged in learning.</li> <li>- Learner does not willingly interact with peers.</li> <li>- Learner sometimes listens to peers when working in pairs or groups.</li> <li>- Learner sometimes listens when instructions are being given.</li> <li>- Learner demonstrates impatience and disinterest.</li> <li>- Learner attends most lessons with necessary materials and devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner has a negative approach towards learning.</li> <li>- Learner has an impolite approach towards peers, affecting group dynamics negatively.</li> <li>- Learner demonstrates impatience and disinterest.</li> <li>- Learner is disruptive in class.</li> <li>- Learner attends most lessons unprepared, without necessary materials and devices.</li> </ul>	<ul style="list-style-type: none"> <li>- Learner has none or very limited interaction with peers and/or instructors.</li> <li>- Learner's attitude is inappropriate.</li> </ul>

## 9. Behaviour and Discipline issues

### 9.1 Attendance

Regular attendance in class is required. Students are permitted to miss 10% (15 hours) of classes with no reason called **unexcused absences**, and 10% (15 hours) with valid medical reports called **medical absences**. Other absences (e.g. representing the University at a sporting event) must be approved by the ELPP Student Liaison, and are called **excused absences**.

Students must be punctual and arrive on time for class, and return to class on time after breaks. Late arrivals will be marked as 'L' in the register. A student is permitted three (3) late arrivals - after that ANY late arrival will count as one hour absent. If a student is more than 15 minutes late, they are marked 'absent' for that hour of class.

Student absence hours and late arrivals are entered daily into the Blackboard gradebook, and in this way students can track their own attendance.

***Students who exceed the permitted hours of absence will not be eligible to sit the assessments which are delivered on the final few days of a module*** (exceptional circumstances will be considered on submission of a petition).

If you do exceed your absence hours you must submit a written petition with a supporting document. Valid reasons include:

- an extended ongoing medical issue. You must provide a note from your doctor which states this.
- death in your family. You must provide a copy of the death certificate.
- serious illness in the family. You must provide a note from the family member's doctor.
- required appearance at court. You must provide the court document.

Your petition and supporting document must be submitted to the Prep Admin Office during the last week of the Module. You will be informed whether your petition has been approved or not before the final assessments.

Petitions without supporting documents will not be accepted.

The following are not valid reasons for exceeding absence hours:

- I missed the bus/metro/ferry
- The traffic was bad
- I left my wallet/tablet/book at home so had to go back for it

For online lessons, in case of internet connection problems, you must send a screenshot/other evidence showing the problem (including the date and the time) to the ELPP Student Liaison, Neslihan Özbek ([ozbekn@mef.edu.tr](mailto:ozbekn@mef.edu.tr)) in order for your absence to be excused. However, remember that it is students' responsibility to make sure they have reliable internet connection for online lessons.

**You have 15 hours which you are allowed to miss for these kind of emergencies. If you do not miss class hours unnecessarily then you will have the hours available to miss class when you need them due to an emergency.**

### **9.2 Medical reports**

If a student has a medical report, they must send it to the ELPP Student Liaison, Neslihan Özbek ([ozbekn@mef.edu.tr](mailto:ozbekn@mef.edu.tr)), within three working days of the end of the report duration, and only from the issuing hospital, either private or state. **Medical reports from Sağlık Ocağı, Aile Hekimliği or Tıp Merkezi will not be accepted.**

If a student misses a quiz or assessment due to illness and has a valid medical report, the grade for that quiz or assessment will be exempted from the student's grade-book.

### **9.3 Cheating and plagiarism**

Cheating and plagiarising in the academic environment is an **extremely** serious offence and will NOT be tolerated. If a student cheats or plagiarises (in ANY assessed work), they will receive a zero (0) for that assessment. Cheating/plagiarising includes any of the following:

- copying answers or text, or parts of text from another student
- taking photographs of quizzes, assessments, exams
- being in possession of photographs of quizzes, assessments, exams
- copying or memorising and reproducing another person's work without citing the original author appropriately
- accessing an unapproved webpage during an assessment
- accessing a staff member's Blackboard account to change grades

***CHEATING OR PLAGIARISM OF ANY KIND CAN RESULT IN SUSPENSION FOR ONE SEMESTER.***

## **10. Timetable and scheduling of classes**

Due to the current ongoing pandemic, the timing and scheduling of classes will vary according to the situation. At the time of writing, we are planning for a hybrid model of classes (a mixture of face-to-face and online). Half of each section will attend face-to-face classes in the mornings, and the other half in the afternoons. All students in a section will attend the online lessons at the same time. Students will be assigned to the morning or afternoon face-to-face sessions by the ELPP Director. If they want to change to the other session (permanently), they must find someone in their section to switch with, and they must inform their instructor. Switching back and forth during a module will not be permitted.



### Face-to-face scheduling:

	Monday	Tuesday	Wednesday	Thursday	Friday
0900-1100	L1 & L2 AM	L1 & L2 AM	L1 & L2 AM	L3, L4, P-F AM	L3, L4, P-F AM
1115-1200	L1 & L2 AM tutorials	L1 & L2 AM tutorials	L1 & L2 AM tutorials	L3, L4, P-F AM tutorials	L3, L4, P-F AM tutorials
1300-1500	L1 & L2 PM	L1 & L2 PM	L1 & L2 PM	L3, L4, P-F PM	L3, L4, P-F PM
1515-1615	L1 & L2 PM tutorials	L1 & L2 PM tutorials	L1 & L2 PM tutorials	L3, L4, P-F AM tutorials	L3, L4, P-F AM tutorials

### Online scheduling:

	Monday	Tuesday	Wednesday*	Thursday	Friday**
0900-0945 1000-1045 1100-1145	L3, L4, P-F	L3, L4, P-F	L3, L4, P-F (1000-1045, 1100-1145)	L1 & L2	L1 & L2
1230-1315 1330-1415	L3, L4, P-F	L3, L4, P-F	L3, L4, P-F	L1 & L2	L1 & L2 (1400-1445 1500-1545)

Any changes to the scheduling and timing of classes will be communicated by email and through the Announcements page in students' Blackboard courses.

## 11. Feedback or Issues

Feedback from students is collected regularly throughout the year. In week three of each module, students are asked to complete a short feedback survey, to ensure learner needs are being met in all the sections. There is also a feedback survey to complete at the end of each module which gathers more detailed information about satisfaction with the course and ELPP as a whole.

All staff are open to receiving and acting on student feedback. If students have questions or issues to discuss, they should first approach their instructor. If the issue is not resolved satisfactorily, they can speak to the Student Liaison, the Director, or the Operations Director.

## 12. Communication

Course communication is done through Blackboard and MEF email accounts. Instructors ensure that all students are able to access their Blackboard courses and MEF email accounts at the start of the academic year.

There are also general University messages and announcements sent out on Facebook and Twitter, and on the webpage:

Facebook: MEF Üniversitesi

Twitter: @MEFuniversitesi

Webpage: [www.mef.edu.tr](http://www.mef.edu.tr)

## 13. General Information

### 13.1 MEF University Nurse

The nurse is available to students for treatments of minor illnesses and injuries, or to give advice on medicines.

Nurse: Çiğdem Kevser Saraç

Email: [saracc@mef.edu.tr](mailto:saracc@mef.edu.tr)

Tel: 0533 545 5216 or 0212-395-3645 (or from University phone: 3645)

Working hours: 8:00 – 17:00

Clinic location: opposite the entrance of the canteen, C Block, 1<sup>st</sup> floor

### 13.2 Psychological Counselling Services

The University's psychological counsellor is available to provide students with confidential assistance on personal matters. These may include issues related to anxiety, depression, stress, family and friendship relations, academic difficulties, adaptation problems, dilemmas and difficult decisions, substance and alcohol abuse and eating disorders.

An appointment is needed to visit the counsellor and these are 50 minutes in length. If appropriate, group sessions can be arranged.

Counselor: Gülsevin Şen

Email: [sengu@mef.edu.tr](mailto:sengu@mef.edu.tr)

Tel: 0533 725 1114

Working hours: Monday and Wednesday 8:30 – 13.30

Clinic location: opposite the entrance of the canteen, C Block, 1<sup>st</sup> floor

### 13.3 Student Services

Student Services can assist you with the following:

- your MEF email account
- your library account
- your student ID card
- documents for IETT student card application
- registration for faculty courses
- internal and external transfers
- applications for academic leave or withdrawal from the University

Student Services Director: Barış Keser

Email: [keserb@mef.edu.tr](mailto:keserb@mef.edu.tr)

Working hours: 09:00 – 17:00

Location: A Block, 2<sup>nd</sup> floor

Student Services Team:

Aşlıhan Üser: [usera@mef.edu.tr](mailto:usera@mef.edu.tr)

Pelin İnan: [inanp@mef.edu.tr](mailto:inanp@mef.edu.tr)

Fulya Öztürk: [ozturkfu@mef.edu.tr](mailto:ozturkfu@mef.edu.tr)

Working hours: 0900 – 1700

Location: A Block, 2<sup>nd</sup> floor

Registrar's Office: [students@mef.edu.tr](mailto:students@mef.edu.tr)

### 13.4 Blackboard Support

For issues related to Blackboard access or use, contact the Blackboard Support Team.

Blackboard Support Team: [bbsupport@mef.edu.tr](mailto:bbsupport@mef.edu.tr)

This team is headed by the CELT Associate Director, Dinçer Özoran

Email: [ozorand@mef.edu.tr](mailto:ozorand@mef.edu.tr)

Working hours: 09:00 – 17:00

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Location: A Block, 1st Floor, Room 107

### **13.5 The Centre of Excellence in Learning and Teaching (CELT)**

The CELT provides support to all MEF university students regarding advice on study skills, information about flipped classroom learning approach, as well as guidance on using library services. There is a student drop-in centre where students may go to for extra help with study strategies and resources.

Director CELT: Dr. Caroline Kurban

Email: [kurbanc@mef.edu.tr](mailto:kurbanc@mef.edu.tr)

Working hours: 09:00 – 17:00

Location: A Block, 1st Floor, Room 107

#### **13.5.1 The MEF Writing and Speaking Centre**

The MEF Writing and Speaking Centre is part of the CELT and are available for students from any discipline, academic level or ability to get support with their writing and speaking, from specific assignments to general writing or speaking skills.

MEF Writing and Speaking Centre Coordinator: A. Ertuğrul Akyol

Email: [akyole@mef.edu.tr](mailto:akyole@mef.edu.tr)

Working hours: 0900 – 1700

Location: A Block, 1st Floor, Room 107

### **13.6 Student Clubs**

Our university has a Sports and Clubs Activities Coordinator to support the development of cultural and social aspects. All student clubs and sports teams are supported by our coordinator for the activities they perform throughout the year. MEF University teams and clubs include:

#### **Sports Teams:**

- Chess
- Sailing
- Volleyball
- Basketball
- Football
- Futsal
- Table Tennis
- Swimming
- Snowboard
- Ski
- Climbing and Outdoor Sports
- Fencing
- Beach Volleyball
- E-sports (LoL, DotA, CS)

#### **Student Clubs:**

- Business Club
- Social Responsibility Club
- Startup MEF
- Science Fiction Club
- Law Club
- MUN Club (Model United Nations)
- Theatre Club
- Debate Club
- Music Club
- Economy and Finance Club
- Turkish World Research Club
- Political Thought Platform
- IEEE Club

- Dance Club
- Photography Club
- Gastronomy Club
- School within University Club
- Cinema Club
- Literature Club
- Aviation Club
- Anime and Manga Club (AniMEF)

Apart from the existing student clubs and sports teams, students can apply to the coordinator according to their interests to establish new student clubs and sports teams.

Email: [aylin.engin@mef.edu.tr](mailto:aylin.engin@mef.edu.tr)

Working hours: 09:00 – 17:00

Location: A Block, 5th Floor

### **13.7 Cafeterias and UNIQ Mall**

There is a small cafeteria on the ground floor of A Block, as well as outside the library, 3<sup>rd</sup> floor of C Block, and outside the canteen on the 1<sup>st</sup> floor of C Block. There are also cafes and restaurants in UNIQ Mall, adjacent to the University, as well as a number of useful shops, including:

- MMM Migros
- Chemist
- Hairdresser

There is a multi-storey underground car park attached to the Mall.

### **13.8 MEF University shuttle bus service**

The University provides a free ring service from ITÜ Ayazağa Metro to the University campus. Departure times from the Metro and from the University can be found at the University web site:

[www.mef.edu.tr](http://www.mef.edu.tr)

### **13.9 Library**

The University library is on the 3<sup>rd</sup> floor of C Block and is open Monday – Friday, 0815 – 1700.

All information regarding the library, as well as access to the database, can be found on their website: <http://library.mef.edu.tr>

Library Director: Ertuğrul Çimen

Email: [cimene@mef.edu.tr](mailto:cimene@mef.edu.tr)

Tel: 0212 395 3647

Location: Library Mezzanine

### **13.10 Copy Centre**

Students have access to photocopying services in the University Copy Centre, which is located near the canteen on the 1<sup>st</sup> floor in C Block.