



Republic of Türkiye
Kahramanmaraş Sütçü İmam University
School of Foreign Languages
2026-2027 Academic Year B2 Pre-Faculty Module Assessment Map



COURSE OVERVIEW: The B2 Pre-Faculty Module transitions students from general language learners to autonomous academic practitioners by equipping them with the skills to critically extract and mediate complex information from academic texts. Students will systematically construct scholarly arguments in various essay formats using APA 7 standards and a formal register while navigating professional environments with high sociolinguistic and plurilingual awareness. Ultimately, it prepares future ELT and Translation and Interpreting professionals to facilitate conceptual understanding and bridge communication gaps in diverse academic and faculty settings.

COURSE LENGTH: The education in the module covers 16 hours of face-to-face lessons, lasting for 8 weeks.

MATERIALS: Final Draft 3 (Cambridge University Press), Academic Writing (Stephen Bailey) for mechanical drills, academic presentation materials prepared by the Program and Material Development Unit.

ASSESSMENT: In order for students to progress to the next level, their mid-course evaluation score must be at least **70 out of 100**. Only students who have not exceeded the mid-course attendance limit are eligible to take the end-of-course exam. The evaluation weightings are shown in the table below.

Table 1
Course Assessment Components

Assessment Type	%	Description
Project	20	Academic Research Presentation: A 10-minute presentation followed by a Q&A session on a topic related to the student's future major.
Midterm	30	Integrated Reading & Writing: Students read an academic text on a topic related to their future major and write a structured academic essay (such as a Responsive or Cause-Effect essay) based on a prompt.
End-of-Course Exam	40	Integrated Reading & Writing: Students prepare an annotated bibliography (15%) and a literature review (25%) on a topic related to their major.
In-class Assessment	5	Seminar Participation: Evaluation of the student's ability to engage in academic debates and give feedback to peers during the module.

Online Platform Activities	5	Academic Skills Lab: Completion of small assignments on citations, plagiarism awareness, and advanced search techniques.
Total	100	

ABSENTEEISM: Attendance is mandatory for students enrolled in the Foreign Language Preparatory Program. The maximum limit for absenteeism is 15% of the total contact hours for each course level. Students who fail due to non-attendance must repeat the course.

Measurement and Assessment - Learning Outcome Equivalency Table

Weeks	Assessment Implementation	Skill / Knowledge Area	Units	Learning Outcomes	Task Types
Week 4	Midterm (30%) (Sit-down) Integrated Reading & Writing	Academic Writing	1,2,3	• Unit 1: Produce a well-structured opinion essay using appropriate paragraph organization and academic formatting conventions; Write in an appropriate formal academic register. • Unit 2: Identify similarities and differences in texts; Write a responsive essay using cohesive devices and relevant supporting details. • Unit 3: Write a cause-and-effect essay with a clear thesis, logical organization, and supporting evidence.	Integrated Reading & Writing: Students read an academic text on a topic related to their future major and write a structured academic essay based on a prompt.
Week 7	In-class Assessment (5%)		7	Synthesize information from multiple written sources. Deliver concise academic briefings based on synthesized information. Use discipline-specific vocabulary accurately in presentations	Data-to-Text Briefings (Pair work): Give students raw visual data (graphs, tables, or charts) from their discipline and require them to orally or textually mediate the information for an expert student assembly.
Week 5	Online Platform Activities Academic Skills Lab (5%)	Online Interaction Written production	5	Summarize the main ideas of academic texts accurately. Paraphrase information while maintaining the original meaning.	Editorial Panel: Students independently read and write concise summaries of two discipline-specific academic articles related to their future major. They upload both summaries to the Perculus system

					(LMS) discussion board or assignment workshop module. Once submitted, assigned peers review and edit each other's drafts.
Week 8	Project (20%)	Oral/Written Production Mediation	3,4,6,7,8	Academic Writing • Unit 3: Explain causal relationships using accurate academic language. • Unit 4: Compare ideas critically by explaining similarities, differences, and their significance. • Unit 6: Support claims with logical reasoning and evidence; Use appropriate academic and discipline-specific vocabulary. • Unit 7: Synthesize information from multiple written sources to form cohesive arguments; Use and understand technical terminology specific to the student's field of study. <u>Unit 8:</u> Revise and edit academic essays for content, organization, language, and mechanics. Improve coherence, cohesion, and grammatical accuracy through self- and peer-editing. Apply genre conventions in the final version of an academic essay	Students will deliver an individual, formal 5-minute academic presentation (5 minutes of speaking followed by a 2-minute Q&A session) on a controversial issue or research question directly related to their future academic major.

			1–8 (Cumulative)	Academic Presentation The learning outcomes of the weeks bridge all B2 pre-faculty symposium goals into clear, accredited competencies spanning delivery, rhetorical structure, source synthesis, and live academic defense.	
Week 8	End-of-Course Exam (Take-home) (40%)	Academic writing	Units 1-8 (Cumulative)	These academic writing outcomes synthesize foundational competencies in source analysis, comparative evaluation, and evidence-based argumentation for higher education writing.	Annotated Bibliography: Students select peer-reviewed sources and draft formal APA 7 entries accompanied by critical evaluations summarizing and reflecting on the text. Literature Review Task: Students synthesize multiple peer-reviewed empirical or theoretical sources into a cohesive, thematic academic review, mapping out existing scholarly gaps, conflicting paradigms, and trajectories relevant to their future major (e.g., ELT methodology or translation studies).

Assessment Timeline

Week	Assessment & Exam Timeline
1	
2	
3	Presentation Project Announcement (Official Project Instruction Given)
4	MIDTERM EXAM • Format: Sit-down exam (Integrated Reading + Responsive or Cause-Effect Essay). Academic Presentation Topic & Source Approval Milestone: Students submit their specific research question and 2 preliminary academic sources to the instructor for approval.
5	End-of-Course Prep (Part 1): Draft • Source selection for the annotated bibliography • Draft Submission: Annotated Bibliography draft for peer review.

	Academic presentation Outline & Visual Aids Workshop: Sign-up sheets for the presentation slots are finalized. In-class workshop on structuring slides and verbally citing sources. Online Platform Activity Editorial Panel: Students independently read and write concise summaries of two discipline-specific academic articles related to their future major. They upload both summaries to the Perculus system (LMS) discussion board or assignment workshop module. Once submitted, assigned peers review and edit each other's drafts.
7	End-of-Course Exam (Part 1 Submission): • Final Annotated Bibliography (15%) due end of Week 7. In-class Assesment Data-to-Text Briefings (Pair work): Give students raw visual data (graphs, tables, or charts) from their discipline and require them to orally or textually mediate the information for an expert student assembly.
8	End-of-Course Exam (Part 2 Draft): • Literature Review Draft (25%) due.