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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Short Fiction I | ELIT 281 | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci, Leyla Çapan |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of the modern short story in the nineteenth century.  The course also aims to develop a taste for fiction through the reading, examination and discussion of several popular works. By the end of this course, students should gain both an understanding of the craft and an appreciation of the art and skill of the masters of the form. |
| **Content** | Commences with an overview of the short story; origins, early forms, historical background; the modern short story; its place in the world of fiction; differences and similarities with other forms of the genre; guidelines on how to read a short story; analysis terminology, interpretation and evaluation.  The focus is on “sting-in-the-tail” type of short story which does not fit the conventional plot structure in that it has almost no falling action following the climax. The resolution and/or the dénouement may very often be the final sentence of the story. Selections include works of some of the masters of the form. |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce the background, origin, earlier forms and development of the short story and to highlight various defining features of the modern short story. | 1-2  5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge necessary to enjoy, understand and discuss fiction in general and the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |
| 3) To develop an understanding of reader responses on different levels, for enjoyment, for interpretation and for evaluation. | 1-2  5-10 | 1,2,3 | A,C |
| 4) To equip the students with the terminology necessary to analyse and discuss fiction in general and the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |
| 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | The Short Story—Overview and Introduction: background & early forms: parable, fable and tale (“The Prodigal Son” & “The Widow of Ephesus”, etc.)  The Modern Short Story; Designs in Short Fiction |  |
| 3 | The Act of Reading Fiction: Understanding literature;  EXPERIENCE, INTERPRETATION, EVALUATION  “The Story of an Hour” by Kate Chopin (2 pp.) |  |
| 4 | The Elements of Fiction: Setting, plot, character, point of view, theme, etc.  “Mrs Bixby and the Colonel’s Coat” by Roald Dahl (5+ pp.) |  |
| 5 | “Mrs Bixby and the Colonel’s Coat” cont. |  |
| 6 | “Salesmanship” by Mary Ellen Chase (3 pp.) |  |
| 7 | “Charles” by Shirley Jackson (2 pp.) |  |
| 8 | MIDTERM EXAM (TENTATIVE)  Term Paper assignment and discussion |  |
| 9 | “Parson’s Pleasure” by Roald Dahl (7+ pp.) |  |
| 10 | “Parson’s Pleasure” cont. |  |
| 11 | “Parson’s Pleasure” cont. |  |
| 12 | “The End of the Party” by Graham Greene (3 pp.) |  |
| 13 | “Sredni Vashtar” by Saki (2 pp.) |  |
| 14 | “Be This Her Memorial” by Caradoc Evans (2 pp.) |  |
| 15 | “On Guard” by Evelyn Waugh (4 pp.) |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| Term Paper | 1 | 10 |
| Final Exam | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | X |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | X |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | X |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | X |  |  |
| 6 | Effective communication skills. |  |  | X |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | X |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | X |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total  Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Homework | 10 | 1.5 | 15 |
| Term Paper | 1 | 10 | 10 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.60 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Short Fiction II | ELIT 282 | Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci, Leyla Çapan |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of the modern short story in the nineteenth century.  The course also aims to develop a taste for fiction through the reading, examination and discussion of several popular works. By the end of this course, students should gain both an understanding of the craft and an appreciation of the art and skill of the masters of the form. |
| **Content** | Commences with an overview of the short story; origins, early forms, historical background; the modern short story; its place in the world of fiction; differences and similarities with other forms of the genre; guidelines on how to read a short story; analysis terminology, interpretation and evaluation.  The focus is on “speculative” fiction, a controversial term that eliminates the need for a separation between science fiction, fantasy, and horror and their own sub-genres. In speculative fiction the action of the story can take place in a culture that never existed, a world we know nothing of, or an earth that might have been or might be. We may also see the creation of complex societies and cultures as in the work of J.R.R. Tolkien’s creation of ‘Middle Earth’ in *The Lord of the Rings*. In good works nevertheless it is often the human condition that the author wants to analyse and say something about. Selections include works of some of the masters of the form. |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce the background, origin, earlier forms and development of the short story and to highlight various defining features of the modern short story. | 1-2  5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge necessary to enjoy, understand and discuss fiction in general and the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |
| 3) To develop an understanding of reader responses on different levels, for enjoyment, for interpretation and for evaluation. | 1-2  5-10 | 1,2,3 | A,C |
| 4) To equip the students with the terminology necessary to analyse and discuss fiction in general and the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |
| 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the the short story in particular. | 1-2  5-10 | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | The Short Story—Overview and Introduction: background & early forms: parable, fable and tale (“The Prodigal Son” & “The Widow of Ephesus”, etc.)  The Modern Short Story; Designs in Short Fiction |  |
| 3 | The Act of Reading Fiction: Understanding literature;  EXPERIENCE, INTERPRETATION, EVALUATION  “The Chaser” by John Collier (4 pp.) |  |
| 4 | The Elements of Fiction: Setting, plot, character, point of view, theme, etc.  The Modern Short Story; Designs in Short Fiction; Speculative Fiction  “The Monkey’s Paw” by W.W. Jacobs (4 pp.) |  |
| 5 | “The Monkey’s Paw” cont. |  |
| 6 | “The Reluctant Orchid” by Arthur C. Clarke (4 pp.) |  |
| 7 | Poem: Anonymous 16th century “The Demon Lover”  “The Demon Lover” by Elizabeth Bowen (4 pp.) |  |
| 8 | MIDTERM EXAM (TENTATIVE)  Term Paper assignment and discussion |  |
| 9 | “The Manuscript of Dr. Arness” by Gahan Wilson (2 pp.) |  |
| 10 | “The Lottery” by Shirley Jackson (4 pp.) |  |
| 11 | “The Lottery” cont. |  |
| 12 | “Its a Good Life” by Jerome Bixby (8 pp.) |  |
| 13 | “Its a Good Life” cont. |  |
| 14 | “Its a Good Life” cont. |  |
| 15 | “The Wheelbarrow Boy” by Richard Parker (1.5 pp.) |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| Term Paper | 1 | 10 |
| Final Exam | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | X |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | X |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | X |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | X |  |  |
| 6 | Effective communication skills. |  |  | X |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | X |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | X |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total  Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Homework | 10 | 1.5 | 15 |
| Term Paper | 1 | 10 | 10 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.60 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Mythology I  Selected Topics in Mythology II | CPLT 385  CPLT 386 | Fall Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Bahar Karlıdağ |
| **Instructors** | Bahar Karlıdağ, Oğuz Cebeci, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To introduce the basics of Classical Mythology to students so as to enable them to have a general idea of how mythology is used as a literary source in English literature |
| **Content** | The sources of Classical mythology, creation myths, gods and goddesses, tales of lovers and adventurers, earliest heroes, |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To be familiar with the sources of mythology | 1-5, 6-10 | 1,2,3 | A |
| 2) To acquiant the students with how stories that make up the general context of mythology have evolved over history and how they have changed with respect to the culture and author | 1-5, 6-10 | 1,2,3 | A |
| 3) To let the student carry out research on a certain subject of mythology so as to compile material from different sources both literary and nonliterary | 1-5, 6-10 | 1,2,3 | B, C |
| 4) To study the stories from different sources comparatively and analyze them | 1-5, 6-10 | 1,2,3 | A , C |
| 5) To make connections between basic motifs and themes inherent in Classical mythology so as to be able to trace their influence in English literature | 1-5, 6-10 | 1,2,3 | A |
| 6) To explore how mythology has been used as a source in English literature through examples | 1-5, 6-10 | 1,2,3 | A |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and requirements |  |
| 2 | How the world was created  The titans and the twelve great Olympians |  |
| 3 | The Lesser Gods of Olymus  The Gods of the Waters |  |
| 4 | The Underworld  The Lesser Gods of the World |  |
| 5 | The Two Great Gods of the Earth: Demeter and Dionysus |  |
| 6 | How Mankind Was Created |  |
| 7 | The Earliest Heroes: Prometheus and Io, Europa, The Cyclopes Polyphemus,  Flower Myths: Narcissus, Hyacinth, Adonis |  |
| 8 | Stories of Love and Adventure |  |
| 9 | Stories of Love and Adventure |  |
| 10 | The Quest of the Golden Fleece |  |
| 11 | Four Great Adventurers: Phaëton, Pegasus and Bellerophon,  Otus and Ephilates, Daedalus |  |
| 12 | Perseus |  |
| 13 | Theseus |  |
| 14 | Atalanta |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Edith Hamilton: *Mythology* |
| **Additional Resources** | [www.theoi.com](http://www.theoi.com); Robert Graves: *The Greek Myths* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | - | - |
| Quizzes | 3 | 30 |
| Presentation | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **X** |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15X Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms |  |  |  |
| Homework | 1 | 25 | 25 |
| Final examination | 1 | 10 | 10 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Comparative Literature I  II | CPLT 391  CPLT 392 | Fall  Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Mediha Göbenli Koç |
| **Instructors** | Mediha Göbenli Koç, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To discuss comparative literature from a historical point of view |
| **Content** | This course examines the concepts that have shaped the field of comparative literature. It will examine such topics as national literature, world literature, and post-colonial literature |

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| **Learning Outcomes** |  | **Teaching Methods** | **Assessment Methods** |
| 1)To explore the history of comparative literature. | 1,2,3,4,8,9 | 1,2,3 | B,C, D |
| 2) For the students to gain knowledge in the intellectual and cultural background of world literature and comparative literature, and to become equipped with the concepts and terminology used in the analysis of literary texts. | 1,2,3,4,7,8 | 1,2,3 | B,C, D |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of comparative literature. | 1,2,3,4,7,8 | 1,2,3 | B,C, D |
| 4)To analyse different definitions of “world literature”. | 1,2,3,4,10 | 1,2,3 | B,C, D |
| 5)To discuss and contrast different positions in comparative literature. | 1,2,3,4,7,9 | 1,2,3 | B,C, D |
| 6)To compare alternative views in literature. | 1,2,3,4,8 | 1,2,3 | B,C,D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, B: Presentation, C: Homework, D: Class Performance |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION “WORLD LITERATURE” | Course materials provided by instructor for the duration of the course |
| 2 | COMPARATIVE LITERATURE in 19th CENTURY |  |
| 3 | FRENCH SCHOOL |  |
| 4 | GERMAN SCHOOL |  |
| 5 | HERDER |  |
| 6 | GOETHE |  |
| 7 | ANGLO-AMERICAN APPROACH: GAYLEY, POSNETT |  |
| 8 | RENE WELLEK |  |
| 9 | “PHILOLOGY AND WELTLITERATUR” |  |
| 10 |  |  |
| 11 | DAVID DAMROSH |  |
| 12 | COMPARATIVE LITERATURE IN THE AGE OF “GLOBALISATION”: |  |
| 13 | CHARLES BERNHEIMER |  |
| 14 | HAUN SAUSSY: ACLA REPORT 2003 |  |
|  | CONCLUSION |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | Auerbach, Erich: “Philology and Weltliteratur”, translated by Maire and Edward Said, in: *The Central Review*, 1969 [1952], pp. 1-17.  Bassnett, Susan: *Comparative Literature: A Critical Introduction*, Blackwell Publishers, Oxford 1993.  Bernheimer, Charles (Ed.): *Comparative Literature in the Age of Multiculturalism*, The Johns Hopkins University Press, London 1995.  Damrosch, David: *What is World Literature*, Princeton, NJ: Princeton University Press, 2003.  Goethe, Johann Wolfgang von: *Conversations with Eckermann*, *Being Appreciations and Criticisms on Many Subjects*. With an Introduction by Wallace Wood. New York: M. Walter Dunne, 1901. |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | X |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | X |  |
| 3 | The ability to carry out interdisciplinary reading and analysis |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies. |  |  | X |  |  |
| 5 | Awareness of professional ethics and responsibility. |  |  |  |  | X |
| 6 | Effective communication skills. |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **X** |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | X |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | **X** |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15X Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 10 | 10 |
| Final Paper | 1 | 15 | 15 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.6 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Modern Literature I | CPLT 393 | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Catherine Macmillan |
| **Instructors** | Catherine Macmillan, Charles Sabatos |
| **Assistants** |  |
| **Goals** | The course examines the development of modern literature from the  nineteenth century to the present. |
| **Content** | Readings will focus on classic and contemporary European and world fiction, focusing on the development of such genres as surrealism and magical realism. |

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| **Learning Outcomes** | | | **Program Learning Outcomes** | **Teaching**  **Methods** | **Assessment Methods** | |
| 1) To explore the history of modern literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 2) For the students to become equipped with the concepts used in the analysis of fictional texts. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a successful understanding of comparative literary studies. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 4) To analyse different definitions of modern fiction. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 5) To discuss and contrast different positions in comparative literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 6) To compare alternative views in English and world literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| **Teaching Methods:** | | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Team-Work, 9: Simulation, 12: Case Study. | | | |
| **Assessment Methods:** | A: Testing, B: Presentation, C: Homework | | | |

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| **COURSE CONTENT** | | | |
| **Week** | **Topics** | | **Study Materials** |
| 1 | GENERAL INTRODUCTION | |  |
| 2 | NIKOLAI GOGOL | |  |
| 3 | THOMAS MANN | |  |
| 4 | FRANZ KAFKA | |  |
| 5 | BRUNO SCHULZ | |  |
| 6 | REVIEW | |  |
| 7 | MIDTERM EXAM | |  |
| 8 | JORGE LUIS BORGES | |  |
| 9 | ITALO CALVINO | |  |
| 10 | GABRIEL GARCIA MARQUEZ | |  |
| 11 | CARLOS FUENTES | |  |
| 12 | UMBERTO ECO | |  |
| 13 | CONCLUSION | |  |
| 14 | REVIEW | |  |
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| **RECOMMENDED SOURCES** | | | |
| **Textbook** | | Young, *Magical Realism* | |
| **Additional Resources** | | Gogol, “The Nose,” “The Overcoat”  Mann, “The Wardrobe”  Kafka, “The Country Doctor”  Schulz, *The Street of Crocodiles*  Borges, “The Aleph”  Calvino, “The Distance of the Moon”  Marquez, “A Very Old Man with Enormous Wings”  Fuentes, “Aura” | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework (10) + Presentation (10) + Participation (10) | 1 | 30 |
| Midterm Exam | 1 | 30 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of modern literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | A knowledge of issues in modern literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 15 | 15 |
| Homework | 2 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5.0 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Modern Literature II | CPLT 394 | 6 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Catherine Macmillan |
| **Instructors** | Catherine Macmillan, Charles Sabatos |
| **Assistants** |  |
| **Goals** | The course examines the development of modern literature from the nineteenth century to the present. |
| **Content** | Readings will focus on classic and contemporary European and world fiction, focusing on the development of such genres as surrealism and magical realism. |

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| **Learning Outcomes** | | | **Program Learning Outcomes** | **Teaching**  **Methods** | **Assessment Methods** | |
| 1) To explore the history of modern literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 2) For the students to become equipped with the concepts used in the analysis of fictional texts. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 3) To equip the students with the necessary critical approach, interdisciplinary vision and analytical skills for a successful understanding of comparative literary studies. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 4) To analyse different definitions of modern fiction. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 5) To discuss and contrast different positions in comparative literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| 6) To compare alternative views in English and world literature. | | | 1-5, 6-10 | 1,2,3 | A, B,C | |
| **Teaching Methods:** | | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Team-Work, 9: Simulation, 12: Case Study. | | | |
| **Assessment Methods:** | A: Testing, B: Presentation, C: Homework | | | |

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| **COURSE CONTENT** | | | |
| **Week** | **Topics** | | **Study Materials** |
| 1 | GENERAL INTRODUCTION | |  |
| 2 | MILAN KUNDERA | |  |
| 3 | MILAN KUNDERA | |  |
| 4 | TONI MORRISON | |  |
| 5 | TONI MORRISON | |  |
| 6 | BEN OKRI | |  |
| 7 | BEN OKRI | |  |
| 8 | MIDTERM EXAM | |  |
| 9 | SALMAN RUSHDIE | |  |
| 10 | SALMAN RUSHDIE | |  |
| 11 | EMINE SEVGI OZDAMAR | |  |
| 12 | EMINE SEVGI OZDAMAR | |  |
| 13 | CONCLUSION | |  |
| 14 | REVIEW | |  |
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| **RECOMMENDED SOURCES** | | | |
| **Textbook** | | Young, *Magical Realism* | |
| **Additional Resources** | | Kundera, *The Book of Laughter and Forgetting* (“The Angels”)  Morrison, *Beloved*  Okri, *The Famished Road*  Rushdie, *East, West*  Özdamar, *The Bridge on the Golden Horn* | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework (10) + Presentation (10) + Participation (10) | 1 | 30 |
| Midterm Exam | 1 | 30 |
| Final Exam | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of modern literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | **X** |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  | **X** |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | A knowledge of issues in modern literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in cultural studies. |  |  |  | **X** |  |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 15 | 15 |
| Homework | 2 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5.0 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Modern Drama I | CPLT 287 | 3 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Bahar Karlıdağ |
| **Instructors** | Bahar Karlıdağ |
| **Assistants** |  |
| **Goals** | This course explores the legacy of Shakespeare in twentieth-century drama with a study of adaptations of his plays by playwrights such as Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond |
| **Content** | Selected plays by Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1)To explore the prominent dramatic works of Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond | 1, 2 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of twentieth-century drama and to become acquainted with the concepts and terminology used in the analysis of dramatic texts. | 1, 2, 3, 10 | 1,2,3 | A |
| 3) To equip the students with the necessary critical faculties, analytical approaches, an interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Shakespeare’s legacy in twentieth-century drama. | 1, 2, 3, 10 | 1,2,3 | A |
| 4)To analyse selected dramatic works by Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond | 1, 2 | 1,2,3 | A |
| 5)To equip the students with knowledge of the socio-political and intellectual framework of adaptations of Shakespeare in twentieth-century drama | 1, 2, 3 | 1,2,3 | A |
| 6)To understand the development of adaptation as a dramatic genre in the twentieth-century | 1, 2, 3 | 1,2,3 | A |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | | |
| **Week** | **Topics** | | **Study Materials** |
| 1 | Shakespeare’s legacy in twentieth-century drama: an overview | |  |
| 2 | Adaptation as a dramatic genre | |  |
| 3 | Satirical adaptations  Eugene Ionesco, *Macbett* | |  |
| 4 | Ionesco, *Macbett* | |  |
| 5 | Ionesco, *Macbett* | |  |
| 6 | Absurdist adaptations  Tom Stoppard, *Rosencrantz and Guildernstern are Dead* | |  |
| 7 | *Rosencrantz and Guildernstern are Dead* | |  |
| 8 | *Rosencrantz and Guidernstern are Dead* | |  |
| 9 | MIDTERM EXAM | |  |
| 10 | Marxism and Shakespeare  Bertolt Brecht’s views on Shakespearean drama  Extracts from *Brecht on Shakespeare* | |  |
| 11 | Brecht, *Coriolanus* | |  |
| 12 | Brecht, *Coriolanus* | |  |
| 13 | Edward Bond and rational theatre  Bond, *Lear* | |  |
| 14 | Bond, *Lear* | |  |
| 15 | REVISION | |  |
|  | | | |
| **Textbook** | | Individual plays | |
| **Additional Resources** | |  | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 20 |
| Final Exam | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | x |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | x |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  | X |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | x |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | X |  |  |  |
| 6 | Effective communication skills. |  | X |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | X |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | x |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | X |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out of class study (Pre-study, practice) | 15 | 4 | 60 |
| Quiz preparation | 2 | 8 | 16 |
| **Total Work Load** |  |  | 121 |
| **Total Work Load / 25 (h)** |  |  | 4.84 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Modern Drama II | CPLT 288 | 4 | 3+ 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Bahar Karlıdağ |
| **Instructors** | Bahar Karlıdağ |
| **Assistants** |  |
| **Goals** | This course explores the legacy of Shakespeare in twentieth-century drama with a study of adaptations of his plays by playwrights such as Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond |
| **Content** | Selected plays by Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1)To explore the prominent dramatic works of Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond | 1, 2 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of twentieth-century drama and to become acquainted with the concepts and terminology used in the analysis of dramatic texts. | 1, 2, 3, 10 | 1,2,3 | A |
| 3) To equip the students with the necessary critical faculties, analytical approaches, an interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Shakespeare’s legacy in twentieth-century drama. | 1, 2, 3, 10 | 1,2,3 | A |
| 4)To analyse selected dramatic works by Eugene Ionesco, Bertolt Brecht, Tom Stoppard and Edward Bond | 1, 2 | 1,2,3 | A |
| 5)To equip the students with knowledge of the socio-political and intellectual framework of adaptations of Shakespeare in twentieth-century drama | 1, 2, 3 | 1,2,3 | A |
| 6)To understand the development of adaptation as a dramatic genre in the twentieth-century | 1, 2, 3 | 1,2,3 | A |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | | |
| **Week** | **Topics** | | **Study Materials** |
| 1 | Shakespeare’s legacy in twentieth-century drama: an overview | |  |
| 2 | Adaptation as a dramatic genre | |  |
| 3 | Satirical adaptations  Eugene Ionesco, *Macbett* | |  |
| 4 | Ionesco, *Macbett* | |  |
| 5 | Ionesco, *Macbett* | |  |
| 6 | Absurdist adaptations  Tom Stoppard, *Rosencrantz and Guildernstern are Dead* | |  |
| 7 | *Rosencrantz and Guildernstern are Dead* | |  |
| 8 | *Rosencrantz and Guidernstern are Dead* | |  |
| 9 | MIDTERM EXAM | |  |
| 10 | Marxism and Shakespeare  Bertolt Brecht’s views on Shakespearean drama  Extracts from *Brecht on Shakespeare* | |  |
| 11 | Brecht, *Coriolanus* | |  |
| 12 | Brecht, *Coriolanus* | |  |
| 13 | Edward Bond and rational theatre  Bond, *Lear* | |  |
| 14 | Bond, *Lear* | |  |
| 15 | REVISION | |  |
|  | | | |
| **Textbook** | | Individual plays | |
| **Additional Resources** | |  | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 20 |
| Final Exam | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **x** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **x** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  | **X** |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **x** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | **X** |  |  |  |
| 6 | Effective communication skills. |  | **X** |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | **X** |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **x** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  | **X** |  |  |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out of class study (Pre-study, practice) | 15 | 4 | 60 |
| Quiz preparation | 2 | 8 | 16 |
| **Total Work Load** |  |  | 121 |
| **Total Work Load / 25 (h)** |  |  | 4.84 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Children’s Literature | ELIT 115 | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Leyla Çapan |
| **Instructors** | Leyla Çapan, Bahar Karlıdağ |
| **Assistants** |  |
| **Goals** | To offer the first year students a course on literature so as to aquaint them with the literary tradition of English as these works are the first literary sources that English native speakers are confronted with. |
| **Content** | Different genres of children’s literature starting out with nonsense and fantasy, moving into nursery rhymes, then tales. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To give the students an overall idea about what children’s literature in English is | 1,2,3 | A |
| 2) The students are introduced to those literary works in English that are the first pieces of literature the native speaker child comes across with | 1,2,3 | A |
| 3) The aquaintence of cultural sources that play a role in shaping the content of the chosen works | 1,2,3 | A |
| 4) To aquaint the students with the literary tradition and the conventions of English through various genres such as ballads, nursery rhymes, fairy tales, etc | 1,2,3 | A |
| 5) To show the similarities between texts that have been produced at different periods such as late 19th century and the second half of the twentieth century | 1,2,3 | A, C |
| 6) To recognize how literary sources and language are used in producing literary works | 1,2,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to Children’s literature, requirements |  |
| 2 | *Alice’s Adventures in Wonderland* Ch 1-3 |  |
| 3 | *Alice’s Adventures in Wonderland* Ch 4-6 |  |
| 4 | *Alice’s Adventures in Wonderland* Ch 7-9 |  |
| 5 | *Alice’s Adventures in Wonderland* Ch 10-12 |  |
| 6 | Discussion on *Alice’s Adventures in Wonderland* |  |
| 7 | Midterm |  |
| 8 | Nursery Rhymes |  |
| 9 | Fairy tales |  |
| 10 | Fairy tales |  |
| 11 | Oscar Wilde: *The Happy Prince* |  |
| 12 | Ted Hughes: *How the Whale Became* |  |
| 13 | Discussion on fairy tales and tales; comparitive studies |  |
| 14 | Revision |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Texts of those works covered in the course |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 30 |
| Homework | 2 | 30 |
| Assignment | - | - |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  | **X** |  |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  | **X** |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | **X** |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  | **X** |  |  |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | **X** |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **X** |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |
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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 2 | 30 |
| Mid-terms | 1 | 10 | 10 |
| Homework | 1 | 30 | 30 |
| Final examination | 1 | 10 | 10 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5.0 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Creative Writing | ELIT 121 | Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Nina Cemiloglu, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To give students the opportunity to express themselves in a written form in English and to share their texts with each other |
| **Content** | Personal essay, academic essay, fiction, free writing, grammar, writing game |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1. To enjoy writing | 2,3,10 | 2 | C |
| 1. For the students to improve their English | 2,6,10 | 2 | C |
| 1. To share their texts with each other; to listen to each other; to treat each other with respect | 5,6,8,10 | 3 | B |
| 1. For the students to feel like members of a community of writers | 5,6,8 | 3 | B |
| 1. To become acquainted with a variety of literary texts and paintings | 2,5,7,8,10 | 2 | C |
| 1. For each student to find or to become aware of his or her own unique “voice” | 6,8 | 2 | C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics-Assignments for students:** | **Study Materials** |
| 1 | Introducing oneself. |  |
| 2 | Writing about writing experiences. |  |
| 3 | Writing about a favourite place. |  |
| 4 | Re-telling different fairytales. |  |
| 5 | Writing a fairytale from the perspective of one of the characters or objects in the story. |  |
| 6 | Selecting three characters and/or objects in the fairytale and describing them in detail. |  |
| 7 | Altering a significant detail in the fairytale. |  |
| 8 | Describing the painting “The Swing” by Honore de Fragonard. |  |
| 9 | Writing down spontaneous responses to the poem “Snapshots” by John Updike. |  |
| 10 | Writing a poem inspired by “Snapshots” |  |
| 11 | Writing about ‘A Time When …’. (The beginning should concentrate on the most vital experience which comes to students’ mind). |  |
| 12 | Writing an essay about the short story “A Haunted House” by Virginia Woolf. |  |
| 13 | Writing about an important person in students’ lives. |  |
| 14 | Writing a story inspired by the painting “The Balcony Room” by Adolf Menzel. |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Teresa Ferster Glazier, *The Least You Should Know About English* |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Writing assignments | 14 | 100 |
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| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  |  |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 100 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  | X |  |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | X |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies | X |  |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility | X |  |  |  |  |  |
| 6 | Effective communication skills. |  |  | X |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | X |  |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. | X |  |  |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | X |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15X Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Homework | 10 | 3 | 30 |
| **Total Work Load** |  |  | 120 |
| **Total Work Load / 25 (h)** |  |  | 4.8 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Literature and Film Studies | CPLT 281 | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Zeynep Rana Smith |
| **Instructors** | Zeynep Rana Smith |
| **Assistants** |  |
| **Goals** | To develop and improve the ability to analyse, criticize, and interpret texts in two different media |
| **Content** | The filmic adaptations of some major literary texts |

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| **Learning Outcomes** | **Program Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To understand the characteristics of the film medium and its peculiarities and differences from literature. | 1, 3, 4, 6, 8 | 1,2,3 | A |
| 2) To be able to read and analyse films. | 1, 3, 4, 6, 8 | 1,2,3 | A |
| 3) To analyse, discuss and write critically about filmic adaptations of major literary texts and the key cultural debates in which they participate. | 1, 2, 3, 4, 5, 6, 10 | 1,2,3 | A, C |
| 4) To recognize, interpret and evaluate the ways in which literary texts and their filmic adaptations both emerge from and contribute to their cultural contexts. | 1, 2, 3, 4, 5, 6, 7, 8, 9 | 1,2,3 | A, C |
| 5) To learn and be able to utilize influential adaptation theories in the discussion or critical writing on visual renditions of novels. | 2, 3, 4, 5, 6, 9, 10 | 1,2,3 | A, C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing, C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing |  |
| 2 | Introduction to Adaptation phenomenon and adaptation theories | *Narrative in Fiction and Film: An Introduction*, by Jakob Lothe |
| 3 | Discussion, analysis and interpretation of William Shakespeare’s *Hamlet* | William Shakespeare’s *Hamlet* |
| 4 | Discussion, analysis and interpretation of Franco Zefirelli’s *Hamlet* | Franco Zefirelli’s *Hamlet* |
| 5 | Discussion, analysis and interpretation of Franco Zefirelli’s *Hamlet* | Franco Zefirelli’s *Hamlet* |
| 6 | Discussion, analysis and interpretation of Micheal Almereyda’s *Hamlet* | Micheal Almereyda’s *Hamlet* |
| 7 | Discussion, analysis and interpretation of Micheal Almereyda’s *Hamlet* | Micheal Almereyda’s *Hamlet* |
| 8 | **MIDTERM EXAM** |  |
| 9 | Discussion, analysis and interpretation of Charles Dickens’s *Oliver Twist* | Charles Dickens’s *Oliver Twist* |
| 10 | Discussion, analysis and interpretation of Roman Polanski’s *Oliver Twist* | Roman Polanski’s *Oliver Twist* |
| 11 | Discussion, analysis and interpretation of Roman Polanski’s *Oliver Twist* | Roman Polanski’s *Oliver Twist* |
| 12 | Discussion, analysis and interpretation of Renny Rye’s *Oliver Twist, Part 1* | Rye’s *Oliver Twist* |
| 13 | Discussion, analysis and interpretation of Renny Rye’s *Oliver Twist, Part 2* | Rye’s *Oliver Twist* |
| 14 | Discussion, analysis and interpretation of Renny Rye’s *Oliver Twist, Part 3* | Rye’s *Oliver Twist* |
| 15 | Discussion, analysis and interpretation of Renny Rye’s *Oliver Twist, Part 4* | Rye’s *Oliver Twist* |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Narrative in Fiction and Film: An Introduction*, by Jakob Lothe |
| **Additional Resources** | *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*, by Robert Stam |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 35 |
| Participation, quizzes, homework | 1 | 30 |
| Assignment | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | **X** |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  |  | **X** |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  |  | **X** |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | **X** |  |  |
| 6 | Effective communication skills. |  |  |  | **X** |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | **X** |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | **X** |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | **X** |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 16x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 20 | 20 |
| Final examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 130 |
| **Total Work Load / 25 (h)** |  |  | 5.2 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Comparative Women’s Literature | CPLT 313 | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Mediha Göbenli Koç |
| **Instructors** | Mediha Göbenli, Hatice Karaman |
| **Assistants** |  |
| **Goals** | To read and discuss chosen works by Tezer Özlü, Sevgi Soysal, Ingeborg Bachmann and Sylvia Plath**.** |
| **Content** | After a survey of feminist literary theories, selected works of women writers of different nationalities will be discussed from a comparative viewpoint. Authors such Ingeborg Bachmann, Tezer Özlü, and Sevgi Soysal will be studied. |

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| **Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To provide a historical and cultural framework for feminist literary theories and to introduce literary trends, movements, authors and texts on feminist writing. | 1,2,3 | B,C |
| 2) To equip the students with knowledge of the development of feminist literature (women’s literature) under the influence of social, political, spiritual and economic forces and various literary trends, schools and movements. | 1,2,3 | B,C |
| 3) To develop an understanding of how various feminist literary works evolved and developed throughout history. | 1,2,3 | B,C |
| 4) For the students to gain knowledge in women’s literature and to become acquianted with the concepts and terminology used in the identification and analysis of sample literary texts. | 1,2,3 | B,C |
| 5) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of feminist literature. | 1,2,3 | B,C |
| 6) To read, study, analyze and evaluate texts representative of feminist literature. | 1,2,3 | B,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction | Course materials provided by instructor for the duration of the course |
| 2 | Approaches to a Feminist Reading of Women’s Literature |  |
| 3 | What is Comparative Literature? |  |
| 4 | Tezer Özlü “Eski Bahçe Eski Sevgi” (Short Stories) |  |
| 5 | Tezer Özlü “Çocukluğun Soğuk Gecesi” (Novel) |  |
| 6 | Tezer Özlü |  |
| 7 | Ingeborg Bachmann “Malina” |  |
| 8 | Ingeborg Bachmann |  |
| 9 | Ingeborg Bachmann |  |
| 10 | Sevgi Soysal “Tante Rosa” (Short Stories), |  |
| 11 | Sevgi Soysal |  |
| 12 | Reading and Analysing of Sylvia Plath |  |
| 13 | “Johnny Panic and the Bible of Dreams” |  |
| 14 | Sylvia Plath |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Warhol, Robyn R./Price Herndl, Diana(eds.): *Feminisms, An Anthology of Literary Theory and Criticism*, New Jersey 1991. |
| **Additional Resources** | Aytaç, Gürsel: *Karşılaştırmalı Edebiyat Bilimi*, Ankara 1997.  Bachmann, Ingeborg: Malina, çev. Ahmet Cemal.  Benstock, Shari (ed.): *Feminist Issues in Literary Scholarship,* Indiana University Press, 1987.  Cixous, Hélène: *The Laugh of the Medusa* (1975), in: Warhol/Price Herndl, pp. 334-349.  Eagleton, Mary: *Feminist Literary Criticism*, London/New York 1991.  Felski, Rita: *Beyond Feminist Aesthetics, Feminist Literature and Social Change*, New York 1989.  Flammang, Janet A.: „Feminist Theory: The Question of Power“, in: Forsas-Scott, Helena (ed.): *Textual liberation: European feminist writing in the twentieth century*, London 1991.  Gardiner Kegan, Judith: „Mind mother: psychoanalysis and feminism“, in: Greene/Coppélia, pp. 113-145.  Gilbert, Sandra M./Gubar, Susan: *The Madwoman in the Attic*, 1979.  Greene, Gayle/Kahn, Coppélia (eds.): *Making a Difference: Feminist Literary Criticism*, London/New York 1985.  Humm, Maggie: *Feminist Criticism: Women as Contemporary Critics,* London 1986.  Irigaray, Luce: „This Sex Which Is Not One“ (1977), in: Warhol/Price Herndl, pp. 350-356.  Kaplan, Cora: „Pandora’s box: subjectivity, class and sexuality in socialist feminist criticism, in: Greene/Coppélia, pp. 146-176.  Kaplan, Janet Sydney: „Varieties of feminist cirticism“, in: Greene/Coppélia, ibid., pp. 37-58.  Kristeva, Julia: „Women’s Time“ (1981), in: Warhol/Price Herndl, pp. 443-462.  Moi, Toril: *Sexual/Textual Politics: Feminist Literary Theory*, London 1985.  Özlü, Tezer: *Çocukluğun Soğuk Gecleri*,  Özlü, Tezer: “Eski Bahçe Eski Sevgi” (Short Stories)  Plath, Sylvia: *Ariel*, Suhrkamp Verlag, Frankfurt am Main 1974.  Showalter, Elaine (ed.): Speaking of Gender, New York/London 1989.  Showalter, Elaine: „The Female Tradition“ from „A Literature of Their Own“ (1977), in: Warhol/Price Herndl, pp. 269-288.  Showalter, Elaine: “A Criticism of Our Own: Autonomy and Assimilation in Afro-American and Feminist Literary Theory“, in: Warhol/Price Herndl, pp. 168-288.  Soysal, Sevgi: *Tante Rosa*, |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | X |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | X |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | X |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  | X |  |  |  |
| 6 | Effective communication skills. |  |  |  |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | X |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  |  | X |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | X |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  | X |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 10 | 10 |
| Final Paper | 1 | 15 | 15 |
| **Total Work Load** |  |  | 115 |
| **Total Work Load / 25 (h)** |  |  | 4.6 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in European Literature | CPLT 285 | Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** | None |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos; Mediha Göbenli Koç |
| **Assistants** |  |
| **Goals** | In this course masterpieces of modern and contemporary European literature will be studied. |
| **Content** | A study of the works of modern and contemporary European novelists. |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1)To explore the prominent European literature from 20th Century | 1, 2, 4 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of the 20th Century European literature and to become acquainted with the concepts and terminology used in the analysis of novels. | 1, 7, 10 | 1,2,3 | A |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of European literature. | 1, 2, 3 | 1,2,3 | A,C |
| 4)To equip the students with knowledge of the socio-political and intellectual framework of contemporary European novel | 1, 2, 7 | 1,2,3 | A,C |
| 5)To understand the development of modern European novel | 2, 3, 7 | 1,2,3 | A |

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| **Teaching Methods:** | 1. Lecture 4. Discussion 5. Demonstration |
| **Assessment Methods** | A: Midterm B: Final Exam C: Homework G: Presentation |
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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction |  |
| 2 | Marcel Proust, *In Search of Lost Time* (1911-1922) |  |
| 3 | Virginia Woolf, *Mrs. Dalloway* (1925) |  |
| 4 | Franz Kafka,  *The Trial* (1925) |  |
| 5 | Thomas Mann, *Death in Venice* (1930) |  |
| 6 | William Faulkner: *Intruder in the Dust* |  |
| 7 | Mid-Term |  |
| 8 | J.D. Salinger: *Catcher in the Rye* |  |
| 9 | Saul Bellow: *Henderson the Rain King* |  |
| 10 | Günter Grass, *The Tin Drum* (1959) |  |
| 11 | Umberto Eco, *The Name of the Rose* (1995) |  |
| 12 | Jose Saramago *Blindness* (1995) |  |
| 13 | Emine Sevgi Özdamar *The Bridge of the Golden Horn* (1998) |  |
| 14 | Milan Kundera The Unbearable Lightness of Being (2000) |  |
| 15 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 60 |
| Quizzes | 2 | 20 |
| Assignment | 1 | 20 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Field Course |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  |  | **X** |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  | **X** |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  | **X** |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  | **X** |  |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Homework | 1 | 20 | 20 |
| Presentation | 1 | 20 | 20 |
| **Total Work Load** |  |  | 130 |
| **Total Work Load / 25 (h)** |  |  | 5.2 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Selected Topics in Gothic Literature | ELIT 382 | 5 | 3 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English | | | |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) | | | |
| **Course Type** | Area Elective | | | |
| **Course Coordinator** | Adriana Raducanu | | | |
| **Instructors** | Adriana Raducanu, Hatice Karaman, Zeynep Rana Smith | | | |
| **Assistants** |  | | | |
| **Goals** | The aim of this course is to introduce the students to canonical Gothic texts, written in England in the 18th and 19th century. The novels will be analyzed from different theoretical angles (contemporary literary theories), such as Structuralist, Feminist, Marxist, Post-structuralist, etc. | | | |
| **Content** | Gothic as a genre began in 18th century England, with classical texts such as Walpole’s “Castle of Otranto”, Radcliffe’s “Mysteries of Udolpho”, Beckford’s “Vathek”, later on Mary Shelley’s “Frankenstein”. The class discussions, papers, projects, etc. will focus on such canonical texts. Moreover, as Gothic as genre, mode, adjective and affect has recently extended to comprise texts and authors far removed from its place of origin, the course will also focus on the modalities in which the genre has survived to our present era. | | | |
| **Learning Outcomes** | | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To explore the history of Gothic. | | 2, 5, 6 | 1,2,3,9 | B, C |
| 2) For the students to gain knowledge in the intellectual and cultural background of Gothic literature in comparative contexts and to become equipped with the concepts and terminology used in the analysis of literary texts. | | 2, 6 | 1, 2, 3 | B, C |
| 3) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of comparative literature–with a special emphasis on Gothic. | | 2, 3, 6, 10 | 1,2,3 | B, C |
| 4) To analyze different definitions of “Gothic”. | | 2, 10 | 1, 2, 3 | B, C |
| 5) To discuss and contrast different positions in Gothic Studies. | | 2, 5 | 1, 2, 3 | B, C |
| 6) To compare alternative views regarding the most recent developments in Gothic Studies. | | 2, 5 | 1, 2, 3 | B, C |

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| **Teaching Methods:** | | 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study | | |
| **Assessment Methods:** | | A: Testing, C: Homework | | |
| **COURSE CONTENT** | | | | |
| **Week** | **Topics** | | | **Study Materials** |
| 1 | Introduction to Gothic Studies I | | |  |
| 2 | Introduction to Gothic Studies II | | |  |
| 3 | Castle of Otranto-Horace Walpole | | |  |
| 4 | Castle of Otranto-Horace Walpole | | |  |
| 5 | Mysteries of Udolpho-Anne Radcliffe | | |  |
| 6 | Mysteries of Udolpho-Anne Radcliffe | | |  |
| 7 | Mysteries of Udolpho-Anne Radcliffe | | |  |
| 8 | Vatheck-William Beckford | | |  |
| 9 | Vatheck-William Beckford | | |  |
| 10 | Vatheck-William Beckford | | |  |
| 11 | Frankenstein-Mary Shelley | | |  |
| 12 | Frankenstein-Mary Shelley | | |  |
| 13 | Frankenstein-Mary Shelley | | |  |
| 14 | Conclusion | | |  |
| **RECOMMENDED SOURCES** | | | | |
| **Textbook** | | |  | |
| **Additional Resources** | | | 1. Postcolonial Imaginings – David Punter 2. Empire and the Gothic : The Politics of Genre-Andrew Smith and William Hughes (eds.) 3. Imaginary Homelands-Salman Rushdie 4. The Gothic, Postcolonialism and Otherness – Tabish Khair 5. The Routledge Companion to Gothic – Catherine Spooner and Emma McEvoy 6. The Gothic – David Punter and Glennis Byron 7. Interrogating Interstices-Andrew Hock Soon Ng 8. Asian Gothic-Andrew Hock Soon Ng (ed.) 9. A New Companion to the Gothic-David Punter (ed.) 10. Gothic Feminism-Diane Hoeveler 11. Gothic and Gender: An Introduction-Dona Heiland 12. Postfeminist Gothic: Critical Interventions in Contemporary Culture-Benjamin A. Brabon and Stephanie Genz (eds.) 13. The Gothic Body-Kelly Hurley 14. The Female Gothic: New Directions- Diana Wallace and Andrew Smith (eds.) 15. Spectral Readings: Towards a Gothic Geography-Glennis Byron and David Punter (eds.) 16. The Architectural Uncanny: Essays in the Modern Unhomely-Anthony Vidler 17. The Country and the City-Raymond Williams 18. Victorian Gothic: Literary and Cultural Manifestations in the Nineteenth Century-Julian Wolfreys | |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Quizzes | 1 | 10 |
| Assignment | 1 | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | |
|  | Programme Learning Outcomes | Contribution | | | | |
| 1 | 2 | 3 | 4 | 5 |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  |  | x |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  | x |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | x |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | x |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | x |  |
| 6 | Effective communication skills. |  |  |  | x |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | x |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | x |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  |  | x |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | x |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 4 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 30 | 4 | 30 |
| Mid-terms | 1 | 5 | 10 |
| Final examination | 1 | 10 | 10 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Selected Topics in the Novel** | **ELIT 383** | Fall | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Zeynep Rana Smith |
| **Instructors** | Zeynep Rana Smith |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of the novel in the eighteenth and nineteenth centuries from romance to modern novel, particularly the distinctions between the modern novel and similar writings in previous ages. The course also aims to develop a taste for novels, examination and discussion of selections from several popular novels of the age. By the end of this course, students should gain both an understanding of eighteenth and nineteenth century novel forms and an appreciation of the art and skill of the period novelists. |
| **Content** | Commences with an overview of eighteenth and nineteenth century fiction; historical background of the age, society and life in general; also the beginnings of the novel and various forms of the genre; guidelines on how to read a novel; terminology and notes on analysis. Selections include excerpts from several outstanding novels of the period which will be introduced and discussed from The selections are mainly from those works that have come to be regarded as best representing the fiction of the period. |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce period literature and highlight various defining features of the novel of the age. | 1-2  5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge necessary to understand and discuss the novels of the period and the different forms they may take. | 1-2  5-10 | 1,2,3 | A,C |
| 3) To equip the students with the terminology necessary to analyse and discuss fiction and particularly the novel form. | 1-2  5-10 | 1,2,3 | A,C |
| 4) To equip students with knowledge of the major writers of the age and understand how the novelists of the period contributed in various different ways to the development of the novel. | 1-2  5-10 | 1,2,3 | A,C |
| 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the novel in particular. | 1-2  5-10 | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 12: Case Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | The beginnings of the novel; A brief survey of the trends, the novelists of the period and their works, their contributions to the genre; various forms of the genre. |  |
| 3 | *Robinson Crusoe,* Daniel Defoe: Retrospective narrative: the memoir novel; Background/Influences; self-criticism. Attitude to Slavery; Leitmotif; Religious philosophy; self-sufficiency; Puritan work ethics & philosophy; Defoe as Dissenter; perseverance; primitivism--treatment of Friday; the concept of the Noble Savage; Emperialism/Colonialism; |  |
| 4 | *Clarissa,* Samuel Richardson;period philosophy and traditions within the context of the story; the Sentimental Novel; Treatment of Virtue & Morality |  |
| 5 | *Tom Jones,* Henry Fielding; *Humphry Clinker,* Tobias Smollet; Picaresque/burlesque/mock epic/parody |  |
| 6 | *The Vicar of Wakefield,* Oliver Goldsmith; Fatalism: Bearing Misfortunes with Resignation and Fortitude; |  |
| 7 | *Tristram Shandy,* Laurence Sterne;*Moll Flanders*, Daniel Defoe; Themes & Commentary: Account book: debit vs credit; |  |
| 8 | *Frankenstein*, Mary Shelley; *Northanger Abbey,* Jane Austen; |  |
| 9 | *Hard Times*, Charles Dickens; |  |
| 10 | *The Mill on the Floss,* George Eliot; *The Picture of Dorian Gray,* Oscar Wilde; |  |
| 11 | *The Mayor of Casterbridge,* Thomas Hardy; *David Copperfield*, Charles Dickens; |  |
| 12 | Selections from various works |  |
| 13 | Selections from various works |  |
| 14 | Selections from various works |  |
| 15 |  |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature* |
| **Additional Resources** |  |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| Term Paper | 1 | 10 |
| Final Exam | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | X |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | X |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | X |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | X |  |  |
| 6 | Effective communication skills. |  |  | X |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | X |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | X |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 4 | 60 |
| Homework/Term Paper | 10 | 1 | 10 |
| Assessment | 2 | 10 | 20 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| **Selected Topics in the Novel II** | **ELIT 384** | Spring | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Area Elective |
| **Course Coordinator** | Zeynep Rana Smith |
| **Instructors** | Zeynep Rana Smith |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of the novel in the twentieth century; the examination, analysis and discussion of the theory and practice of modernism. The course also aims to develop a taste for novel reading through cover to cover reading, examination and discussion of two major works as well as excerpts from several popular novels of the age. By the end of this course, students should gain both an understanding of nineteenth century novel forms and trends and an appreciation of the art and skill of the novelists. |
| **Content** | Commences with an overview of twentieth century fiction; historical background of the age, society and life in general; also the beginnings of the novel and various forms of the genre; guidelines on how to read a novel; terminology and notes on analysis. A survey of major novelists of the period follows with mention of some less well known.  Two books will be read and discussed from cover to cover and excerpts from several other major works will also be studied and discussed.  The excerpt selections are mainly from those works that have come to be regarded as best representing the fiction of the period. The major works of Conrad, Lawrence, Woolf, and Joyce are examined, analysed and discussed in the light of modernist theory. |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) To introduce period literature and highlight various defining features of the novel of the age. To equip students with knowledge of the modernist theory and practice. | 1-2  5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge necessary to understand and discuss the novels of the period and the different forms they may take. | 1-2  5-10 | 1,2,3 | A,C |
| 3) To equip the students with the terminology necessary to analyse and discuss fiction and particularly the novel form. | 1-2  5-10 | 1,2,3 | A,C |
| 4) To equip students with knowledge of the major writers of the age and understand how the novelists of the period contributed in various different ways to the development of the novel. | 1-2  5-10 | 1,2,3 | A,C |
| 5) To equip the students with the necessary critical faculties, analytical approach, and analytical, interpretative and inference skills for a successful understanding of literature in general, fiction and the novel in particular. To understand the place of modernism in the history of English Literature | 1-2  5-10 | 1,2,3 | A,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion12: Text Study |
| **Assessment Methods:** | A: Testing B: Presentation C: Homework |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials provided by instructor |
| 2 | The characteristics of the nineteenth century novel; a brief survey of the trends, the novelists of the period and their works, their contributions to the genre; various forms of the genre. |  |
| 3 | Modernism, changing attitudes and approaches in the novel |  |
| 4 | *Heart of Darkness,* Joseph Conrad; *Sons and Lovers,* D.H. Lawrence; |  |
| 5 | *Mrs. Dalloway*, Virginia Woolf; *A Portrait of the Artist as a Young Man,* James Joyce; |  |
| 6 | *The Lord of the Flies*, William Golding; |  |
| 7 | *The Portrait of a Lady*, Henry James |  |
| 8 | *The Spire*, William Golding; *The Inheritors*, William Golding; |  |
| 9 | Rise of Totalitarianism in 1920s/ 1930s; George Orwell’s *Animal Farm* |  |
| 10 | Dystopian Fiction: *Brave New World,* Aldous Huxley; *1984,* George Orwell; |  |
| 11 | The Postmodern Era: *Midnight’s Children,* Salman Rushdie; |  |
| 12 | *Imaginary Homelands,* Salman Rushdie; |  |
| 13 | Selections from various works |  |
| 14 | Selections from various works |  |
| 15 |  |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Materials provided by instructor |
| **Additional Resources** | *Norton Anthology of English Literature* |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| Term Paper | 1 | 10 |
| Final Exam | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 30 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 70 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAMME** | | | | | | | |
| No | Programme Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | X |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature |  |  |  | X |  |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  | X |  |  |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  | X |  |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  | X |  |  |
| 6 | Effective communication skills. |  |  | X |  |  |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  | X |  |  |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  | X |  |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  | X |  |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  | X |  |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 4 | 60 |
| Homework/Term Paper | 10 | 1 | 10 |
| Assessment | 2 | 10 | 20 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |