

YEDİTEPE UNIVERSITY
FACULTY OF ARTS AND SCIENCES

Department of

ENGLISH LANGUAGE AND LITERATURE

BOLOGNA INFORMATION PACKAGE

APRIL 2024



**YEDİTEPE
UNIVERSITY**



COURSE CATEGORY LIST

1. CORE COURSES

| CODE | COURSE NAME | ECTS |
|----------|--|------|
| ELIT101 | Survey of English Literature I | 6 |
| ELIT102 | Survey of English Literature II | 6 |
| ELIT105 | Introduction to Western Literature I | 8 |
| ELIT106 | Introduction to Western Literature II | 8 |
| ELIT107 | Literary Genres I | 5 |
| ELIT 108 | Literary Genres II | 5 |
| ELIT116 | Introduction to Mythology | 5 |
| ELIT203 | Survey of American Literature I | 8 |
| ELIT204 | Survey of American Literature II | 8 |
| ELIT 205 | Introduction to Western Literature III | 5 |
| ELIT 211 | Eighteenth Century British Novel | 5 |
| ELIT212 | Nineteenth Century British Novel | 5 |
| ELIT217 | Elizabethan & Jacobean Drama | 5 |
| ELIT301 | History of Literary Criticism I | 8 |
| ELIT302 | History of Literary Criticism II | 8 |
| ELIT303 | Shakespeare in His Age | 5 |
| ELIT317 | Romantic Poetry | 5 |
| ELIT343 | Translation of Literary Text | 5 |
| ELIT 401 | Contemporary Literary Theory I | 10 |
| ELIT402 | Contemporary Literary Theory II | 10 |
| ELIT411 | Victorian Poetry | 5 |
| ELIT419 | Twentieth Century British Poetry | 5 |

2. AREA ELECTIVE COURSES

a. FALL

| CODE | | COURSE NAME | ECTS |
|------|-----|--|------|
| ELIT | 281 | Selected Topics in Literature and Film Studies | 5 |
| CPLT | 287 | Selected Topics in Modern Drama I | 5 |
| CPLT | 385 | Selected Topics in Mythology I | 5 |
| CPLT | 391 | Selected Topics in Comparative Literature I | 5 |
| CPLT | 393 | Selected Topics in Modern Literature I | 5 |
| ELIT | 383 | Selected Topics in British Novel I | 5 |
| ELIT | 115 | Selected Topics in Children's Literature | 5 |
| CPLT | 313 | Comparative Women's Literature | 5 |
| CPLT | 281 | Selected Topics in Literature and Film Studies | 5 |
| ELIT | 314 | Renaissance-to-Restoration English Poetry | 5 |

b. SPRING

| CODE | | COURSE NAME | ECTS |
|------|-----|---|------|
| ELIT | 282 | Selected Topics in Short Fiction | 5 |
| CPLT | 288 | Selected Topics in Modern Drama | 5 |
| CPLT | 386 | Selected Topics in Mythology II | 5 |
| CPLT | 392 | Selected Topics in Comparative Literature | 5 |
| CPLT | 394 | Selected Topics in Modern Literature | 5 |
| ELIT | 384 | Selected Topics in British Novel II | 5 |
| ELIT | 121 | Creative Writing | 5 |
| CPLT | 285 | Selected Topics in European Literature | 5 |
| ELIT | 382 | Selected Topics in Gothic Literature | 5 |
| ELIT | 316 | The Age of Satire | 5 |

3. FOUNDATION COURSES (UNIVERSITY COMPULSORY)

| CODE | | COURSE NAME | ECTS |
|------|-----|----------------------------------|------|
| HUM | 103 | Humanities | 3 |
| TKL | 201 | Turkish I | 2 |
| TKL | 202 | Turkish II | 2 |
| HTR | 301 | History of Turkish Revolution I | 2 |
| HTR | 302 | History of Turkish Revolution II | 2 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|--------------------------------|----------|----------|----------|---------|------|
| Survey of English Literature I | ELIT 101 | 1 | 3 + 0 | 3 | 6 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Catherine MacMillan, Bahar Karlıdağ, Nina Cemiloğlu |
| Assistants | |
| Goals | The aim of this course is to provide an overall survey of English Literature through literary changes connected to historical and cultural elements. Students will be introduced to major works and authors from each period until the first half of the 17th century. |
| Content | Major works of the Middle Ages, the Sixteenth Century and the Early Seventeenth Century and their historical and social backgrounds will be covered. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) To explore the historical tradition of English literature | 1, 2, 4, 7 | 1,2,3 | A |
| 2) For the students to gain an overall knowledge about the society which produced the texts presented. | 1, 3, 7 | 1,2,3 | A |
| 3) To introduce the students to the major examples of different genres of literature in each period. | 1, 2, 3 | 1,2,3 | A |
| 4) To introduce the important literary figures within the context of their literary production and the period in general. | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the student with the necessary critical faculties, analytical, interpretive and inference skills for understanding the selected works through reading and writing. | 2, 3, 4, 7, 10 | 1,2,3 | A, C |
| 6) To create an awareness in recognizing the continuity of the literary tradition by making connections between works. | 2, 3, 7, 10 | 1,2,3 | A |

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

COURSE CONTENT

| Week | Topics | Study Materials |
|------|--------|-----------------|
|------|--------|-----------------|

| | | |
|----|---|------------------------|
| 1 | General Introduction; course requirements; Materials; | Provided by Instructor |
| 2 | Historical Background of Old English Literature Selected Works from the Old English Period | |
| 3 | Beowulf | |
| 4 | Selected works from Old English Literature | |
| 5 | The Medieval Period: Historical Background Chaucer: The Canterbury Tales | |
| 6 | Selected Works from the Medieval Period | |
| 7 | Midterm Exam | |
| 8 | The Renaissance Period: Historical Background Selected works from the Renaissance Period | |
| 9 | William Shakespeare: Sonnet, Drama | |
| 10 | Selected works from the Renaissance Period | |
| 11 | Puritan Period: Historical Background Selected works from the Puritan Period | |
| 12 | John Milton: Paradise Lost | |
| 13 | Selected works and their analysis | |
| 14 | Selected works and their analysis | |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | ELIT 101 Coursebook |
| Additional Resources | Norton Anthology of English Literature, 7 th edition, ed. M. H. Abrams |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------------|------------|
| Mid-terms | 1 | 30 |
| Classwork | 1 | 20 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

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, analyze and apply the relevant literature. | | | X | | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |

| | | |
|----|---|---|
| 4 | The ability to utilize 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 |

ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION

| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
|---|----------|-----------------|-------------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 30 | 30 |
| Final examination | 1 | 35 | 35 |
| Total Courseload | | | 149 |
| Total Courseload / 25 (h) | | | 5.96 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|---------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Survey of English Literature II | ELIT 102 | 2 | 3 + 0 | 3 | 6 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Catherine MacMillan, Bahar Karlıdağ, Nina Cemiloğlu |
| Assistants | |
| Goals | The aim of this course is to provide an overall survey of English Literature through literary changes connected to historical and cultural elements. Students will be introduced to major works and authors from each period until the end of the Victorian Era. |
| Content | Major works of the Restoration Period, Augustan Age, Transition, Romantic Period, Victorian Era against their historical and social backgrounds will be covered. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) To explore the historical tradition of English literature | 1, 2, 4, 7 | 1,2,3 | A |
| 2) For the students to gain an overall knowledge about the society which produced the texts presented. | 1, 3, 7 | 1,2,3 | A |
| 3) To introduce the students to the major examples of different genres of literature in each period. | 1, 2, 3 | 1,2,3 | A |
| 4) To introduce the important literary figures within the context of their literary production and the period in general. | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the student with the necessary critical faculties, analytical, interpretive and inference skills for understanding the selected works through reading and writing. | 2, 3, 4, 7, 10 | 1,2,3 | A, C |
| 6) To create an awareness in recognizing the continuity of the literary tradition by making connections between works. | 2, 3, 7, 10 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|--------|-----------------|
| Week | Topics | Study Materials |

| | | |
|----|--|------------------------|
| 1 | General Introduction; course requirements; Materials; | Provided by Instructor |
| 2 | The Restoration Period: Historical and Literary Background Selected works from the Restoration Period | |
| 3 | Selected works from the Restoration Period | |
| 4 | The Augustan Age: Historical and Literary Background Selected works from the Augustan Age: Defoe, Pope, Swift | |
| 5 | Selected works from the Augustan Age: Defoe, Pope, Swift | |
| 6 | Selected works from the Augustan Age: Defoe, Pope, Swift | |
| 7 | Midterm Exam | |
| 8 | The Transition Period: from Classicism to Romanticism Selected works and their analysis | |
| 9 | The Romantic Period: Historical and Literary Background Selected works from the Romantic Period | |
| 10 | Selected works from the Romantic Period | |
| 11 | Selected works from the Romantic Period | |
| 12 | The Victorian Age: Historical and Literary Background Selected works from the Victorian Age | |
| 13 | Selected works from the Victorian Age | |
| 14 | Selected works and their analysis | |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | ELIT 102 Coursebook |
| Additional Resources | Norton Anthology of English Literature, 7 th edition, ed. M. H. Abrams |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------------|------------|
| Midterm | 1 | 30 |
| Classwork | 1 | 20 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

COURSE CATEGORY

Expertise/Field Courses

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 | | | | 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 utilize 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 |
| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Mid-terms | 1 | 30 | 30 |
| Final examination | 1 | 35 | 35 |
| Total Courseload | | | 149 |
| Total Courseload / 25 (h) | | | 5.96 |
| ECTS of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|--------------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Introduction to Western Literature I | ELIT 105 | 1 | 3 + 0 | 3 | 6 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Catherine MacMillan |
| Instructors | Catherine MacMillan, Zeynep Rana Smith |
| Assistants | |
| Goals | To provide students with a broad, contextualised understanding of some key classical Western literary texts |
| Content | Major texts of Western Literature from the Classical Age will be studied and discussed. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the historical tradition of Western literature. | 1, 2, 4 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of Western literature, and to become acquainted with the concepts and terminology used in the analysis of literary texts. | 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 Western literature. | 1, 2, 3 | 1,2,3 | A, C |
| 4) To analyze major texts of Western literature, e.g. The Epic of Gilgamesh, Homer's Iliad and Odyssey | 1, 2, 7 | 1,2,3 | A,C |
| 5) To equip the students with the knowledge of Masterpieces of the Classical Age. | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the evolution of various themes, genres, and literary traditions. | 2, 3, 7 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|---|------------------------|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | Provided by Instructor |
| 2 | Mesopotamian Culture and the <i>Epic of Gilgamesh</i> | |
| 3 | The Bible - The Old Testament | |

| | | |
|---|---|------------|
| 4 Ancient Greek Culture: Introduction | | |
| 5 Ancient Greek Culture, Homer, and the <i>Iliad</i> | | |
| 6 The <i>Iliad</i> to be continued, the <i>Odyssey</i> | | |
| 7 The <i>Odyssey</i> | | |
| 8 Ancient Greek Tragedy, Sophocles, and <i>Oedipus the King</i> | | |
| 9 Midterm Exam | | |
| 10 Greek Comedy, Aristophanes, and <i>Lysistrata</i> | | |
| 11 Ancient Rome, Introduction | | |
| 12 Virgil, and the <i>Aeneid</i> | | |
| 13 Ovid, <i>Metamorphoses</i> | | |
| 14 <i>The New Testament</i> –Conclusion | | |
| RECOMMENDED SOURCES | | |
| Textbook | Norton Anthology of World Masterpieces 7th Edition Vol. I | |
| Additional Resources | Jenkins, Richard (2015), <i>Classical Literature: A Pelican Introduction</i> Croally, Neil and Roy Hyde (2011), <i>Classical Literature: An Introduction</i> | |
| MATERIAL SHARING | | |
| Documents | | |
| Assignments | | |
| Exams | | |
| ASSESSMENT | | |
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-term | 1 | 50 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|------------------------|--------------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|------------------------|--------------------------------|

| 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 utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 25 | 25 |
| Final examination | 1 | 40 | 40 |
| Total Courseload | | | 149 |
| Total Courseload / 25 (h) | | | 5,9 |
| ECTS Credit of the Course | | | 6 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|---------------------------------------|----------|----------|----------|---------|------|
| Introduction to Western Literature II | ELIT 106 | 2 | 3 +0 | 3 | 6 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Catherine MacMillan |
| Instructors | Catherine MacMillan, Zeynep Rana Smith |
| Assistants | |
| Goals | Major texts of Western literature from <i>The Odyssey</i> to Renaissance masterpieces will be studied. |
| Content | Major text of Western Literature from the Middle Ages to Renaissance will be studied and discussed. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the historical tradition of Western literature. | 1, 2, 4 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of Western literature, and to become acquainted with the concepts and terminology used in the analysis of literary texts. | 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 Western literature. | 1, 2, 3 | 1,2,3 | A, C |
| 4) To analyze major texts of Western literature, e.g. Dante, Boccaccio. | 1, 2, 7 | 1,2,3 | A, C |
| 5) To equip the students with the knowledge of Masterpieces of the Middle Ages and Renaissance. | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of the novel. | 2, 3, 7 | 1,2,3 | A |

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

COURSE CONTENT

| Week | Topics | Study Materials |
|------|---|-----------------|
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | |
| 2 | Lecture: The Middle Ages | |

| | |
|----------------------------|---|
| 3 | Lecture: Marie de France |
| 4 | Lecture: Dante Alighieri and the <i>Divine Comedy</i> |
| 5 | Lecture: Dante Alighieri and the <i>Divine Comedy</i> to be continued |
| 6 | Lecture: Giovanni Boccaccio and the <i>Decameron</i> |
| 7 | MIDTERM EXAM |
| 8 | Francis Petrarch and the <i>Canzoniere</i> |
| 9 | Niccolo Machiavelli, <i>The Prince</i> |
| 10 | Baltassare Castiglione, <i>The Book of the Courtier</i> |
| 11 | Lecture: Desiderius Erasmus and the <i>Praise of Folly</i> |
| 12 | Lecture: Michel de Montaigne and the <i>Essays</i> |
| 13 | Lecture: Miguel De Cervantes and <i>Don Quixote</i> (Part 1) |
| 14 | Lecture: Miguel De Cervantes and <i>Don Quixote</i> (Part 2) - Conclusion |
| RECOMMENDED SOURCES | |
| Textbook | Norton Anthology of World Masterpieces 7th Edition |
| Additional Resources | Steinberg, Theodore M. (2010), <i>Reading the Middle Ages</i> Angela Jane Weisl, Anthony Joseph Cunder (2018) <i>Medieval Literature: The Basics</i> Brotton, Jerry (2006), <i>The Renaissance: A Very Short Introduction</i> |

| | |
|-------------------------|--|
| MATERIAL SHARING | |
| Documents | |
| Assignments | |
| Exams | |

| | | |
|--|--------|------------|
| ASSESSMENT | | |
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 50 |
| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| | | | | | | |
|---|--|--------------|---|---|---|---|
| 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 utilize 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 |

ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION

| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
|---|----------|-----------------|-------------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 25 |
| Final examination | 1 | 20 | 40 |
| Total Courseload | | | 149 |
| Total Courseload / 25 (h) | | | 5,96 |
| ECTS Credit of the Course | | | 6 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Literary Genres I | ELIT 107 | 1 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Bahar Karlıdağ |
| Instructors | Bahar Karlıdağ, Catherine Macmillan, Nina Cemiloğlu |
| Assistants | |
| Goals | Basic literary genres are covered and students are equipped with scholarly reading and stylistic skills as well as language awareness. The first part of the course concentrates on poetry, drama, fiction, with the practical study of selected texts. |
| Content | In addition to theoretical knowledge offered as an overview for each genre and sub category, selected examples in poetry, drama, short story, novel, essay, article, diary, letter, biography, history will be studied. |

| Course Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To introduce genres and highlight various defining features of each. | 1-2 5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge of the origins of each genre and to develop an understanding of how various genres evolved and developed throughout history. | 1-2 5-10 | 1,2,3 | A,C |
| 3) For the students to gain knowledge in each genre and to become acquainted with the concepts and terminology used in the identification and analysis of sample literary texts for each genre and sub variants. | 1-2 5-10 | 1,2,3 | A,C |
| 4) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres. | 1-2 5-10 | 1,2,3 | A,C |
| 5) To read, study and analyze texts representative of various different genres with some skill. | 1-2 5-10 | 1,2,3 | A,C |

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

| COURSE CONTENT | | |
|----------------|--|---|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, syllabus/pacing schedule and obtaining materials | Materials for the course provided by instructor |

| | |
|----|--|
| | Literary Genres Overview: Classification by Type |
| 2 | Historical Background: Aristotle's Genres classification; Plato's classification; The Epic, the Lyric and the Dramatic |
| | Poetry: A Poem is an Experience; A Poem Looks Like a Poem; |
| 3 | Poems that Tell a Story; The Purpose of a Poem; How to Talk about a Poem; Metaphor and Simile |
| | Poetry: Poetry Analysis; Poetic Devices |
| 4 | Meter & Rhyme Scheme The Sonnet: The Italian Sonnet & the English Sonnet |
| | Poetry: "The Eagle" by Alfred Lord Tennyson |
| 5 | "On Feelings" by D.H. Lawrence "The Mirror" by Sylvia Plath |
| | Drama Overview |
| 6 | Elements of Drama – Checklist Greek Theater: <i>Antigone</i> by Sophocles |
| 7 | MIDTERM |
| 8 | Drama: <i>Pygmalion</i> by Bernard Shaw (Drama: <i>The Rising of the Moon</i> by Isabelle Augusta Persse, Lady Gregory) |
| 9 | MIDTERM EXAM Review Prose Fiction: The Short Story Overview |
| | "Business and Ethics" |
| 10 | ("The Lumber Room" by Roald Dahl) ("Thus I Refute Beelzy" by John Collier) ("The Bass, the River and Sheila Mant" by WD Wetherell) |
| | "The Lumber Room" by Roald Dahl |
| 11 | ("Thus I Refute Beelzy" by John Collier) ("The Bass, the River and Sheila Mant" by WD Wetherell) |
| 12 | Prose Fiction: The Novel Overview |
| 13 | <i>Robinson Crusoe</i> by Daniel Defoe, <i>Frankenstein</i> by Mary Shelley |
| 14 | REVISION |

RECOMMENDED SOURCES

Textbook
Additional Resources

MATERIAL SHARING

Documents
Assignments
Exams

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Mid-Term | 1 | 30 |
| Classwork | 1 | 40 |
| Final Exam | 1 | 30 |
| | Total | 100 |
| CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE | | 30 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 70 |
| | Total | 100 |

COURSE CATEGORY

Expertise/Field Courses

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 | | | X | | |
| 2 | The ability to review, analyse and apply the relevant literature/genre. | | | | X | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | X | | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterm Exam | 1 | 14 | 14 |
| Final Exam | 1 | 20 | 20 |
| Total Courseload | | | 118 |
| Total Courseload / 25 (h) | | | 4,72 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Literary Genres II | ELIT 108 | 2 | 3 +0 | 3 | 8 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Bahar Karlıdağ |
| Instructors | Bahar Karlıdağ, Catherine Macmillan, Nina Cemiloğlu |
| Assistants | |
| Goals | Introduction to literary genres with examples for the subcategories of each. Students will develop an awareness of particular elements that define a genre, learn terminology and develop various modes of approach to analysis. |
| Content | In addition to theoretical knowledge offered as an overview for each genre and sub category, selected examples in poetry, drama, short story, novel, essay, article, diary, letter, biography, history will be studied. |

| Course Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To introduce genres and highlight various defining features of each. | 1-2 5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge of the origins of each genre and to develop an understanding of how various genres evolved and developed throughout history. | 1-2 5-10 | 1,2,3 | A,C |
| 3) For the students to gain knowledge in each genre and to become acquainted with the concepts and terminology used in the identification and analysis of sample literary texts for each genre and sub variants. | 1-2 5-10 | 1,2,3 | A,C |
| 4) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres. And to apply all such learned skills in producing their own work. | 1-2 5-10 | 1,2,3 | A,C |
| 5) To read, study and analyze texts representative of various different genres with some skill. To develop the ability to conduct research in any given literary subject/focus and present findings in an organized manner, oral and/or written. | 1-2 5-10 | 1,2,3 | A,C |

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

| COURSE CONTENT |
|----------------|
|----------------|

| Week | Topics | Study Materials |
|------|--|---|
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, syllabus/pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | Prose Nonfiction Overview; Essay Overview: Essays: "Of Travel," "Revenge" & "Studies" by Francis Bacon | |
| 3 | Diary: Samuel Pepys' <i>Diary</i> Biography: Samuel Johnson by Boswell | |
| 4 | Letter: Samuel Johnson's Letter to the Earl of Chesterfield The Earl of Chesterfield's Letter to His Son, Philip Stanhope | |
| 5 | History: <i>The Decline and Fall of the Roman Empire</i> by Gibbon Bible: King James Version Speech: Queen Elizabeth's Address to the Troops" | |
| 6 | Prose Satire: "A Modest Proposal" by Jonathan Swift (Article: "The Education of Women" by Daniel Defoe) | |
| 7 | MIDTERM | |
| 8 | Going beyond Emotional Response: Intellectual Response to literary works | |
| 9 | Paragraph Studies; Main Idea; Thesis Statement: Supporting Statements; Evaluation; Forming Conclusions and Judgments | |
| 10 | Unity and Coherence; Presenting Conclusions and Judgments; Oral and Written Presentation; | |
| 11 | Purpose; Audience: Attitude & Tone; Outline; Summary & Paraphrase; The Benefits of Good Organization | |
| 12 | The Evils of Plagiarism and How to Avoid Plagiarism in Presentations; Paraphrase, Summary, and Source Citation | |
| 13 | Research & Sources; In-text Parenthetical citation; Bibliography; Student Presentations | |
| 14 | REVISION | |

RECOMMENDED SOURCES

Textbook
Additional Resources

MATERIAL SHARING

Documents
Assignments
Exams

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Mid-Term | 1 | 30 |
| Classwork | 1 | 40 |
| Final Exam | 1 | 30 |
| | Total | 100 |
| CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE | | 30 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 70 |
| | Total | 100 |

COURSE CATEGORY

Expertise/Field Courses

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/genre. | | | | X | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | X | | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 5 | 75 |
| Midterm Exam | 1 | 20 | 20 |
| Final Exam | 1 | 25 | 50 |
| Total Courseload | | | 190 |
| Total Courseload / 25 (h) | | | 7.6 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|---------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Introduction to Mythology | ELIT 116 | 1 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Adriana Raducanu, Catherine Macmillan |
| Assistants | |
| Goals | The aim of this course is to introduce the basics of Classical Mythology to students to enable them to have a general idea of how mythology is used as a literary source in English literature. |
| Content | Selected topics of Classical Mythology, such as the sources of classical mythology, creation myths, gods, goddesses, love and adventure tales, and first heroes, will be discussed. |

| Learning Outcomes | Programme 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 acquaint 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 |

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

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of course objectives and requirements | |
| 2 | Ancient Greece: History, Culture, and Literature Myth and myth studies: Literature and myths | |

| | |
|----|--|
| 3 | Creation of the Universe Primordials and Titans |
| 4 | The Olympians: Gods and Goddesses |
| 5 | Gods of Earth, Lesser Gods, and other beings |
| 6 | How Mankind Was Created |
| 7 | Midterm Exam |
| 8 | Selected Myths and Texts |
| 9 | Selected Myths and Texts |
| 10 | Selected Myths and Texts |
| 11 | Heroes: Theseus, Perseus, Hercules, Atalanta |
| 12 | Heroes: Theseus, Perseus, Hercules, Atalanta |
| 13 | Selected works |
| 14 | Selected works |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | Edith Hamilton: <i>Mythology</i> |
| Additional Resources | Pierre Grimal: <i>A Concise Dictionary of Classical Mythology</i> , Robert Graves: <i>The Greek Myths</i> |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Mid-terms | 1 | 30 |
| Classwork | 2 | 20 |
| Final Exam | 3 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

COURSE CATEGORY

Expertise/Field Courses

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, analyze and apply the relevant literature. | | X | | | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | X | |
| 4 | The ability to utilize 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 | |
| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | | |
| | Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| | Course Duration | 14 | 3 | 42 |
| | Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| | Midterm Exam | 1 | 15 | 20 |
| | Final examination | 1 | 25 | 25 |
| | Total Courseload | | | 120 |
| | Total Courseload / 25 (h) | | | 4.9 |
| | ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|---------------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Introduction to American Literature I | ELIT 203 | 3 | 3 + 0 | 3 | 8 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Charles Sabatos |
| Instructors | Charles Sabatos, Zeynep Rana Smith |
| Assistants | |
| Goals | The course aims to introduce the student to American literature from the colonial era up to the Civil War. Students are also exposed to terminology and modes of approach to the study and analysis of literary texts |
| Content | In addition to an overview for each historical and literary period under study, selected samples from the works of major authors will be analyzed chronologically. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To provide a historical and cultural background of a literary period and to introduce literary trends, movements, authors and texts pertaining to each period. | 1-2 5-10 | 1,2,3 | A,C |
| 2) To equip the students with knowledge of the development of American literature under the influence of social, political, spiritual and economic forces and various literary trends, schools and movements. | 1-2 5-10 | 1,2,3 | A,C |
| 3) For the students to gain knowledge in each literary period and to become acquainted with the concepts and terminology used in the identification and analysis of sample literary texts for each genre and sub variants. | 1-2 5-10 | 1,2,3 | A,C |
| 4) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres and forms. | 1-2 5-10 | 1,2,3 | A,C |
| 5) To read, study, analyze and evaluate texts representative of various literary periods and genres. | 1-2 5-10 | 1,2,3 | A,C |

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

| COURSE CONTENT | | |
|----------------|--|---|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of course objectives and materials | Materials for the course provided by instructor |
| 2 | Historical background of early American literature; colonial period | |
| 3 | Puritan Poetry; Captivity narrative | |
| 4 | American Literature 1700-1789 | |
| 5 | American society after independence J. Hector St. Jean de Crevecoeur | |
| 6 | American Romanticism | |
| 7 | American Literature 1820-1865 Washington Irving | |
| 8 | MIDTERM EXAM | |
| 9 | Edgar Allan Poe: poetry and short stories | |
| 10 | Morality and evil in American culture Nathaniel Hawthorne | |
| 11 | American Transcendentalism Ralph Waldo Emerson Henry David Thoreau | |
| 12 | The slave narrative Frederick Douglass | |

| | |
|---|-----------------|
| 13 | Herman Melville |
| 19 th -century American poetry | |
| 14 | Walt Whitman |
| | Emily Dickinson |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | Course materials provided by instructor |
| Additional Resources | Norton Anthology of American Literature |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 40 |
| Final Exam | 1 | 30 |
| | Total | 100 |
| CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE | | 30 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 70 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAMME | | | | | | |
|------------------------------------|---|--------------|---|---|---|---|
| No | Programme Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The ability to apply knowledge of English, literature and social sciences to topics including culture, society, ethics, politics etc. | | | X | | |
| 2 | The ability to review, analyse and apply the relevant literature/genre. | | | | | X |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |
| 4 | The ability to utilize 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 | | |

| |
|---|
| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION |
|---|

| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
|--|----------|-----------------|-------------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterms | 1 | 45 | 45 |
| Finals | 1 | 65 | 65 |
| Total Courseload | | | 194 |
| Total Courseload / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|--|----------|----------|----------|---------|------|
| Introduction to American Literature II | ELIT 204 | 4 | 3 + 0 | 3 | 8 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Charles Sabatos |
| Instructors | Charles Sabatos, Zeynep Rana Smith |
| Assistants | |
| Goals | The course aims to introduce the student to American literature from the late 19 th century to the modern period. Students are also exposed to terminology and modes of approach to the study and analysis of literary texts. |
| Content | In addition to an overview for each historical and literary period under study, selected samples from the works of major authors will be analyzed chronologically. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To provide a historical and cultural background of a literary period and to introduce literary trends, movements, authors and texts pertaining to each period. | 1-2 5-10 | 1,2,3 | A,C |
| 2) To equip the students with knowledge of the development of American literature under the influence of social, political, spiritual and economic forces and various literary trends, schools and movements. | 1-2 5-10 | 1,2,3 | A,C |
| 3) For the students to gain knowledge in each literary period and to become acquainted with the concepts and terminology used in the identification and analysis of sample literary texts for each genre and sub variants. | 1-2 5-10 | 1,2,3 | A,C |
| 4) To equip the students with the necessary critical faculties, analytical approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of literature in various genres and forms. | 1-2 5-10 | 1,2,3 | A,C |
| 5) To read, study, analyze and evaluate texts representative of various literary periods and genres. | 1-2 5-10 | 1,2,3 | A,C |

| | |
|-------------------|---|
| Teaching Methods: | 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Text Study |
|-------------------|---|

| | |
|---------------------|--|
| Assessment Methods: | A: Testing B: Presentation C: Homework |
|---------------------|--|

| COURSE CONTENT | | |
|----------------|--|--|
| Week | Topics | Materials |
| 1 | Introduction to the course, explanation of course objectives and materials | Materials provided by instructor by instructor |
| 2 | Historical Background of American Literature to WWI | |
| 3 | Mark Twain | |
| 4 | Stephen Crane/Upton Sinclair | |
| 5 | Langston Hughes | |
| 6 | Immigrant and expatriate writers | |
| 7 | MIDTERM | |
| 8 | Ernest Hemingway | |
| 9 | Social issues of the mid-20th century | |
| 10 | Ralph Ellison | |
| 11 | William Faulkner/Flannery O'Connor | |
| 12 | James Baldwin | |
| 13 | 20th-century American drama | |
| 14 | Contemporary issues | |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | Course materials provided by instructor |
| Additional Resources | Norton Anthology of American Literature |

| |
|------------------|
| MATERIAL SHARING |
|------------------|

| |
|-------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 40 |
| Final Exam | 1 | 30 |
| | Total | 100 |
| CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE | | 30 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 70 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAMME | | | | | | |
|------------------------------------|---|--------------|---|---|---|---|
| No | Programme Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The ability to apply knowledge of English, literature and social sciences to topics including culture, society, ethics, politics etc. | | | X | | |
| 2 | The ability to review, analyse and apply the relevant literature/genre. | | | | X | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | X | | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterms | 1 | 45 | 45 |
| Finals | 1 | 65 | 65 |
| Total Courseload | | | 194 |
| Total Courseload / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|--------------------|--|--|--|--|--|
|--------------------|--|--|--|--|--|

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|--|----------|----------|----------|---------|------|
| Introduction to Western Literature III | ELIT 205 | 3 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Catherine MacMillan |
| Instructors | Catherine MacMillan, Hatice Karaman, Nina Cemiloğlu, |
| Assistants | |
| Goals | To explore selected major texts of Western literature from the 17-19 th centuries in their historical and cultural contexts. |
| Content | Major texts of Western Literature from Renaissance to 19 th C. will be studied and discussed. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the historical tradition of Western literature. | 1, 2, 4 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of Western literature, and to become acquainted with the concepts and terminology used in the analysis of literary texts. | 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 Western literature. | 1, 2, 3 | 1,2,3 | A, C |
| 4) To analyse major texts of Western literature, e.g. Dante, Boccaccio. | 1, 2, 7 | 1,2,3 | A, C |
| 5) To equip the students with the knowledge of Masterpieces of Middle Ages and Renaissance. | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of the novel. | 2, 3, 7 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|--|-----------------|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | |
| 2 | Madame de la Fayette: Princess of Cleves | |
| 3 | Theatre of French Renaissance I: Racine (Phaedre) | |
| 4 | Theatre of French Renaissance II: Moliere (Tartuffe) | |
| 5 | J.J. Rousseau: Confessions | |
| 6 | F.A. Voltaire: Candide or Optimism | |
| 7 | Midterm | |
| 8 | Goethe: Faust | |
| 9 | G. Flaubert: Madame Bovary | |
| 10 | Fyodor Dostoyevsky: Notes from the Underground | |
| 11 | Henrik Ibsen: Hedda Gabler | |
| 12 | Anton Chekov: selection from The Three Sisters/The Cherry Orchard/Uncle Vanya | |
| 13 | Lev Tolstoy: The Death of Ivan Ilyich | |
| 14 | Symbolist Poetry I: a selection of poems by C. Baudelaire, S. Mallarme, P. Verlaine, A. Rimbaud, P. Claudel, P. Valery | |

| RECOMMENDED SOURCES | |
|---|--|
| Textbook | Norton Anthology of World Masterpieces 7th Edition |
| Additional Resources Nelson, Brian (2015), <i>The Cambridge Introduction to French Literature</i> , Emerson, Caryl (2008), <i>The Cambridge Introduction to French Literature</i> | |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 50 |
| Final Exam | 1 | 50 |
| Total | | 100 |
| CONTRIBUTION OF FINAL TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |

| | |
|-------|-----|
| Total | 100 |
|-------|-----|

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAMME | | | | | | |
|------------------------------------|--|--------------|---|---|---|---|
| No | Programme Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| | 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 | | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Finals | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5,16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|----------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Eighteenth Century British Novel | ELIT 211 | 3 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Hatice Karaman |
| Instructors | Zeynep Rana Smith, Hatice Karaman |
| Assistants | |
| Goals | The course aims at an understanding of the development of the novel in the eighteenth century 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 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 eighteenth century novel forms and an appreciation of the art and skill of the period novelists. |
| Content | Commences with an overview of eighteenth 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 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. |

| 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 | 1-2 5-10 | 1,2,3 | A,C |

understanding of literature in general, fiction and the novel in particular.

Teaching Methods: 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Case Study

Assessment Methods: A: Testing B: Presentation C: Homework

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 | 18th Century Britain and the Enlightenment: Historical Information. 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 | Daniel Defoe biography; <i>Robinson Crusoe</i> | |
| 4 | Daniel Defoe, <i>Moll Flanders</i> | |
| 5 | Daniel Defoe, <i>Moll Flanders</i> | |
| 6 | Jonathan Swift, <i>Gulliver's Travels</i> | |
| 7 | MIDTERM EXAM | |
| 8 | <i>Pamela, or Virtue Rewarded</i> , Samuel Richardson (1740) | |
| 9 | <i>Pamela, or Virtue Rewarded</i> , Samuel Richardson (1740) | |
| 10 | <i>An Apology for the Life of Mrs. Shamela Andrews</i> , Henry Fielding (1741); Remarks on parody texts. | |
| 11 | <i>Tristram Shandy</i> , Laurence Sterne (1768) | |
| 12 | <i>Tristram Shandy</i> , Laurence Sterne (1768) | |
| 13 | Conclusions & Revision | |
| 14 | Conclusions & Revision | |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | <i>Norton Anthology of English Literature</i> |
| | <i>The True Story of the Novel</i> , Margaret Anne Doody (Chapters 11 & 12) |
| Additional Resources | <i>The Rise Of The Novel: Studies In Defoe, Richardson And Fielding</i> <i>Masters of British Literature, Volume B</i> by David Damrosch |

| MATERIAL SHARING | |
|-------------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 30 |
| Classwork | 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature | | | | X | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | X | | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |

| | | | |
|--|----|----|------|
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 15 |
| Finals | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5,16 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|----------------------------------|----------|----------|----------|---------|------|
| Nineteenth Century British Novel | ELIT 212 | 4 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Hatice Karaman |
| Instructors | Zeynep Rana Smith, Hatice Karaman |
| Assistants | |
| Goals | <p>The course aims at an understanding of the development of the novel in the nineteenth century.</p> <p>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.</p> |
| Content | <p>Commences with an overview of eighteenth-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.</p> <p>Two books will be read and discussed from cover to cover and excerpts from several other major works will also be studied and discussed.</p> <p>The excerpt selections are mainly from those works that have come to be regarded as best representing the fiction of the period.</p> |

| 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 |

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

| 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 | The Novel – Early 19th century – Overview Jane Austen, <i>Sense and Sensibility</i> 1811 | |
| 4 | Mary Wollstonecraft Shelley, <i>Frankenstein</i> 1818 | |
| 5 | Mary Wollstonecraft Shelley, <i>Frankenstein</i> 1818 | |
| 6 | Mary Wollstonecraft Shelley, <i>Frankenstein</i> 1818 | |
| 7 | MIDTERM | |
| 8 | Emily Bronte, <i>Wuthering Heights</i> 1847 | |
| 9 | Emily Bronte, <i>Wuthering Heights</i> 1847 | |
| 10 | Charles Dickens, <i>Hard Times</i> 1854 | |
| 11 | Charles Dickens, <i>Hard Times</i> 1854 | |
| 12 | M. Elizabeth Braddon, <i>Lady Audley's Secret</i> 1862 | |
| 13 | M. Elizabeth Braddon, <i>Lady Audley's Secret</i> 1862 | |
| 14 | Revision & Conclusion | |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | <i>Norton Anthology of English Literature</i> |
| Additional Resources | |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 30 |
| Classwork | 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 |
|-------|-----|

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5,16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Elizabethan and Jacobean Drama | ELIT 217 | 3 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Adriana Raducanu |
| Instructors | Adriana Raducanu, Nina Cemiloğlu |
| Assistants | |
| Goals | This course introduces Elizabethan and Jacobean drama and aims to familiarize the students with the genre conventions, in the social, economic and political context of Elizabethan and Jacobean era. The plays studied may be a selection (decided by the instructor) of the works of any important Elizabethan and Jacobean playwrights, such as: William Shakespeare, Thomas Kyd, Christopher Marlowe, Ben Jonson, John Webster, Thomas Middleton, Thomas Dekker, Thomas Heywood, Francis Beaumont, William Rowley, etc. |
| Content | Selected plays by any of the significant Elizabethan and Jacobean playwrights. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the prominent dramatic works of the Elizabethan Age and the Jacobean Age | 1, 2 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of Elizabethan and Jacobean 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 approach, interdisciplinary vision and analytical, interpretative and inference skills for a successful understanding of Elizabethan and Jacobean plays. | 1, 2, 3, 10 | 1,2,3 | A |
| 4) To analyze selected dramatic works by dramatists of the age | 1, 2 | 1,2,3 | A |
| 5) To equip the students with knowledge of the socio-political and intellectual framework of Elizabethan and Jacobean drama | 1, 2, 3 | 1,2,3 | A |
| 6) To understand the development of Elizabethan and Jacobean drama | 1, 2, 3 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|--|-----------------|
| Week | Topics | Study Materials |
| 1 | An introduction to the genre, starting with the Ancient Greek and Roman theater; the conditions of performance, public and private theaters, Seneca and revenge tragedy. | |
| 2 | Elizabethan and Jacobean Drama, sources: Mummery plays, Miracle plays, Morality plays; Elizabethan and Jacobean England: A socio-political overview. | |
| 3 | Julius Caesar: Textual analysis and commentary | |
| 4 | Julius Caesar: Textual analysis and commentary | |
| 5 | Julius Caesar: Textual analysis and commentary | |
| 6 | Antony and Cleopatra: Textual analysis and commentary | |
| 7 | MIDTERM EXAM | |
| 8 | Antony and Cleopatra: Textual analysis and commentary | |
| 9 | Antony and Cleopatra: Textual analysis and commentary | |
| 10 | Coriolanus: Textual analysis and commentary | |
| 11 | Coriolanus: Textual analysis and commentary | |
| 12 | Students' presentations | |
| 13 | Students' presentations | |
| 14 | Students' presentations | |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | Individual plays (from among, but not limited to: Julius Caesar, Antony and Cleopatra, Coriolanus, The Spanish Tragedy, Volpone, The Poetaster, Doctor Faustus, Tamuburlaine, The Jew of Malta, The Duchess of Malfi, The White Devil, etc.) |
| Additional Resources | Marjorie Garber "Shakespeare after All" (Anchor 2005), The Cambridge Companion to English Renaissance Tragedy. Edited by Emma Smith and Garrett A. Sullivan, Jr. Cambridge: Cambridge University Press, 2010, The Cambridge Companion to English Renaissance Drama (edited by A.R. Braunmuller and Michael Hattaway, Cambridge University Press, 1990), The Cambridge Companion to Shakespeare and Contemporary Dramatists (Cambridge University Press, 2012), etc. |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 30 |
| Classwork | 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 |
|-------|-----|

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | x | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5,16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|-------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| History of Literary Criticism | ELIT 301 | 5 | 3+0 | 3 | 8 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Hatice Karaman |
| Instructors | Hatice Karaman, Charles Sabatos, Adriana Raducanu, Bahar Karlıdağ |
| Assistants | |
| Goals | The course aims a) to familiarise students with Western cultural and literary concepts and terminology from their inception in Antiquity to the Romantic Age; b) to develop students' ability to understand and produce scholarly critical writings; c) to increase students' awareness of intellectual and cultural issues and cultivate critical thinking. |
| Content | The history of English literary criticism forms part of the Western tradition of criticism which has its origins in the views of the writers and thinkers of Ancient Greece and Rome. It is thus closely interlinked with critical and philosophical currents as well as the social and political developments that have shaped Western cultural and intellectual movements. The course deals with selected critical texts from an interdisciplinary and holistic perspective. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| Familiarity with the history and sources of English literary criticism | 1,7,8,10 | 1; 2; 3 | A; C |
| Mastery over the basic critical concepts and terminology | 2,8,10 | 1; 2; 3 | A; C |
| Equip the students with the analytical and literary skills for understanding and producing critical writings | 1,2,6,7,8,10 | 1; 2; 3 | A; C |
| Comprehension of interdisciplinary methods in the study of literary and cultural materials | 3 | 1; 2; 3 | A; C |
| Cultivate critical thinking and an analytical approach to intellectual and cultural issues | 2,8,10 | 1; 2; 3 | A; C |
| Nurture holistic viewpoints in the analysis and interpretation of literary and artistic works | 1,2,6,7,8,10 | 1; 2; 3 | A; C |

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

| COURSE CONTENT | | |
|----------------|---|--|
| Week | Topics | Study Materials |
| 1 | General introduction; meaning and scope of literary criticism; objectives | Lecture handout and reading material from selected texts (see below) |
| 2 | Early Greek: Poetry, Myth, Ritual | “ |
| 3 | Plato, <i>Cratylus & Republic</i> | “ |
| 4 | Plato, <i>Republic</i> | “ |
| 5 | Aristotle, Poetics | “ |
| 6 | Aristotle, Poetics | “ |
| 7 | Cicero, <i>On the Orator</i> | “ |
| 8 | Midterm Exam | “ |
| 9 | Horace, <i>Art of Poetry</i> | “ |
| 10 | Longinus, <i>On the Sublime</i> | “ |
| 11 | Medieval Themes | “ |
| 12 | 16th Century & English Neo-classicism | “ |
| 13 | 16th Century & English Neo-classicism | “ |
| 14 | Conclusions | “ |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | Literary Criticism: A Short History, 4-Volume Set- Routledge (William K. Wimsatt, Jr., Cleanth Brooks - 2022) Volume 1 |
| Additional Resources | The Cambridge History of Literary Criticism Volume 1 (Ed. George A. Kennedy) 2008 The Theory of Criticism: From Plato to the Present (Raman Selden) |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 40 |
| Final | 1 | 60 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 40 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 60 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterms | 1 | 45 | 45 |
| Finals | 1 | 65 | 65 |
| Total Courseload | | | 194 |
| Total Courseload / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|----------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| History of Literary Criticism II | ELIT 302 | 6 | 3 + 0 | 3 | 8 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Hatice Karaman |
| Instructors | Hatice Karaman, Charles Sabatos, Nina Cemiloğlu, Bahar Karlıdağ |
| Assistants | |
| Goals | The course aims to a) familiarize students with Western cultural and literary concepts and terminology from their inception in Antiquity to the Modern Age; b) develop students' ability to understand and produce scholarly critical writings; c) increase students' awareness of intellectual and cultural issues and cultivate critical thinking. |
| Content | The course deals with the critical writings produced in the period extending from the end of the 18th century to the early 20th century. It traces the development of English criticism from an interdisciplinary and holistic perspective and aims to place the texts studied in their specific historical, social, economic and political contexts. Particular emphasis is placed on the intellectual and philosophical currents that have shaped Western culture and influenced the production and reception of literature and other artistic works in the West in general and England in particular. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| Familiarity with the history and sources of English literary criticism | 1,7,8,10 | 1; 2; 3 | A; C |
| Mastery over the basic critical concepts and terminology | 2,8,10 | 1; 2; 3 | A; C |
| Equip the students with the analytical and literary skills for understanding and producing critical writings | 1,2,6,7,8,10 | 1; 2; 3 | A; C |
| Comprehension of interdisciplinary methods in the study of literary and cultural materials | 3 | 1; 2; 3 | A; C |
| Cultivate critical thinking and an analytical approach to intellectual and cultural issues | 2,8,10 | 1; 2; 3 | A; C |
| Nurture holistic viewpoints in the analysis and interpretation of literary and artistic works | 1,2,6,7,8,10 | 1; 2; 3 | A; C |

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

| COURSE CONTENT | |
|----------------|---------------------------|
| Week | Topics Study Materials |

| | | |
|----|---|---|
| 1 | Introduction to 18th Century Thought & Criticism | “ |
| 2 | Age of Reason/Enlightenment & Literary Criticism | “ |
| 3 | Kantian Sublime | “ |
| 4 | Imagination & German Romantics | “ |
| 5 | English Romantics (Wordsworth, Coleridge, Shelley et al.) | “ |
| 6 | English Romantics (Wordsworth, Coleridge, Shelley et al.) | “ |
| 7 | Midterm Exam | “ |
| 8 | Tragedy & Comedy (From Aristotle to Nietzsche) | “ |
| 9 | Symbolism & I. A. Richards | “ |
| 10 | T.S. Eliot & Ezra Pound | “ |
| 11 | T.S. Eliot & Ezra Pound | “ |
| 12 | Myths, Archetypes & Criticism | “ |
| 13 | The Rise of Modernism. Transition to the 20th century. Main artistic, literary and cultural movements | “ |
| 14 | Revision & Conclusions | “ |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | Literary Criticism: A Short History, 4-Volume Set-Routledge (William K. Wimsatt, Jr., Cleanth Brooks - 2022) |
| Additional Resources | The Theory of Criticism: From Plato to the Present (Raman Selden) |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|-------------------------|------------|
| Midterm | 1 | 40 |
| Final | 1 | 60 |
| Total | | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 40 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 60 |
| Total | | 100 |
| COURSE CATEGORY | Expertise/Field Courses | |

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 utilize 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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterms | 1 | 45 | 45 |
| Finals | 1 | 65 | 65 |
| Total Courseload | | | 194 |
| Total Courseload / 25 (h) | | | 7,76 |
| ECTS Credit of the Course | | | 8 |

| COURSE INFORMATION | | | | | |
|------------------------|---------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Shakespeare in His Age | ELIT303 | 5 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Adriana Raducanu |
| Instructors | Adriana Raducanu, Hatice Karaman |
| Assistants | |
| Goals | This course introduces the drama of Shakespeare's time and studies individual plays by Shakespeare in relation to the socio-political and intellectual framework of his age. |
| Content | Selected dramatic works of Shakespeare |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) To explore the dramatic works of Shakespeare | 1, 2 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of Shakespeare's plays, and to become acquainted with the concepts and terminology used in the analysis of dramatic texts. | 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 Shakespeare's plays. | 1, 2, 3 | 1,2,3 | A |
| 4) To analyze selected dramatic works of Shakespeare | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of Shakespeare as a playwright and his intellectual and cultural background | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of Shakespearean drama | 2, 7 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|---|----------------------------------|
| Week | Topics | Study Materials |
| 1 | Introduction | Materials provided by instructor |
| 2 | The Tudor Age: A socio-political overview Introduction to the drama and theater of the Renaissance: the predecessors and contemporaries of Shakespeare, the conditions of performance, public and private theaters, censorship William Shakespeare: life and career | |

| |
|---|
| Early printing of Shakespeare's plays |
| An overview of dramatic genres in English Renaissance literature and the classification of Shakespeare's plays in the First Folio (1623) Tudor chroniclers and the English history play |
| 3 <i>Richard III</i> : Textual analysis and commentary |
| 4 <i>Richard III</i> : Textual analysis and commentary |
| 5 <i>Richard III</i> : Textual analysis and commentary |
| 6 <i>Hamlet</i> : Textual analysis and commentary |
| 7 MIDTERM |
| 8 <i>Hamlet</i> : Textual analysis and commentary |
| 9 <i>Hamlet</i> : Textual analysis and commentary |
| 10 <i>Macbeth</i> : Textual analysis and commentary |
| 11 <i>Macbeth</i> : Textual analysis and commentary |
| 12 Students' presentations |
| 13 Students' presentations |
| 14 Students' presentations |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | Individual plays |
| Additional Resources | Marjorie Garber "Shakespeare After All" (Anchor 2005), Emma Smith "This is Shakespeare" (Pelican, 2020), Agnes Heller "The Time is Out of Joint: Shakespeare as Philosopher of History" (Rowman and Littlefield, 2002), Harold Bloom "Shakespeare: The Invention of the Human" (Riverhead Books, 1998), A.C. Bradley "Shakespearean Tragedy" (1904), Jan Kott "Shakespeare, Our Contemporary" (W.W. Norton & Company, 1974), The Cambridge Companion to Shakespeare and Contemporary Dramatists (Cambridge University Press, 2012), etc. |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|---|----------|----------|----------|---------|------|
| Renaissance to the Restoration British Poetry | ELIT 314 | 5 | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree |
| Course Type | Compulsory |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Nina Cemiloğlu |
| Assistants | |
| Goals | To give an overview of Renaissance and Restoration Period British poetry and its historical and cultural contexts |
| Content | 16 th -17 th century poetry by selected authors |

Teaching Methods: 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Case Study

Assessment Methods: A: Testing B: Presentation C: Homework

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the works of poets of the period from the beginning of the Renaissance to the Restoration | 1, 2 | 1,2,3 | A |
| 1) Knowledge of and ability to make close readings of poetry from 1509-1660 | 1, 7, 10 | 1,2,3 | A |
| 2) Knowledge of the intellectual, historical and religious context of the poems | 1, 2, 3 | 1,2,3 | A |
| 3) Ability to write essays and commentaries on the poetry of the period | 1, 2, 7 | 1,2,3 | A |
| 4) To analyse selected works of the period poets | 2, 3, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of poetry and poets of the age | 2, 7 | 1,2,3 | A |
| 6) To understand the development of English poetry | 2,7 | 1,2,3 | A |

Teaching Methods: 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Case Study

Assessment Methods: A: Testing B: Presentation C: Homework

COURSE CONTENT

| Week | Topics | Study Materials |
|------|---|-----------------|
| 1 | Introduction: Course contents, course requirements, academic ethics | |
| 2 | The Renaissance | |
| 3 | Selected anonymous early modern English ballads | |
| 4 | The Sonnet (Petrarch, Wyatt, Surrey) | |
| 5 | The Sonnet (Sidney, Spenser) | |

| |
|---|
| 6 The Sonnet (Shakespeare) |
| 7 Sir Walter Raleigh, selected poems |
| 8 Midterm Exam |
| 9 The Restoration Period in England |
| 10 Metaphysical Poetry (Donne, Marvell, Herbert) |
| 11 Milton, from <i>Paradise Lost</i> , selected poems |
| 12 Selected poems from the Restoration Period |
| 13 Selected poems from the Restoration Period Poetry |
| 14 Conclusion: Learning Outcomes |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | <i>The Norton Anthology of Poetry</i> , 5th edition, 2004; <i>The Norton Anthology of English Literature</i> , Vol. 1: The Middle Ages through the Restoration and the Eighteenth Century, 8th edition, 2006; <i>The Broadview Anthology of Sixteenth-Century Poetry and Prose</i> , 2012; <i>The Best Poems of the English Language</i> , edited by Harold Bloom, 2004. |
| Additional Resources | Additional poems downloaded from the internet |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 50 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | | x |
| 4 | The ability to utilize 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 |

ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION

| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
|--|----------|-----------------|-------------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| The Age of Satire | ELIT 316 | 6 | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree |
| Course Type | Compulsory |
| Course Coordinator | Oğuz Cebeci |
| Instructors | Oguz Cebeci, Bahar Karlıdağ, Burak Akkurt |
| Assistants | |
| Goals | To give an overview of British literature between 1660-1760 within historical and cultural contexts |
| Content | 17 th -18 th century neoclassical works by selected authors |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) Knowledge of and ability to make close readings of literary works between 1660-1800 | 1, 2 | 1,2,3 | A |
| 2) Knowledge of the intellectual, historical, political and religious context of the works | 1, 7, 10 | 1,2,3 | A |
| 3) Ability to write essays and commentaries on the works of the period | 1, 2, 3 | 1,2,3 | A |
| 4) To analyze selected works of the period, developing an understanding of how the art of satire is exercised—stiletto or scimitar | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of works and authors of the age | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of English literature throughout the Neoclassical Period,(The Augustan Age/The Age of Satire) | 2, 7 | 1,2,3 | A |

Teaching Methods: 1: Lecture, 2: Question-Answer, 3: Discussion, 12: Text Study

Assessment Methods: A: Testing B: Presentation C: Homework

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| 1 | Historical overview of the period known by various titles such as The Age of Satire, The Age of Reason, The Augustan Age, and The Neoclassical Age. | |
| 2 | Diarists John Evelyn (1620—1706) and Samuel Pepys (1633—1703): <i>Diary</i> ; Samuel Butler (1612—1680) <i>Hudibras</i> | |
| 3 | John Dryden (1631—1700): <i>Absalom and Achitophel</i> ; <i>Mac Flecknoe</i> ; The Heroic Couplet; Ode: <i>A Song for St. Cecilia's Day</i> | |

| | |
|----|--|
| 4 | Daniel Defoe (1660—1731): <i>The Education of Women</i> (1660—1731) |
| | The Periodical/Journalism; <i>The Review</i> by Daniel Defoe; <i>The Examiner</i> |
| 5 | by Jonathan Swift; <i>The Idler</i> ; <i>The Rambler</i> by Samuel Johnson; <i>The Tatler</i> and <i>The Spectator</i> by Addison and Steele |
| 6 | Parody and Satire; Butler and Dryden, Pope and Gay, and Swift |
| | Horatian versus Juvenalian |
| 7 | The Novel; Defoe, Richardson, Fielding, Tobias Smollett, Laurence Sterne |
| 8 | Daniel Defoe: <i>Robinson Crusoe</i> ; <i>A Journal of the Plague Year</i> ; |
| | The mock-epic or mock-heroic poem and the “town eclogue”: |
| 9 | Alexander Pope: <i>An Essay on Man</i> ; <i>An Essay on Criticism</i> ; <i>The Rape of The Lock</i> ; |
| 10 | Jonathan Swift: Literary satire: <i>The Battle of the Books</i> ; Religious satire: <i>A Tale of a Tub</i> ; Political satire: <i>A Modest Proposal</i> ; <i>Gulliver’s Travels</i> ; “A Description of a City Shower” |
| 11 | Swift: “A Satirical Elegy on the Death of a Late Famous General” |
| 12 | Samuel Johnson; Letter to the Earl of Chesterfield |
| 13 | Addison and Steele: <i>The Tatler</i> and <i>The Spectator</i> ; “On Party Patches; “On Women’s Use of Fans |
| 14 | Presentations |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | <i>Sixteenth-century Poetry</i> , ed. Emrys Jones, OUP; <i>Seventeenth Century Poetry The Annotated Anthology</i> , ed. Robert Cummings, |
| Additional Resources | Additional poems |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Homework/Classwork | | 10 |
| Midterm | 1 | 40 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

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 utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|-----------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Introduction to Linguistics | ELIT 371 | 6 | 3 + 0 | 3 | 5 |

| | |
|---------------|--|
| Prerequisites | |
|---------------|--|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor Degree |
| Course Type | Compulsory |
| Course Coordinator | Catherine MacMillan |
| Instructors | Catherine MacMillan, Hatice Karaman, Serkan Şener |
| Assistants | |
| Goals | The goal of the course is to get some initial exposure to linguistics. While this will hardly provide any in-depth knowledge of specific phenomena, it will help you get a sense of the nature of linguistic phenomena, as well as their interaction with domains of human action such as cognition and social structure |
| Content | An introductory course to the study of language focusing, aiming to familiarize the student with linguistic terminology and the concepts underlying these terms: Nature of language and linguistic knowledge. Formal description and analysis of language: phonetics, phonology, morphology, syntax and semantics. The following subdomains of linguistics will be addressed in the course: Phonetics: The physical properties of language forms (e.g., sounds); Phonology: The psychological representation of language sounds. Morphology: How language forms combine to form words; Syntax: How words combine to form phrases and sentences; Semantics: The meanings of words, phrases, and sentences; |

| Learning Outcomes | Program Learning Outcomes | Teaching Methods | Assessment Methods |
|--|---------------------------|------------------|--------------------|
| 1) To explore the concept and history of modern linguistics. | 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 linguistic phenomena/ language | 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 language and comparative literary studies. | 1-5, 6-10 | 1,2,3 | A, B,C |
| 4) To analyse different definitions of various linguistic phenomena. | 1-5, 6-10 | 1,2,3 | A, B,C |
| 5) To discuss and contrast different positions in comparative literature and linguistics. | 1-5, 6-10 | 1,2,3 | A, B,C |
| 6) To compare alternative views in use of language both in English and world literature. | 1-5, 6-10 | 1,2,3 | A, B,C |

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

COURSE CONTENT

| Week | Topics | Study Materials |
|------|--|-----------------|
| 1 | General Introduction / Phonetics: | |
| 2 | Phonetics: the physical properties of language forms (e.g., sounds); | |
| 3 | Phonetics / Phonology | |
| 4 | Phonology: the psychological representation of language sounds; | |
| 5 | Phonology / Morphology | |
| 6 | Morphology: how language forms combine to form words; | |
| 7 | Morphology | |
| 8 | REVIEW & MIDTERM EXAM | |
| 9 | Syntax: how words combine to form phrases and sentences; | |
| 10 | Syntax | |
| 11 | Syntax / Semantics | |
| 12 | Semantics: the meanings of words, phrases, and sentences; | |
| 13 | Semantics | |
| 14 | CONCLUSION & REVIEW | |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | No textbook required, lecture notes and materials provided by instructor suffice |
| Additional Resources | For general reference: Fromkin, V., Rodman, R., and Hyams, N. 2003. <i>An Introduction to Language (7th Ed.)</i> . Massachusetts: Wadsworth. <i>Contemporary Linguistics: An introduction</i> by William OGrady, John Archibald, Mark Aronoff, and Janie Rees-Miller; Aksan, D. (1979). <i>Her Yönüyle Dil-Ana Çizgileriyle Dilbilim</i> . Ankara: TDK Yay. Kıran, Z. (2002). <i>Dilbilime Giriş</i> . 2. Baskı. Ankara: Seçkin Yay. <i>Language Files: Materials for an Introduction to Language and Linguistics, Tenth Edition</i> by Bergmann, A., Hall, K.C., & Ross, S.M. Eds. 2007. |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | X | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |
| 4 | The ability to utilize 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 | 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |

| | | | |
|---------------------------|---|----|------|
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Translation of Literary Text | ELIT 343 | 5 | 3 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Oğuz Cebeci |
| Instructors | Oğuz Cebeci |
| Assistants | |
| Goals | The aim of this course is to introduce the students to literary text translation, helping students gain coping strategies in the translation of short stories and poetry through intensive practice and guidance for appropriate solutions. |
| Content | Students' translation skills are improved through discussions on source- and target-oriented translation, obligatory and optional shifts, cultural transfer, literary devices, creative translation and re-writing. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) A student completing the course can conduct translation-oriented textual analysis on short stories and poems | 2, 5, 6 | 1,2,3,9 | B, C |
| 2) uses appropriate translation methods for short stories and poems | 2, 6 | 1, 2, 3 | B, C |
| 3) can identify the stages of translation the genres of short story and poetry | 2, 3, 6, 10 | 1,2,3 | B, C |
| 4) is familiar with anticipated challenges in the translation process | 2, 10 | 1, 2, 3 | B, C |
| 5) uses appropriate methods to overcome translation challenges | 2, 5 | 1, 2, 3 | B, C |
| 6) can make independent decisions through creativity in the translation process | 2, 5 | 1, 2, 3 | B, C |

| | |
|---------------------|--|
| 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 | General Introduction |
| 2 | Characteristics of Short Fiction and Poetry Translation |
| 3 | Translation-Oriented Textual Analysis on Short Stories and Poems |
| 4 | Short Story: "Roselily" Alice Walker |
| 5 | Short Story: "Why Don't You Dance?" Raymond Carver |
| 6 | Short Story: "The Black Cat" Edgar Allen Poe |
| 7 | Short Story: "A Haunted House" Virginia Woolf |
| 8 | Short Story: "Mother Yaws" Tennessee Williams |
| 9 | Midterm |
| 10 | Short Story: "Glimpse at a Jockey" Arthur Miller |
| 11 | Short Story: "The Jilting of Granny Weatherall", K.A. Porter |
| 12 | Short Story: "Cat in the Rain" Ernest Hemingway |
| 13 | Poetry: "The Love Song of J. Alfred Prufrock" T.S. Eliot & "The Road Not Taken" Robert Frost |
| 14 | Poetry: "O Captain! My Captain" Walt Whitman & "Caged Bird" Maya Angelou |
| RECOMMENDED SOURCES | |
| Textbook | Selected articles on the translation of short stories and poems |
| Additional Resources | Landers, Clifford E. (2001) <i>Literary Translation: A Practical Guide</i> , Clevedon: Multilingual Matters. |

| | |
|-------------------------|--|
| MATERIAL SHARING | |
| Documents | |
| Assignments | |
| Exams | |

| | | |
|--|--------|------------|
| ASSESSMENT | | |
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 50 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Romantic Poetry | ELIT 318 | 6 | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree |
| Course Type | Compulsory |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Nina Cemiloğlu |
| Assistants | |
| Goals | The course aims to study the development of English Literature from the 1780s to the 1830s, as well as an understanding and appreciation of poetry through the study of topics such as: how to read poetry, how to analyze verse forms, how poetic devices function. The course also aims to examine a portion of the wide range of poetry written during the Romantic Period. |
| Content | First Generation and Second Generation English Romantic Poets and their selected works will be covered. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) Knowledge of and ability to make close readings of poetry written between 1785-1832 | 1, 2 | 1,2,3 | A |
| 2) Knowledge of the intellectual, historical, political and religious context of the works | 1, 7, 10 | 1,2,3 | A |
| 3) Ability to write essays and commentaries on the works of the period | 1, 2, 3 | 1,2,3 | A |
| 4) To analyze selected poetry of the period, developing an understanding of how the poet has composed/organized the poem | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of works and authors of the age | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of English literature throughout the Romantic Period. | 2, 7 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|--|-----------|
| Week | Topics | Materials |
| 1 | Introduction: Course aims, syllabus discussion, course goals | |
| 2 | The Romantic Period in England: Historical and Literary Background Reading Poetry | |
| 3 | William Wordsworth: His Life and Selected Poems | |

| | |
|----|--|
| 4 | William Wordsworth: Selected Poems |
| 5 | William Blake: His Life and Selected Poems |
| 6 | William Blake: Selected Poems |
| 7 | Midterm Exam |
| 8 | Samuel Taylor Coleridge: His Life and Selected Poems |
| 9 | George Byron: His Life and Selected Poems |
| 10 | George Byron: His Life and Selected Poems Walter Scott: His Life and Selected Poems |
| 11 | Percy Shelley: His Life and Selected Poems |
| 12 | John Keats: His Life and Selected Poems |
| 13 | John Keats: Selected Poems Selected Poems from the Romantic Period |
| 14 | Selected Poems from the Romantic Period Overall Discussion |

| RECOMMENDED SOURCES | |
|----------------------|---------------------|
| Textbook | ELIT 318 Coursebook |
| Additional Resources | |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 30 |
| Classwork | 2 | 20 |
| Final | 3 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | | X |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |
| 4 | The ability to utilize 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 |

ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION

| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
|---|----------|-----------------|-------------------------|
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 20 |
| Final Examination | 1 | 25 | 30 |
| Total Courseload | | | 134 |
| Total Courseload / 25 (h) | | | 5,36 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Contemporary Literary Theories | ELIT 401 | 7 | 3 + 0 | 3 | 10 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Adriana Raducanu |
| Instructors | Adriana Raducanu; Catherine MacMillan; Burak Akkurt |
| Assistants | |
| Goals | This course aims to familiarize students with the most significant contemporary literary theories. By the end of the semester students should be capable of summarizing each theory and differentiating by examples thereof and apply these to literary works. They should also be able to critically analyze each theory, to make comparative analyses of more than one, and to place each in contexts as identified in lectures and discussions. |
| Content | In the first part of the course, students will study New Criticism, Formalism, Marxism and Psychoanalysis. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1. The ability to utilize the basic concepts and issues of contemporary literary theories in developing life strategies. | 1, 2, 3, 4, 7, 9, 10 | 1,2,3 | B,C |
| 2. A sufficiently broad education to understand the global and social impact of literary movements. | 1, 3, 7, 9, 10 | 1,2,3 | B,C |
| 3. A knowledge of issues in contemporary literature and of the cultural issues of the period. | 7, 9, 10 | 1,2,3 | B,C |
| 4. The ability to use theoretical frameworks in order to write research papers. | 2, 3, 10 | 1,2,3 | B,C |

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

| COURSE CONTENT | | |
|----------------|---|------------------------|
| Week | Topics | Study Materials |
| 1 | Introductory Course I-Liberal-humanism | Provided by Instructor |
| 2 | Introductory Course II-Intro. to Contemporary Literary Theories | |
| 3 | Formalism | |
| 4 | New Criticism | |

| |
|--|
| 5 Formalism and New Criticism-Text analysis |
| 6 Marxism I – Leninist Marxism; Engelsian Marxism |
| 7 Midterm exam |
| 8 Marxism II –The Frankfurt School – Text analysis |
| 9 Psychoanalysis I – Freud |
| 10 Psychoanalysis II - Freud and Jung |
| 11 Psychoanalysis III -Lacan – Text Analysis |
| 12 Students' presentations |
| 13 Students' presentations |
| 14 Students' presentations |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | Peter Barry: Beginning Theory: An introduction to literary and cultural theory(4th edition, Manchester University Press, 2017) |
| Additional Resources | Raman Selden, Peter Widdowson, Peter Brooker: A Reader's Guide to Contemporary Literary Theories (5th edition, Pearson and Longman, 2005) Raman Selden: Practising Theory and Reading Literature (University Press of Kentucky, 1989) Julie Rivkin and Michael Ryan: Literary Theory - An Anthology (Wiley-Blackwell, 2017) |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 30 |
| Presentation | 2 | 20 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 40 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 60 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAMME | |
|------------------------------------|--------------|
| 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, analyze and apply the relevant literature. | | | | | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | x | |
| 4 | The ability to utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload(Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 35 | 35 |
| Midterm | 1 | 55 | 55 |
| Final Examination | 1 | 65 | 65 |
| Total Courseload | | | 239 |
| Total Courseload / 25 (h) | | | 9,56 |
| ECTS Credit of the Course | | | 10 |

| COURSE INFORMATION | | | | | |
|--------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Contemporary Literary Theories | ELIT 402 | 8 | 3 +0 | 3 | 10 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Adriana Raducanu |
| Instructors | Adriana Raducanu; Catherine MacMillan, Burak Akkurt, Hatice Karaman |
| Assistants | |
| Goals | This course aims to familiarize students with the most significant contemporary literary theories. By the end of the semester students should be capable of summarizing each theory and differentiating by examples thereof and apply these to literary works. They should also be able to critically analyze each theory, to make comparative analyses of more than one, and to place each in contexts as identified in lectures and discussions. |
| Content | In the second part of the course, students will study Structuralism, Post-structuralism, Feminism, Post-colonialism. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1. The ability to utilize the basic concepts and issues of contemporary literary theories in developing life strategies. | 1, 2, 3, 4, 7, 9, 10 | 1,2,3 | B,C |
| 2. A sufficiently broad education to understand the global and social impact of literary movements. | 1, 3, 7, 9, 10 | 1,2,3 | B,C |
| 3. A knowledge of issues in contemporary literature and of the cultural issues of the period. | 7, 9, 10 | 1,2,3 | B,C |
| 4. The ability to use theoretical frameworks in order to write research papers. | 2, 3, 10 | 1,2,3 | B,C |

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

| COURSE CONTENT | | |
|----------------|---|----------------------------------|
| Week | Topics | Study Materials |
| 1 | Introductory Course I-Liberal-humanism | Materials provided by Instructor |
| 2 | Introductory Course II-Intro. to Contemporary Literary Theories | |
| 3 | Structuralism | |

| |
|-------------------------------------|
| 4 Structuralism-Text analysis |
| 5 Post-structuralism |
| 6 Post-structuralism-Text analysis |
| 7 Midterm Exam |
| 8 Feminism |
| 9 Feminism - Text analysis |
| 10 Post-colonialism |
| 11 Post-colonialism - Text analysis |
| 12 Students' presentations |
| 13 Students' presentations |
| 14 Students' presentations |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | Peter Barry: Beginning Theory: An introduction to literary and cultural theory (4th edition, Manchester University Press, 2017) |
| Additional Resources | Raman Selden, Peter Widdowson, Peter Brooker: A Reader's Guide to Contemporary Literary Theories (5th edition, Pearson and Longman, 2005) Raman Selden: Practising Theory and Reading Literature (University Press of Kentucky, 1989) Julie Rivkin and Michael Ryan: Literary Theory - An Anthology (Wiley-Blackwell, 2017) |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 30 |
| Presentation | 2 | 20 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 40 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 60 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| COURSE'S CONTRIBUTION TO PROGRAMME | | | | | | |
|------------------------------------|-----------------------------|--------------|---|---|---|---|
| No | Programme Learning Outcomes | Contribution | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| | | | | | | |

| | | |
|----|--|---|
| 1 | The ability to apply knowledge of English literature, world literature and social sciences to topics including culture, society, ethics, politics etc. | x |
| 2 | The ability to review, analyze and apply the relevant literature. | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | x |
| 4 | The ability to utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload(Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 35 | 35 |
| Midterm | 1 | 55 | 55 |
| Final Examination | 1 | 65 | 65 |
| Total Courseload | | | 239 |
| Total Courseload / 25 (h) | | | 9,56 |
| ECTS Credit of the Course | | | 10 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Victorian Poetry | ELIT 411 | 7 | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Nina Cemiloğlu |
| Assistants | |
| Goals | To give an overview of Victorian poetry and its historical and cultural contexts |
| Content | Selected Victorian poetry (including but not limited to poems by Elizabeth Barrett Browning, Tennyson, Browning, Christina Rossetti, Swinburne, Hardy, Hopkins) |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To introduce period literature and highlight various defining features of poetry of the age. | 1-2 5-10 | 1,2,3 | A,C |
| 2) To equip the students with the knowledge necessary to interpret and discuss poetry of the period in terms of trends and meaning. | 1-2 5-10 | 1,2,3 | A,C |
| 3) To equip the students with the terminology necessary to analyse and discuss poetry. | 1-2 5-10 | 1,2,3 | A,C |
| 4) To develop an understanding of how the many different elements of poetry function together to create the overall effect the poet was aiming for. | 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, poetry in particular. | 1-2 5-10 | 1,2,3 | A,C |

Teaching Methods: 1: Lecture, 2: Question-Answer, 3: Discussion, 12: Text Study

Assessment Methods: A: Testing B: Presentation C: Homework

| COURSE CONTENT | | |
|----------------|---|------------------------|
| Week | Topics | Materials |
| 1 | Introduction: Course contents, course materials, academic ethics | provided by instructor |
| 2 | Victorian England | |
| 3 | Elizabeth Barrett-Browning, from <i>Sonnets From the Portuguese</i> | |

| | |
|----|--|
| 4 | Elizabeth Barrett-Browning, from <i>Aurora Leigh</i> |
| 5 | Tennyson, selected poems |
| 6 | Tennyson, from <i>In Memoriam A. H. H.</i> |
| 7 | Robert Browning, selected dramatic monologues |
| 8 | Midterm Exam |
| 9 | Christina Rossetti, <i>Goblin Market</i> |
| 10 | Christina Rossetti, selected poems |
| 11 | Swinburne, selected poems |
| 12 | Hardy, selected poems |
| 13 | Hopkins, selected poems |
| 14 | Conclusion: Learning Outcomes |

| RECOMMENDED SOURCES | |
|----------------------|---|
| Textbook | <i>The Norton Anthology of Poetry</i> , 5th edition, 2004; <i>The Norton Anthology of English Literature</i> , Vol. 2: The Romantic Period through the Twentieth Century, 8th edition, 2006; <i>The Best Poems of the English Language</i> , edited by Harold Bloom, 2004; <i>Decadent Voices: An Anthology of Late Victorian Poetry, 1872-1900</i> ; 2009. |
| Additional Resources | Poems from the internet |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Mid-Term | 1 | 50 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature | | | | X | |

| | | |
|----|---|---|
| 3 | The ability to carry out interdisciplinary reading and analysis. | X |
| 4 | The ability to utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|---|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| 20 th Century British Literature | ELIT 419 | 8 | 3 +1 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Compulsory |
| Course Coordinator | Catherine Macmillan |
| Instructors | Bahar Karlıdağ, Catherine Macmillan, Nina Cemiloğlu |
| Assistants | |
| Goals | To acquaint the students with writers and works of 20th century British literature |
| Content | The course introduces students to the long 20 th century in British literature. In the first part of the course, seminal works (plays/poems/stories/novels to be selected by the instructor) of the early 20 th century will be discussed in the relevant historical and intellectual context. In the same manner, the second part of the course will focus on works of the period following World War 2 up to the turn of the century, likewise placing these works in a historical and intellectual context. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To read and discuss a selection of 20 th century English literature | 1,2,3,4,7,9, | 1,2,3 | A,B,C |
| 2) To develop knowledge of relevant movements/theories e.g. modernism/postmodernism/postcolonialism | 1,2,3,4,6,7,8,9 | 1,2,3 | A, B |
| 3) To develop historical knowledge | 1,2,3,4,5,7,8,9 | 1,2,3 | A, B |
| 4) To discuss the contemporary relevance of these works/themes | 1-10 | 1,2,3 | A,B, C |

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

| COURSE CONTENT | | |
|----------------|---|--|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | Provided by the Instructor |
| 2 | Introduction to Modernism | (Peter Barry, Modernism) |
| 3 | <i>Analysis of early 20th century literary texts</i> | (Yeats/T.S. Eliot) |
| 4 | <i>Analysis of early 20th century literary texts</i> | (A Room of One's Own/ Tradition and the Individual Talent) |

| | |
|---|--|
| 5 Analysis of early 20 th century literary texts | (Pygmalion/The Cocktail Party/ Kathleen Ni Houlihan) |
| 6 Analysis of early 20 th century literary texts | (Dubliners/Katharine Mansfield)/ |
| 7 Analysis of early 20 th century literary texts | (Mrs Dalloway/Ulysses/To the Lighthouse) |
| 8 Midterm Exam | |
| 9 The Postwar/ Postmodern Era | (Peter Barry: Postmodernism) |
| 10 Analysis of late 20 th century literary texts | (Seamus Heaney, Carol Ann Duffy) |
| 11 Analysis of late 20 th century literary texts | (Look Back in Anger, Top Girls) |
| 12 Analysis of late 20 th century literary texts | (Salman Rushdie/Hanif Kureishi/Zadie Smith) |
| 13 Analysis of late 20 th century literary texts | (Imaginary Homelands) |
| 14 Analysis of late 20 th century literary texts | (White Teeth/The French Lieutenant's Woman) |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | Peter Barry: <i>Beginning Theory</i> ; <i>ELIT 419</i> (Reader) |
| Additional Resources | May include (but not limited to) James Joyce <i>Dubliners</i> , <i>Ulysses</i> ; Aldous Huxley <i>Brave New World</i> ; Virginia Woolf <i>A Room of one's Own</i> /Mrs. Dalloway; Salman Rushdie: <i>Midnight's Children</i> , <i>Zadie Smith White Teeth</i> , John Fowles <i>The French Lieutenant's Woman</i> selected poems and/or short stories by D.H. Lawrence/T.S Elliot, Dylan Thomas, Katharine Mansfield, W.B Yeats. lays: GB Shaw – <i>Pygmalion</i> (1913); John Osborne – <i>Look Back in Anger</i> (1956); Shelagh Delaney – <i>A Taste of Honey</i> (1958); Harold Pinter – <i>The Birthday Party</i> (1958); Caryl Churchill – <i>Top Girls</i> (1982); Brian Friel <i>Translations</i> (1980). |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Midterm | 1 | 50 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |

| | |
|-------|-----|
| Total | 100 |
|-------|-----|

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 | | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

ELECTIVE COURSES

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Oğuz Cebeci |
| Instructors | Oğuz Cebeci |
| 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. |

| 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 short story in particular. | 1-2 5-10 | 1,2,3 | A,C |

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

| 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 | “The End of the Party” by Graham Greene (3 pp.) | |
| 12 | “Sredni Vashtar” by Saki (2 pp.) | |
| 13 | “Be This Her Memorial” by Caradoc Evans (2 pp.) | |
| 14 | “On Guard” by Evelyn Waugh (4 pp.) | |

| RECOMMENDED SOURCES |
|----------------------|
| Textbook |
| Additional Resources |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 30 |
| Classwork | 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Homework | 2 | 10 | 20 |
| Term Paper | 1 | 10 | 10 |
| Total Course Load | | | 114 |
| Total Course Load / 25 (h) | | | 4.56 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

Prerequisites -

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Oğuz Cebeci |
| Instructors | Oğuz Cebeci |
| Assistants | |
| Goals | <p>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.</p> |
| Content | <p>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.</p> <p>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 <i>The Lord of the Rings</i>. 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.</p> |

| 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 short story in particular. | 1-2 5-10 | 1,2,3 | A,C |

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

| 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 “The Wheelbarrow Boy” by Richard Parker (1.5 pp.) |

| RECOMMENDED SOURCES |
|----------------------|
| Textbook |
| Additional Resources |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration (Including the exam week: 14x Total course hours/week) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Homework | 2 | 10 | 20 |
| Term Paper | 1 | 10 | 10 |
| Total Course Load | | | 114 |
| Total Course Load / 25 (h) | | | 4.56 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| | | | | | |
|--------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Selected Topics in Mythology I | CPLT 385 | Fall | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Bahar Karlıdağ, Oğuz Cebeci, Adriana Raducanu |
| Assistants | |
| Goals | The course aims to provide an overall introduction to the selected mythology through a study of myths and related elements. The goal is to provide adequate knowledge on the selected mythology to enable students to detect and comment on their representations in English Literature, as well as their effects on it. |
| Content | Myths and important texts from the selected mythology and culture in relation to their representations in literature. Selection of myths and texts might differ per semester. |

| 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 acquaint 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 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 |
|--|-----------|-------|---|

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

COURSE CONTENT

| Week | Topics | Study Materials |
|------|---|-----------------|
| 1 | Introduction: Explanation of course objectives and requirements | |
| 2 | Mythology, culture and literature Basics: Introduction to the history and culture of the selected mythology. Different perspectives on myth studies (Introduction to Scandinavian Culture in the Viking Age) | |
| 3 | Creation, gods, goddesses and others (Introduction to Norse Mythology: Creation of the Nine Realms, Gods & Goddesses) | |
| 4 | Selected myths and texts | |
| 5 | Selected myths and texts | |
| 6 | Selected myths and texts | |
| 7 | Midterm Exam | |
| 8 | Selected myths and texts | |
| 9 | Selected myths and texts | |
| 10 | Selected myths and texts | |
| 11 | Selected myths and texts (Voluspa-Seer's Prophecy, Ragnarök) | |
| 12 | Selected myths and texts (Saga of the Volsungs) | |
| 13 | Selected myths and texts (Runic Alphabet, Asatru, Neo-Asatru) | |
| 14 | Selected myths and texts Overall discussion (Modern Representations of Norse Mythology) | |

RECOMMENDED SOURCES

| | |
|----------------------|---------------------|
| Textbook | CPLT 385 Coursebook |
| Additional Resources | |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | | |
|--|--------|------------|--|
| IN-TERM STUDIES | NUMBER | PERCENTAGE | |
| Mid-terms | 1 | 30 | |
| Classwork | 1 | 20 | |
| Final Exam | 1 | 50 | |
| Total | | 100 | |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 | |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 | |
| Total | | 100 | |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | X | | | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | X | |
| 4 | The ability to utilize 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 |
|----|---|---|

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final examination | 1 | 25 | 25 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| | | | | | |
|---------------------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Selected Topics in Mythology II | CPLT 386 | Spring | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Burak Akkurt |
| Instructors | Burak Akkurt, Bahar Karlıdağ, Oğuz Cebeci, Adriana Raducanu |
| Assistants | |
| Goals | The course aims to provide an overall introduction to the selected mythology through a study of myths and related elements. The goal is to provide adequate knowledge on the selected mythology to enable students to detect and comment on their representations in English Literature, as well as their effects on it. |
| Content | Myths and important texts from the selected mythology and culture in relation to their representations in literature. Myths and texts might differ per semester. |

| 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 acquaint 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 non-literary | 1-5, 6-10 | 1,2,3 | B, C |
| 4) To study the stories from different sources comparatively and analyse them | 1-5, 6-10 | 1,2,3 | A, C |
| 5) To make connections between basic motifs and themes inherent in 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 |
|--|-----------|-------|---|

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

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| 1 | Introduction to the course, explanation of course objectives and requirements | |
| 2 | Comparative Mythology: Definition, discussion and different perspectives Selected myths and texts (Quetzalcoatl) | |
| 3 | Selected myths and texts (Mesopotamia: Enlil, Marduk) | |
| 4 | Selected myths and texts (Genesis: Yahweh, Elohim) | |
| 5 | Selected myths and texts (Indo-Europeans: Zeus, Indra, Thor) | |
| 6 | Selected myths and texts (Heaven: Paradise, Golden Age) | |
| 7 | Midterm Exam | |
| 8 | Selected myths and texts (Classics: Hesiod, Ovid) | |
| 9 | Selected myths and texts (Goddess: Sati, Inanna, Demeter) | |
| 10 | Selected myths and texts (Devil: Satan, Lucifer) | |
| 11 | Selected myths and texts (Hermaphrodite: Hermaphroditus, Attis, Shiva) | |
| 12 | Selected myths and texts (Underworld: Aeneas, Orpheus) | |
| 13 | Selected myths and texts (Regeneration: Osiris, Dumuzi, Adonis) | |
| 14 | Overall discussion (Demigods, Savors, Heroes) | |

| RECOMMENDED SOURCES | |
|----------------------|------------------------------------|
| Textbook | CPLT 386 Coursebook |
| Additional Resources | Will be provided by the instructor |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterms | 1 | 30 |
| Classwork | 1 | 20 |
| Final Exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 utilize 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 | | | |

ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION

| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
|---|----------|-----------------|--------------------------|
| Course Duration (Including the exam week: 14X Total course hours) | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final examination | 1 | 25 | 25 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Charles Sabatos |
| Instructors | Charles Sabatos, Hatice Karaman |
| 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 |

| 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 |

| | |
|---------------------|--|
| 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 |

| 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 | David Damrosch | |
| 11 | Comparative Literature In The Age Of "Globalisation" | |
| 12 | Charles Bernheimer | |
| 13 | Haun Saussy: Acla Report 2003 | |
| 14 | Conclusion | |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | |
| Additional Resources | <p>Auerbach, Erich: "Philology and Weltliteratur", translated by Maire and Edward Said, in: The Central Review, 1969 [1952], pp. 1-17.</p> <p>Bassnett, Susan: Comparative Literature: A Critical Introduction, Blackwell Publishers, Oxford 1993.</p> <p>Bernheimer, Charles (Ed.): Comparative Literature in the Age of Multiculturalism, The Johns Hopkins University Press, London 1995.</p> |

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.

MATERIAL SHARING

Documents

Assignments

Exams

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 |

COURSE CATEGORY

Expertise/Field Courses

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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 10 | 10 |
| Final Paper | 1 | 30 | 30 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| 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. |

| 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

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 | |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | Coursebook provided by instructor |
| Additional Resources | Readings may include the following: Gogol, "The Overcoat" Kafka, "The Country Doctor" Calvino, "The Distance of the Moon" Marquez, "A Very Old Man with Enormous Wings" |

MATERIAL SHARING

Documents
Assignments
Exams

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 10 | 10 |
| Homework | 2 | 15 | 30 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| 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 mid 20th 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. |

| 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 | | |

| 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 | |
| RECOMMENDED SOURCES | | |
| Textbook | Coursebook provided by instructor | |
| Additional Resources | Readings may include the following: Kundera, <i>The Book of Laughter and Forgetting</i> Morrison, <i>Beloved</i> Okri, <i>The Famished Road</i> | |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 10 | 10 |
| Homework | 1 | 30 | 30 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |

COURSE INFORMATION

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

Prerequisites

-

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Bahar Karlidağ |
| Instructors | Bahar Karlidağ |
| Assistants | |
| Goals | This course loosely engages with the major theatrical turns of the 20 th century in the United Kingdom and in the United States, highlighting some of the trends that fall outside the mainstream, aka commercial theatre trends as well as important plays that spoke for emphatic moments in the 20 th century such as working-class representations, ethnically specific contexts, decolonial experiences, and various left-wing contexts in theatre |
| Content | Selected plays by Susan Glaspell, Clifford Odets, Sophie Treadwell, John Osborne, August Wilson, Theatre Workshop, D. H. Hwang, Jean Sakata, and Caryl Churchill. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the prominent dramatic works of the 20th century in terms of various themes such as gender, race, class, scientific progress. | 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 major critical turns in twentieth-century drama. | 1, 2, 3, 10 | 1,2,3 | A |

| | | | |
|--|---------|-------|---|
| 4)To analyse selected dramatic works by selected US and UK playwrights. | 1, 2 | 1,2,3 | A |
| 5)To equip the students with knowledge of the socio-political and intellectual framework of major English and American themes in twentieth-century drama | 1, 2, 3 | 1,2,3 | A |
| 6)To access various dramaturgical techniques in contemporary drama. | 1, 2, 3 | 1,2,3 | A |

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

| COURSE CONTENT | |
|----------------|---|
| Week | Topics |
| 1 | General discussion among class, introduction, meeting, explanations of the course content, plan and progress. Introducing the plays in the syllabus |
| 2 | Susan Glaspell, <i>Trifles</i> (1916). |
| 3 | The October Revolution, the New Deal and the Federal Theatre Project; the Wobblies; Clifford Odets, <i>Waiting for Lefty</i> (1935). |
| 4 | Expressionism in theatre: Sophie Treadwell, <i>Machinal</i> (1931). |
| 5 | John Osborne, <i>Look Back in Anger</i> (1956). |
| 6 | August Wilson, <i>Fences</i> (1985). |
| 7 | MIDTERM |
| 8 | Theatre Workshop, <i>Oh What a Lovely War!</i> (1963). |
| 9 | David Henry Hwang, <i>M Butterfly</i> (1988). |
| 10 | Brian Friel, <i>Translations</i> (1980). |
| 11 | Caryl Churchill, <i>A Number</i> (2002). |
| 12 | Jeanne Sakata, <i>Hold These Truths</i> (2013) |
| 13 | General discussion |
| 14 | Revision |

| MATERIAL SHARING | |
|------------------|--|
| Documents | Texts to be provided by the instructor |
| Assignments | |
| Exams | |

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

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 | |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterm | 1 | 25 | 25 |
| Final Exam | 1 | 35 | 35 |
| Total Course Load | | | 118 |
| Total Course Load / 25 (h) | | | 4.72 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| 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 American theatre in terms of race, emphasizing the African-American, Chicano, and Asian-American playwrights' responses to American racism in 20 th and 21 st centuries; the course also aims to answer the following questions: How have the playwrights of racialized communities been exploring the situation of their people and country? What urgencies do they raise, survey, contest and/or possibly heal the roots and consequences of the systemic racism their people have been dealing with? Postcolonial and decolonial themes highlight class discussions. |
| Content | Selected plays by various African American, Latinx and Asian American dramatists. |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1)To explore the prominent dramatic works of racialized communities | 1, 2 | 1,2,3 | A |
| 2) For the students to gain knowledge in the intellectual and cultural background of twentieth-century drama. | 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 decolonial/postcolonial race issues and their representations in theatre. | 1, 2, 3, 10 | 1,2,3 | A |
| 4)To analyse selected dramatic works by selected leading authors | 1, 2 | 1,2,3 | A |

| | | | |
|---|---------|-------|---|
| 5)To equip the students with knowledge of the socio-political and intellectual framework of theatre's response to racism. | 1, 2, 3 | 1,2,3 | A |
| 6)To understand the development of the dramatic representation of racialized communities in the US theatre. | 1, 2, 3 | 1,2,3 | A |

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

| COURSE CONTENT | |
|----------------|---|
| Week | Topics |
| 1 | General introduction, exploring themes and assigned essays (by Willis Richardson, Errol Hill, August Wilson, Robert Brustein, Frantz Fanon) |
| 2 | Langston Hughes, <i>Soul Gone Home</i> (1936) |
| 3 | Lorraine Hansberry, <i>A Raisin in the Sun</i> (1959) |
| 4 | Anna Deavere Smith, <i>Fires in the Mirror</i> (1992) |
| 5 | Thematic and theoretical explorations, general discussion |
| 6 | Luis Valdez, <i>Zoot Suit</i> (1979) |
| 7 | Discussion, thematic and theoretical explorations |
| 8 | MIDTERM EXAM |
| 9 | Jean Sakata, <i>Hold These Truths</i> (2007) |
| 10 | David Henry Hwang, <i>M. Butterfly</i> (1988) |
| 11 | D. H. Hwang, <i>Yellow Face</i> (2007) |
| 12 | Thematic and theoretical explorations |
| 13 | Conclusion, revision |
| 14 | Presentations |

| MATERIAL SHARING | |
|------------------|---|
| Documents | Play texts to be provided by the instructor |
| Assignments | |
| Exams | |

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

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |
| 4 | The ability to utilize 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 | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|-----------------|------------------------|--------------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterm Exam | 1 | 14 | 14 |
| Final Exam | 1 | 20 | 20 |
| Total Courseload | | | 118 |
| Total Courseload / 25 (h) | | | 4,72 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|--|----------|----------|----------|---------|------|
| Selected Topics in Children's Literature | ELIT 115 | Fall | 3 + 0 | 3 | 5 |

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Bahar Karlidag |
| Instructors | Bahar Karlıdag |
| Assistants | |
| Goals | This course explores the intersectional point of the child in Western literature and aims to answer the following questions: How are we to approach the child? The child is a passive consumer for a long time - until it reaches some maturity to develop and act on its preferences. Who is the child? In what capacity does it occur in literature and art and is it ready to talk about capitalism, neoliberalism, race, gender, forced migration, or the other? Theoretical and critical positions in the field of children's literature denote a marginalised readership: Are children vulnerable, susceptible and impressionable readerS/listeners? Should they be protected? To what extent? Who determines the value of a children's book? Is childhood a universal experience? The global leader in producing children's literature is the English language. How can this fact be positioned in regards to the 'universality' of children's literature? The production circuits: who controls the children's literature's creative processes? Is the picture-book a literary work? Does children's literature prepare the kids for consumer culture? |
| Content | Different genres of children's literature starting out with nonsense and fantasy, moving into nursery rhymes, picture books and theatrical representations. |

| 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 acquaintance of cultural sources that play a role in shaping the content of the chosen works | 1,2,3 | A |

| | | |
|--|-------|------|
| 4) To acquaint 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 |

| | |
|---------------------|--|
| 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 Children's literature, requirements | |
| 2 | Rousseau, <i>Emile</i> Book 2 | |
| 3 | General Outlook on the field by Peter Hunt | |
| 4 | Poetry – Morag Styles from Robert Lewis Stevenson, Christina Rossetti, Michael Rosen, William Roscoe | |
| 5 | Picture books | |
| 6 | Picture books - Maurice Sendak | |
| 7 | Workshops | |
| 8 | MIDTERM | |
| 9 | Myth, religion and children's literature – the story of St George and the Dragon | |
| 10 | intertextuality, gender hierarchies – Roald Dahl, <i>Matilda</i> | |
| 11 | Socialism and queerness - Oscar Wilde, <i>The Happy Prince</i> | |
| 12 | Theatrical representations of the child – JM Barrie, <i>Peter Pan</i> | |
| 13 | Workshops | |
| 14 | Revision | |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | Texts of those works covered in the course |
| Additional Resources | |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

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

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | X | | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | X | | |
| 4 | The ability to utilize 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 | |
| 11 | | | | | | |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|-----------------|------------------------|--------------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 3 | 42 |
| Midterm Exam | 1 | 14 | 14 |
| Final Exam | 1 | 20 | 20 |
| Total Courseload | | | 118 |
| Total Courseload / 25 (h) | | | 4,72 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

Prerequisites

-

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Nina Cemiloğlu |
| Assistants | |
| Goals | To give students the opportunity to express themselves in a written form in English and to share their texts with each other; to give them the opportunity to practise and improve their English and writing skills |
| Content | Selected writing activities (including but not limited to personal essay, fiction, free writing) |

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

Teaching Methods: 1: Lecture, 2: Question-Answer, 3: Discussion, 9: Simulation, 12: Case Study

Assessment Methods: C: Homework

| COURSE CONTENT | |
|----------------|---|
| Week | Topics-Assignments for students: |
| 1 | Introduction: Course contents, writing materials, academic ethics |
| 2 | Writing Myself |
| 3 | Selected writing activities |
| 4 | Selected writing activities |
| 5 | Finding My Voice |
| 6 | Selected writing activities |
| 7 | Selected writing activities |
| 8 | Writing the World |
| 9 | Selected writing activities |
| 10 | Selected writing activities |
| 11 | From Image to Story |
| 12 | Selected writing activities |
| 13 | Selected writing activities |
| 14 | Conclusion |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | <i>Kicking in the Wall: A Year of Writing Exercises, Prompts, and Quotes to Help You Break Through Your Blocks and Reach Your Writing Goals</i> by Barbara Abercrombie (2013); <i>The Therapeutic Potential of Creative Writing: Writing Myself</i> by Gillie Bolton, Victoria Field, and Kate Thompson (2000); <i>Being a Writer: A Community of Writers Revisited</i> by Pat Belanoff and Peter Elbow (2002) |
| Additional Resources | |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|--|--------------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Text submission mid-term | 1 | 50 |
| Text submission final | 1 | 50 |
| | | |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 100 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Homework | 1 | 30 | 30 |
| Total Course Load | | | 114 |
| Total Course Load / 25 (h) | | | 4.56 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

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

| 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 |

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

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | <i>Narrative in Fiction and Film: An Introduction</i> , by Jakob Lothe |
| Additional Resources | <i>Literature and Film: A Guide to the Theory and Practice of Film Adaptation</i> , by Robert Stam |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Mid-terms | 1 | 20 | 20 |
| Final examination | 1 | 20 | 20 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
|--------------------------------|----------|----------|----------|---------|------|
| Comparative Women's Literature | CPLT 313 | Fall | 3 + 0 | 3 | 5 |

Prerequisites

-

Language of Instruction

English

Course Level

Bachelor's Degree (First Cycle Programmes)

Course Type

Area Elective

Course Coordinator

Nina Cemiloğlu

Instructors

Mediha Göbenli, Hatice Karaman

Assistants

Goals

To read and discuss chosen works by female authors, including but not limited to 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.

| 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 acquainted 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, analyse and evaluate texts representative of feminist literature. | 1,2,3 | B,C |
|--|-------|-----|

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

| COURSE CONTENT | | |
|----------------|---|--|
| Week | Topics | Study Materials |
| 1 | Introduction: Course contents, course materials, academic ethics | 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 | Selected texts by Turkish female authors (e.g. Tezer Özlü) | |
| 5 | Selected texts by Turkish female authors | |
| 6 | Selected texts by female authors from other countries (e. g. Ingeborg Bachmann) | |
| 7 | Selected texts by female authors from other countries | |
| 8 | Midterm Exam | |
| 9 | Selected texts by Turkish female authors (e. g. Sevgi Soysal) | |
| 10 | Selected texts by Turkish female authors | |
| 11 | Selected texts by female authors from other countries (e. g. Sylvia Plath) | |
| 12 | Selected texts by female authors from other countries | |
| 13 | Selected texts by female authors from other countries | |
| 14 | Conclusion: Learning Outcomes | |

RECOMMENDED SOURCES

Textbook

Warhol, Robyn R./Price Herndl, Diana(eds.): *Feminisms, An Anthology of Literary Theory and Criticism*, New Jersey 1991.

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.

Additional Resources

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 criticism“, 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 Geceleri*,

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*,

MATERIAL SHARING

Documents

Assignments

Exams

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------------|------------|
| Midterm exam | 1 | 50 |
| Final exam | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | |
| | Total | 100 |

COURSE CATEGORY

Expertise/Field Courses

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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Presentation | 1 | 10 | 10 |
| Final Paper | 1 | 20 | 20 |
| Total Course Load | | | 114 |
| Total Course Load / 25 (h) | | | 4.56 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|------|
| Prerequisites | None |
|---------------|------|

| | |
|-------------------------|--|
| 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 |
| Assistants | |
| Goals | In this course masterpieces of modern and contemporary European literature will be studied. |
| Content | This course covers European fiction and drama, particularly focused on Central and Eastern European writers. |

| 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 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 |

Teaching Methods: 1. Lecture 4. Discussion 5. Demonstration

| | |
|--------------------|--|
| Assessment Methods | A: Midterm B: Final Exam C: Homework G: Presentation |
| | |

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| 1 | Introduction | |
| 2 | The German/Central European novel (Kafka, Mann, etc.) | |
| 3 | The Russian/Slavic novel (Tolstoy, Hašek, etc.) | |
| 4 | Modernism and dystopia | |
| 5 | Social critique | |
| 6 | Wartime and postwar writing | |
| 7 | Midterm Exam | |
| 8 | Existentialist approaches | |
| 9 | Absurd theatre and fiction | |
| 10 | Surrealism and magic realism | |
| 11 | Postmodernism (Eco, Kundera, etc.) | |
| 12 | Émigré and exile writing | |
| 13 | Gender in the European novel | |
| 14 | Conclusion | |

| RECOMMENDED SOURCES |
|----------------------|
| Textbook |
| Additional Resources |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| ASSESSMENT | | |
|--|--------------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterms | 1 | 30 |
| Classwork | 2 | 30 |
| Final Exam | 1 | 40 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 40 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 60 |
| | Total | 100 |

| | |
|-----------------|--------------|
| COURSE CATEGORY | Field Course |
|-----------------|--------------|

| 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice) | 14 | 3 | 42 |
| Homework | 1 | 20 | 20 |
| Presentation | 1 | 20 | 20 |
| Total Course Load | | | 124 |
| Total Course Load / 25 (h) | | | 4.96 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|---|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| Renaissance to the Restoration British Poetry | ELIT 314 | 5 | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree |
| Course Type | Area Elective |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Nina Cemiloğlu |
| Assistants | |
| Goals | To give an overview of Renaissance and Restoration Period British poetry and its historical and cultural contexts |
| Content | 16 th -17 th century poetry by selected authors |

Teaching Methods: 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Case Study

Assessment Methods: A: Testing B: Presentation C: Homework

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|---|-----------------------------|------------------|--------------------|
| 1) To explore the works of poets of the period from the beginning of the Renaissance to the Restoration | 1, 2 | 1,2,3 | A |

| | | | |
|---|----------|-------|---|
| 1) Knowledge of and ability to make close readings of poetry from 1509-1660 | 1, 7, 10 | 1,2,3 | A |
| 2) Knowledge of the intellectual, historical and religious context of the poems | 1, 2, 3 | 1,2,3 | A |
| 3) Ability to write essays and commentaries on the poetry of the period | 1, 2, 7 | 1,2,3 | A |
| 4) To analyse selected works of the period poets | 2, 3, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of poetry and poets of the age | 2, 7 | 1,2,3 | A |
| 6) To understand the development of English poetry | 2,7 | 1,2,3 | A |

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

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| 1 | Introduction: Course contents, course requirements, academic ethics | |
| 2 | The Renaissance | |
| 3 | Selected anonymous early modern English ballads | |
| 4 | The Sonnet (Petrarch, Wyatt, Surrey) | |
| 5 | The Sonnet (Sidney, Spenser) | |
| 6 | The Sonnet (Shakespeare) | |
| 7 | Sir Walter Raleigh, selected poems | |
| 8 | Midterm Exam | |
| 9 | The Restoration Period in England | |
| 10 | Metaphysical Poetry (Donne, Marvell, Herbert) | |
| 11 | Milton, from <i>Paradise Lost</i> , selected poems | |
| 12 | Selected poems from the Restoration Period | |
| 13 | Selected poems from the Restoration Period Poetry | |
| 14 | Conclusion: Learning Outcomes | |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | <i>The Norton Anthology of Poetry</i> , 5th edition, 2004; <i>The Norton Anthology of English Literature</i> , Vol. 1: The Middle Ages through the Restoration and the Eighteenth Century, 8th edition, 2006; <i>The Broadview Anthology of Sixteenth-Century Poetry and Prose</i> , 2012; <i>The Best Poems of the English Language</i> , edited by Harold Bloom, 2004. |
| Additional Resources | Additional poems downloaded from the internet |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| ASSESSMENT | | |
|-----------------|--------|------------|
| IN-TERM STUDIES | NUMBER | PERCENTAGE |
| Midterm | 1 | 50 |

| | | |
|--|-------|-----|
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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, analyze and apply the relevant literature. | | | | | x |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | | x |
| 4 | The ability to utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|--|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

| COURSE INFORMATION | | | | | |
|--------------------|----------|----------|----------|---------|------|
| Course Title | Code | Semester | L+P Hour | Credits | ECTS |
| The Age of Satire | ELIT 316 | 6 | 3 + 0 | 3 | 5 |

Prerequisites

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree |
| Course Type | Area Elective |
| Course Coordinator | Oğuz Cebeci |
| Instructors | Oguz Cebeci, Bahar Karlıdağ, Burak Akkurt |
| Assistants | |
| Goals | To give an overview of British literature between 1660-1760 within historical and cultural contexts |
| Content | 17 th -18 th century neoclassical works by selected authors |

| Learning Outcomes | Programme Learning Outcomes | Teaching Methods | Assessment Methods |
|--|-----------------------------|------------------|--------------------|
| 1) Knowledge of and ability to make close readings of literary works between 1660-1800 | 1, 2 | 1,2,3 | A |
| 2) Knowledge of the intellectual, historical, political and religious context of the works | 1, 7, 10 | 1,2,3 | A |
| 3) Ability to write essays and commentaries on the works of the period | 1, 2, 3 | 1,2,3 | A |
| 4) To analyze selected works of the period, developing an understanding of how the art of satire is exercised—stiletto or scimitar | 1, 2, 7 | 1,2,3 | A |
| 5) To equip the students with knowledge of works and authors of the age | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the development of English literature throughout the Neoclassical Period,(The Augustan Age/The Age of Satire) | 2, 7 | 1,2,3 | A |

Teaching Methods: 1: Lecture, 2: Question - Answer, 3: Discussion, 12: Text Study

Assessment Methods: A: Testing B: Presentation C: Homework

| COURSE CONTENT | | |
|----------------|---|-----------------|
| Week | Topics | Study Materials |
| | Historical overview of the period known by various titles such as 1 The Age of Satire, The Age of Reason, The Augustan Age, and The Neoclassical Age. | |
| 2 | Diarists John Evelyn (1620—1706) and Samuel Pepys (1633—1703): <i>Diary</i> ; Samuel Butler (1612—1680) <i>Hudibras</i> | |
| 3 | John Dryden (1631—1700): <i>Absalom and Achitophel</i> ; <i>Mac Flecknoe</i> ; The Heroic Couplet; Ode: <i>A Song for St. Cecilia's Day</i> | |

| | |
|----|--|
| 4 | Daniel Defoe (1660—1731): <i>The Education of Women</i> (1660—1731) |
| | The Periodical/Journalism; <i>The Review</i> by Daniel Defoe; <i>The Examiner</i> |
| 5 | by Jonathan Swift; <i>The Idler</i> ; <i>The Rambler</i> by Samuel Johnson; <i>The Tatler</i> and <i>The Spectator</i> by Addison and Steele |
| 6 | Parody and Satire; Butler and Dryden, Pope and Gay, and Swift |
| | Horatian versus Juvenalian |
| 7 | The Novel; Defoe, Richardson, Fielding, Tobias Smollett, Laurence Sterne |
| 8 | Daniel Defoe: <i>Robinson Crusoe</i> ; <i>A Journal of the Plague Year</i> ; |
| | The mock-epic or mock-heroic poem and the “town eclogue”: |
| 9 | Alexander Pope: <i>An Essay on Man</i> ; <i>An Essay on Criticism</i> ; <i>The Rape of The Lock</i> ; |
| 10 | Jonathan Swift: Literary satire: <i>The Battle of the Books</i> ; Religious satire: <i>A Tale of a Tub</i> ; Political satire: <i>A Modest Proposal</i> ; <i>Gulliver’s Travels</i> ; “A Description of a City Shower” |
| 11 | Swift: “A Satirical Elegy on the Death of a Late Famous General” |
| 12 | Samuel Johnson; Letter to the Earl of Chesterfield |
| 13 | Addison and Steele: <i>The Tatler</i> and <i>The Spectator</i> ; “On Party Patches; “On Women’s Use of Fans |
| 14 | Presentations |

RECOMMENDED SOURCES

| | |
|----------------------|--|
| Textbook | <i>Sixteenth-century Poetry</i> , ed. Emrys Jones, OUP; <i>Seventeenth Century Poetry The Annotated Anthology</i> , ed. Robert Cummings, |
| Additional Resources | Additional poems |

MATERIAL SHARING

| |
|-------------|
| Documents |
| Assignments |
| Exams |

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Homework/Classwork | | 10 |
| Midterm | 1 | 40 |
| Final | 1 | 50 |
| | Total | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| | Total | 100 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

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 utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSELOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|-------------------------|
| Activities | Quantity | Duration (Hour) | Total Courseload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for out of class study (Pre-study, practice) | 14 | 3 | 42 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| Total Courseload | | | 129 |
| Total Courseload / 25 (h) | | | 5.16 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | | | |
|---|--|------------------|--------------------|
| Language of Instruction | English | | |
| Course Level | Bachelor's Degree (First Cycle Programmes) | | |
| Course Type | Area Elective | | |
| Course Coordinator | Adriana Raducanu | | |
| Instructors | Adriana Raducanu, Zeynep Rana Smith, Hatice Karaman | | |
| Assistants | | | |
| Goals | The aim of this elective course is to introduce the students to canonical Gothic texts, written in England in the 18 th and 19 th century. The novels/short stories/poems will be analysed from different theoretical angles (contemporary literary theories), such as Structuralist, Feminist, Marxist, Post-structuralist, etc. | | |
| Content | Gothic as a genre began in 18 th 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" and Bram Stoker's "Dracula". The class discussions, presentations, etc. will focus on such canonical texts. However, since 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 touch upon the modalities in which the genre has survived to our present era, frequently in distant geographies. Therefore, the texts selected by particular instructors may be different in terms of genre and chronology, as well as secondary resources. | | |
| 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 | 2, 3, 6, 10 | 1,2,3 | B, C |

| | | | |
|--|-------|---------|------|
| inference skills for a successful understanding of comparative literature—with a special emphasis on Gothic. | | | |
| 4) To analyse 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 |

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 | The Castle of Otranto | |
| 4 | Mysteries of Udolpho | |
| 5 | Vathek | |
| 6 | Dracula | |
| 7 | Midterm exam | |
| 8 | Introducing alternative texts | |
| 9 | Revision I | |
| 10 | Revision II | |
| 11 | Students’ presentations | |
| 12 | Students’ presentations | |
| 13 | Students’ presentations | |
| 14 | Students’ presentations | |

RECOMMENDED SOURCES

Text Book: Three Gothic Novels, Penguin Modern Classics, Authors: Horace Walpole, Mary Shelley, William Beckford, Editor Peter Fairclough, Contributor, Mario Praz, Publisher Penguin UK, 1986
 Dracula by Bram Stoker, London: Penguin Books, 1994
 Uploaded materials by the instructor.

Additional Resources “The Gothic: A Very Short Introduction” (Nick Groom - 2012)

“The Cambridge Companion to Gothic Fiction”; edited by Jerrold E. Hogle, 2002
 “Gothic: Four Hundred Years of Excess, Horror, Evil and Ruin” by Richard Davenport-Hines – 1998
 “The Cambridge Companion to the Gothic: The Gothic in the 20th and 21st Centuries”, edited by Dale Townshend and Catherine Spooner, 2021
 “The Female Gothic: New Directions”; edited by Diana Wallace and Andrew Smith, 2009
 “The Cambridge Companion to Mary Shelley”; edited by Esther Schor, 2006
 “The Annotated Frankenstein”; by Mary Shelley, edited by Susan J. Wolfson and Ronald LeVao, 2012
 “Dracula: A Norton Critical Edition”; edited by Nina Auerbach and David J. Skal, 1996
 “Our Vampires, Ourselves” by Nina Auerbach, 1995
 “The Vampyre and Other Tales of the Macabre”; edited by Robert Morrison, 1997
 “Dracula-An International Perspective” edited by Marius-Mircea Crişan, 2017

MATERIAL SHARING

Documents

Assignments

Exams

ASSESSMENT

| IN-TERM STUDIES | NUMBER | PERCENTAGE |
|--|--------|------------|
| Mid-term | 1 | 20 |
| Presentation | 1 | 30 |
| Final | 1 | 50 |
| Total | | 100 |
| CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE | | 50 |
| CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE | | 50 |
| Total | | 100 |

COURSE CATEGORY

Expertise/Field Courses

| 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, analyze and apply the relevant literature. | | | | x | |
| 3 | The ability to carry out interdisciplinary reading and analysis. | | | | x | |
| 4 | The ability to utilize 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 |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off - the - classroom study (Pre-study, practice) | 14 | 4 | 56 |
| Mid-term | 1 | 5 | 5 |
| Final examination | 1 | 10 | 10 |
| Total Course Load | | | 113 |
| Total Course Load / 25 (h) | | | 4.52 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|--|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Charles Daniel Sabatos, 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. |

| Learning Outcomes | Program 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 |

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

| 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; academic ethics | 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 | <i>Robinson Crusoe</i> , 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; Imperialism/Colonialism; | |
| 4 | <i>Clarissa</i> , Samuel Richardson; period philosophy and traditions within the context of the story; the Sentimental Novel; Treatment of Virtue & Morality | |
| 5 | <i>Tom Jones</i> , Henry Fielding; <i>Humphry Clinker</i> , Tobias Smollet; Picaresque/burlesque/mock epic/parody | |
| 6 | <i>The Vicar of Wakefield</i> , Oliver Goldsmith; Fatalism: Bearing Misfortunes with Resignation and Fortitude; | |
| 7 | <i>Tristram Shandy</i> , Laurence Sterne; <i>Moll Flanders</i> , Daniel Defoe; Themes & Commentary: Account book: debit vs credit; | |
| 8 | <i>Frankenstein</i> , Mary Shelley; <i>Northanger Abbey</i> , Jane Austen; | |
| 9 | <i>Hard Times</i> , Charles Dickens; | |
| 10 | <i>The Mill on the Floss</i> , George Eliot; <i>The Picture of Dorian Gray</i> , Oscar Wilde; | |
| 11 | <i>The Mayor of Casterbridge</i> , Thomas Hardy; <i>David Copperfield</i> , Charles Dickens; | |
| 12 | Selections from various works | |
| 13 | Selections from various works | |
| 14 | Selections from various works | |

| RECOMMENDED SOURCES | |
|----------------------|--|
| Textbook | <i>Norton Anthology of English Literature</i> Vol. 2, 8th edition, 2006. |
| Additional Resources | |

| MATERIAL SHARING |
|------------------|
| Documents |
| Assignments |
| Exams |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 |
|----|---|---|

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 4 | 56 |
| Homework/Term Paper | 1 | 10 | 10 |
| Assessment | 2 | 10 | 20 |
| Total Course Load | | | 128 |
| Total Course Load / 25 (h) | | | 5.12 |
| ECTS Credit of the Course | | | 5 |

COURSE INFORMATION

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

| | |
|---------------|---|
| Prerequisites | - |
|---------------|---|

| | |
|-------------------------|---|
| Language of Instruction | English |
| Course Level | Bachelor's Degree (First Cycle Programmes) |
| Course Type | Area Elective |
| Course Coordinator | Nina Cemiloğlu |
| Instructors | Charles Daniel Sabatos, Zeynep Rana Smith |
| Assistants | |
| Goals | The course aims at an understanding of the development of the British novel from specific perspectives. The course also aims to develop a taste for novel reading through discussion of excerpts from several popular novels of the age. By the end of this course, students should gain both an understanding of 19th and 20th century novel forms and trends and an appreciation of the art and skill of the novelists. |
| Content | This course is based on close readings and analysis using excerpts from major examples of the novel genre, including the period when it became the most popular literary genre. |

| 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 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 | 1-2 5-10 | 1,2,3 | A,C |

| | | | |
|--|-------------|-------|-----|
| various different ways to the development of the novel. | | | |
| 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 |

Teaching Methods: 1: Lecture, 2: Question-Answer, 3: Discussion 12: Text Study

Assessment Methods: A: Testing B: Presentation C: Homework

COURSE CONTENT

| Week | Topics | Study Materials |
|------|---|----------------------------------|
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment; academic ethics | Materials provided by instructor |
| 2 | A survey of the trends, the novelists of the period and their works, their contributions to the genre | |
| 3 | The Romantic period and the historical novel | |
| 4 | The development of the Gothic novel | |
| 5 | Writers of the Victorian Age | |
| 6 | Review | |
| 7 | Midterm Exam | |
| 8 | Modernism, changing attitudes and approaches in the novel | |
| 9 | National and gender identity in the modern novel | |
| 10 | The rise of totalitarianism and ideological approaches | |
| 11 | Post- War and post- imperial British society | |
| 12 | Postmodern fiction | |
| 13 | Selections from various works | |
| 14 | Selections from various works | |

RECOMMENDED SOURCES

| | |
|----------------------|---|
| Textbook | Materials provided by instructor |
| Additional Resources | <i>Norton Anthology of English Literature</i> Vol. 2, 8th edition, 2006 |

| MATERIAL SHARING | |
|------------------|--|
| Documents | |
| Assignments | |
| Exams | |

| 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 |

| | |
|-----------------|-------------------------|
| COURSE CATEGORY | Expertise/Field Courses |
|-----------------|-------------------------|

| 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 | | | |

| ECTS ALLOCATED BASED ON STUDENT COURSE LOAD BY THE COURSE DESCRIPTION | | | |
|---|----------|-----------------|--------------------------|
| Activities | Quantity | Duration (Hour) | Total Course Load (Hour) |
| Course Duration | 14 | 3 | 42 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 14 | 4 | 56 |
| Homework/Term Paper | 1 | 10 | 10 |
| Assessment | 2 | 10 | 20 |
| Total Course Load | | | 128 |
| Total Course Load / 25 (h) | | | 5.12 |
| ECTS Credit of the Course | | | 5 |