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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Catherine MacMillan, Bahar Karlıdağ, Zeynep Rana Smith, Nina Cemiloğlu, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To acquaint the students with the foundations of English literature upon which modern literature in English is built. |
| **Content** | Major works of the Middle Ages, the Sixteenth Century and the Early Seventeenth Century against their historical and social backgrounds. |

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| **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 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 and awareness in recognizing the continuity of the literary tradition by making connections between works. | 2, 3, 7, 10 | 1,2,3 | A |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction; course requirements; Materials; | Provided by Instructor |
| 2 | Historical Background of Old English Literature | *The Exeter Book,*  Bede |
| 3 | Characteristics of Anglo-Saxon Prosody;  The changing English language | *Beowulf,*  *Lord Randal* |
| 4 | The Medieval World. Norman England  Middle English Literature; Medieval Lyric Poetry | *The Battle of Maldon* |
| 5 | The Chivalric Code & The Ideal of Courtly Love, Narrative Poetry | Chaucer |
| 6 | Medieval Romance & the Alliterative Revival | *Sir Gawain and The Green Knight* |
| 7 | Mysticism, Sir Thomas Malory | *Morte D’Arthur* |
| 8 | Midterm Exam | *History of the Kings of England,* |
| 9 | The Renaissance; Humanism; the Reformation, Tudors, the Elizabethan View of the World | *Brut, Roman de Brut, Utopia* |
| 10 | The Age of Shakespeare  Bacon’s Essays | *King Lear* |
| 11 | The Decline of the Renaissance, the Puritan Period & the Commonwealth Government | *Pilgrim’s Progress,* |
| 12 | Lyric Poetry, The sonnet | Spenser, Sydney, Shakespeare |
| 13 | Metaphysical poets | Donne, Marvell |
| 14 | John Milton | *Paradise Lost* |
| 15 | Revision |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Norton Anthology of English Literature, 7th edition, ed. M. H. Abrams, |
| **Additional Resources** |  |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15X Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 25 | 25 |
| Final examination | 1 | 35 | 35 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6 |
| **ECTS Credit of the Course** |  |  | 6 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Catherine MacMillan, Bahar Karlıdağ, Zeynep Rana Smith, Nina Cemiloğlu, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To acquaint the students with the foundations of English literature upon which modern literature in English is built. |
| **Content** | Major works of the Restoration Period, Augustan Age, Transition, Romantic Period, Victorian Era against their historical and social backgrounds. |

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| **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 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 and awareness in recognizing the continuity of the literary tradition by making connections between works. | 2, 3, 7, 10 | 1,2,3 | A |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | General Introduction; course requirements; Materials; | Provided by Instructor |
| 2 | The Restoration Period: Historical Background, Overview of Literary Production | Dryden |
| 3 | Satirical Verse, The Heroic Couplet, Dryden | *Absolom and Achitophel* |
| 4 | The Augustan Age | Mac Flecknoe |
| 5 | Daniel Defoe  The Literary Periodical, the Essay | *Robinson Crusoe* |
| 6 | Alexander Pope: *an Essay on Man*  The Mock Heroic Poem: *The Rape of the Lock* | *The Education of Women* |
| 7 | The Transition from Classicism to Romanticism  The Twilight of Classicism | *Gulliver’s Tales, the Dictionary* |
| 8 | Midterm |  |
| 9 | The Beginnings of the novel  The Dawn of Romanticism | *Castle of Otranto, Frankenstein* |
| 10 | The Romantic Period  Blake: *Songs of Innocence and Experience*  The First Generation | Wordsworth |
| 11 | The Second Generation: Byron, Shelley, Keats | Coleridge, Byron |
| 12 | The Vitorian Age: The Novel; Austen, Bronte, Dickens, Eliot, Hardy | Shelley, Keats |
| 13 | The Victorian Age | Bronte, Dickens |
| 14 | The Dramatic Monologue;  The Pre-Raphaelites | Browning, Arnold |
| 15 | Revision |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Norton Anthology of English Literature, 7th edition, ed. M. H. Abrams, |
| **Additional Resources** |  |

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

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

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

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| **COURSE'S CONTRIBUTION TO 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, politicsç | | |  | |  |  | 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 WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | | | | | |
| Activities | | Quantity | Duration (Hour) | | Total Workload (Hour) | | | | | |
| Course Duration (Including the exam week: 15X Total course hours) | | 15 | 3 | | 45 | | | | | |
| Hours for off-the-classroom study (Pre-study, practice) | | 15 | 3 | | 45 | | | | | |
| Mid-terms | | 1 | 25 | | 25 | | | | | |
| Final examination | | 1 | 35 | | 35 | | | | | |
| **Total Work Load** | |  |  | | 150 | | | | | |
| **Total Work Load / 25 (h)** | |  |  | | 6 | | | | | |
| **ECTS Credit of the Course** | |  |  | | 6 | | | | | |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Zeynep Rana Smith |
| **Instructors** | Zeynep Rana Smith, Leyla Çapan |
| **Assistants** |  |
| **Goals** | Getting acquainted with the origins of Western Literature; reading and understanding the greatest works of the Classical Age. |
| **Content** | Major texts of Western Literature from the Classical Age will be studied and discussed. |

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| **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 on Masterpieces of the Classical Age. | 2, 3, 7 | 1,2,3 | A |
| 6) To understand the evolution of various themes, genres, literary traditions. | 2, 3, 7 | 1,2,3 | A |

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

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| **COURSE CONTENT** | | | | | | |
| **Week** | **Topics** | | | | **Study Materials** | |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | | | | Provided by Instructor | |
| 2 | Mesopotamian Culture and the *Epic of Gilgamesh*  *The Epic of Gilgamesh*, pp. 18-30 | | | |  | |
| 3 | *The Epic of Gilgamesh* continued:  *The Epic of Gilgamesh*, pp. 30-47 | | | |  | |
| 4 | The Bible - The Old Testament  The Old Testament, pp. 51-59 | | | |  | |
| 5 | Ancient Greek Culture, Homer, and the *Iliad*  The Iliad, Book I, pp. 104-120; Book IV, pp. 120-131 | | | |  | |
| 6 | The *Iliad* to be continued:  Book IX, lines: 136-206, 267-522, 598-638, 768-801, pp. 131-150  Book XXII, lines: 293-476, pp. 176-189  Book XXIV, lines: 1-223, 550-794, pp. 189-206 | | | |  | |
| 7 | The *Odyssey*  Book I pp. 209-220  Book IV pp. 242-262, lines 27-280, 614-648  Book IX pp. 303-316 | | | |  | |
| 8 | The *Odyssey* to be continued:  Book XI pp. 331-347, lines 1-250, 425-718  Book XXII pp. 478-491 | | | |  | |
| 9 | Midterm Exam | | | |  | |
| 10 | Ancient Greek Tragedy, Sophocles, and *Oedipus the King*  *Oedipus the King*, pp. 599-612 | | | |  | |
| 11 | Greek Comedy, Aristophanes, and *Lysistrata*  *Lysistrata* pp. 674-726 | | | |  | |
| 12 | Virgil, and the *Aeneid*  The *Aeneid*, Book I pp. 817-825, Book IV pp. 847-868 | | | |  | |
| 13 | The *Aeneid* to be continued:  The *Aeneid*, Book VI pp. 868-886, Book XII pp. 890-895 | | | |  | |
| 14 | Ovid and *Metamorphoses*  *Metamorphoses*, Book I, pp. 899-908, Book X pp. 927-928 | | | |  | |
| 15 | Conclusion | | | |  | |
| **RECOMMENDED SOURCES** | | | | | | |
| **Textbook** | | | Norton Anthology of World Masterpieces 7th Edition Vol. I | | | |
| **Additional Resources** | | |  | | | |
| **MATERIAL SHARING** | | | | | | |
| **Documents** | |  | | | | |
| **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 EXAMINATION TO OVERALL GRADE** | | | |  | | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** | | | |  | | 60 |
| **Total** | | | |  | | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Mid-terms | 1 | 25 | 25 |
| Final examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 155 |
| **Total Work Load / 25 (h)** |  |  | 6.2 |
| **ECTS Credit of the Course** |  |  | 6 |

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

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| **Prerequisites** | - |

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

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| **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 on 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 |

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

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| **COURSE CONTENT** | | | | | |
| **Week** | **Topics** | | | **Study Materials** | |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing | | |  | |
| 2 | Lecture: The Middle Ages | | |  | |
| 3 | Lecture: Marie de France  Seminar reading: Lanval pp. 1170-1176  Laüstic pp. 1176-1178 | | |  | |
| 4 | Lecture: Dante Alighieri and the *Divine Comedy*  Seminar reading: Inferno Canto V pp. 1315-1318 | | |  | |
| 5 | Lecture: Dante Alighieri and the *Divine Comedy* to be continued  Seminar reading: Inferno Canto XIX pp. 1357-1360  Inferno Canto XXVI pp. 1380-1383 | | |  | |
| 6 | Lecture: Giovanni Boccaccio and the *Decameron*  Seminar reading: The First Story of the First Day pp. 1431-1440  The Ninth Story of the Fourth Day pp. 1440-1443  The Sixth Story of the Ninth Day pp. 1447-1450 | | |  | |
| 7 | MID-TERM EXAM | | |  | |
| 8 | Lecture: Masterpieces of the Renaissance | | |  | |
| 9 | Francis Petrach and the *Canzoniere*  Seminar reading: Sonnets 3, 34, 61, 62, 90, 189, and 333 pp. 1674-1678 | | |  | |
| 10 | Lecture: Desiderius Erasmus and the *Praise of Folly*  Seminar reading: *The Praise of Folly*, pp. 1682-1705 | | |  | |
| 11 | Lecture: Niccolo Machiavelli and the *Prince*  Seminar reading: *The Prince*, Chapters 7, 15, 16, 17, 18 pp. 1709-1717 | | |  | |
| 12 | Lecture: Michel de Montaigne and the *Essays*  Seminar reading: “Of Canniballs” pp. 1933-1942 | | |  | |
| 13 | Lecture: Miguel De Cervantes and *Don Quixote*  Seminar reading: *Don Quixote* Part I, Chapters 1, 2, 3, 4, 5, 7, 8, 9 pp. 1969-2000 | | |  | |
| 14 | Lecture: Miguel De Cervantes and *Don Quixote* to be continued  Seminar reading: *Don Quixote* Part II, Chapters 12, 13, 14, 15, 16, 17 pp. 2029-2060 | | |  | |
| 15 | | Conclusion | | | |
| **RECOMMENDED SOURCES** | | | | |
| **Textbook** | | | Norton Anthology of World Masterpieces 7th Edition | |
| **Additional Resources** | | |  | |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Homework | 1 | 25 | 25 |
| Midterms | 1 | 15 | 15 |
| Final examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 150 |
| **Total Work Load / 25 (h)** |  |  | 6.0 |
| **ECTS Credit of the Course** |  |  | 6 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Leyla Çapan |
| **Instructors** | Bahar Karlıdağ, Leyla Çapan, 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 overview for each genre and sub category, selected examples in poetry, drama, short story, novel, essay, article, diary, letter, biography, history will be studied. |

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| **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 wıth some skıll. | 1-2  5-10 | 1,2,3 | A,C |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, syllabus/pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | Literary Genres Overview: Classification by Type  Historical Background: Aristotle’s Genres classification; Plato’s classification; The Epic, the Lyric and the Dramatic |  |
| 3 | Poetry: A Poem is an Experience; A Poem Looks Like a Poem;  Poems that Tell a Story; The Purpose of a Poem;  How to Talk about a Poem; Metaphor and Simile |  |
| 4 | Poetry: Poetry Analysis; Poetic Devices  Meter & Rhyme Scheme  The Sonnet: The Italian Sonnet & the English Sonnet |  |
| 5 | Poetry: “The Eagle” by Alfred Lord Tennyson  “On Feelings” by D.H. Lawrence  “The Mirror” by Sylvia Plath |  |
| 6 | Drama Overview  Elements of Drama – Checklist  Greek Theater: *Antigone* by Sophocles |  |
| 7 | Drama: *Pygmalion* by Bernard Shaw  (Drama: *The Rising of the Moon* by Isabelle Augusta Persse, Lady Gregory) |  |
| 8 | Prose Fiction Overview: Fiction Study Terminology | MIDTERM EXAM |
| 9 | MIDTERM EXAM Review  Prose Fiction: The Short Story Overview |  |
| 10 | “Business and Ethics”  (“The Lumber Room” by Roald Dahl)  (“Thus I Refute Beelzy” by John Collier)  (“The Bass, the River and Sheila Mant” by WD Wetherell) |  |
| 11 | “The Lumber Room” by Roald Dahl  (“Thus I Refute Beelzy” by John Collier)  (“The Bass, the River and Sheila Mant” by WD Wetherell) |  |
| 12 | Prose Fiction: The Novel Overview |  |
| 13 | *Robinson Crusoe* by Daniel Defoe |  |
| 14 | *Frankenstein* by Mary Shelley |  |
| 15 | (*Gulliver's Travels* by Jonathan Swift) |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| **Activities** | **Quantity** | **Duration (Hour)** | **Total**  **Workload (Hour)** |
| **Course Duration (Including the exam week: 15x Total course hours/week)** | 15 | 3 | 45 |
| **Hours for off-the-classroom study (Pre-study, practice, review/week)** | 15 | 3 | 45 |
| **Midterm Exam** | 1 | 15 | 15 |
| **Final Exam** | 1 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Leyla Çapan |
| **Instructors** | Bahar Karlıdağ, Leyla Çapan, 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 overview for each genre and sub category, selected examples in poetry, drama, short story, novel, essay, article, diary, letter, biography, history will be studied. |

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| **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 own work. | 1-2  5-10 | 1,2,3 | A,C |
| 5) To read, study and analyze texts representative of various different genres wıth 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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, 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’ *Diary*  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: *The Decline and Fall of the Roman Empire* 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 | Memoir; Review (Critique) |  |
| 8 | Prose Fiction Overview: Fiction Study Terminology | MIDTERM EXAM |
| 9 | Going beyond Emotional Response: Intellectual Response to literary works | MIDTERM EXAM Review |
| 10 | Paragraph Studies; Main Idea; Thesis Statement: Supporting Statements; Evaluation; Forming Conclusions and Judgments |  |
| 11 | Unity and Coherence; Presenting Conclusions and Judgments; Oral and Written Presentation; |  |
| 12 | Purpose; Audience: Attitude & Tone; Outline; Summary & Paraphrase; The Benefits of Good Organization |  |
| 13 | The Evils of Plagiarism and How to Avoid Plagiarism in Presentations; Paraphrase, Summary, and Source Citation |  |
| 14 | Research & Sources; In-text Parenthetical citation; Bibliography; Student Presentations |  |
| 15 | Student Presentations |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 5 | 75 |
| Midterm Exam | 20 | 1 | 20 |
| Final Exam | 2 | 25 | 50 |
| **Total Work Load** |  |  | 190 |
| **Total Work Load / 25 (h)** |  |  | 7.6 |
| **ECTS Credit of the Course** |  |  | 8 |

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

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| **Prerequisites** | - |

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

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| **Learning Outcomes** | **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 |

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

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

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

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

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

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

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| **COURSE'S CONTRIBUTION TO 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 WORKLOAD BY THE COURSE DESCRIPTION** | | | | | | | | | | |
| Activities | | Quantity | Duration (Hour) | | | Total Workload (Hour) | | | | |
| Course Duration (Including the exam week: 15X Total course hours) | | 15 | 3 | | | 45 | | | | |
| Hours for off-the-classroom study (Pre-study, practice) | | 15 | 1 | | | 15 | | | | |
| Homework | | 1 | 15 | | | 15 | | | | |
| Midterm Examination | | 1 | 15 | | | 15 | | | | |
| Final examination | | 1 | 30 | | | 30 | | | | |
| **Total Work Load** | |  |  | | | 120 | | | | |
| **Total Work Load / 25 (h)** | |  |  | | | 4.8 | | | | |
| **ECTS Credit of the Course** | |  |  | | | 5 | | | | |

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

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| **Prerequisites** | - |

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| **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, Leyla Çapan |
| **Assistants** |  |
| **Goals** | The course aims to introduce the student to the literature developed in northern America from the Colonial era up to the American Civil War. Students are also exposed to terminology and modes of approach to the study and analysis of literary texts with the aim of developing skills necessary for students of literature. |
| **Content** | In addition to theoretical knowledge offered as overview for each historical and literary period under study, selected samples from the works of authors of the period will be studied and analysed chronologically. The readings will be of texts written in English between 1620 and 1860. These texts—histories, autobiographies, poems, plays, and novels—illuminate the complexity of this period of American culture. These tell stories of pilgrimage, colonization, and genocide; private piety and public life; the growth of national identity (political, cultural, and literary); Puritanism, Quakerism, and Deism; race and gender; slavery and the movement towards its abolition. The course aims to develop an awareness of the ways that these stories overlap and interconnect to display a rich tapestry, shaping texts of different periods and genres. |

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | Colonial Period; English Colonists in Virginia and the Puritan Mission in New England: American Literature up to 1700: Historical Background of 17th century Early American Literature  Christopher Columbus (1451-1506) Letters  John Winthrop (1588-1649) A Model of Christian Charity (The Arbella Sermon)  William Bradford (1590-1657) History of Plymouth Plantation |  |
| 3 | Puritan Poetry; Captivity Narrative; Diary  Anne Bradstreet (1612-1672) The Prologue; To My Dear and Loving Husband  Michael Wigglesworth (1631-1705) The Day of Doom (Still Is the Night) Colonial Period 1700-1800--Varieties of Eighteenth-Century Religious Experience  Mary Rowlandson (1636-1711) A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson  Edward Taylor (1642-1729) God’s Determinations;  Samuel Sewall (1652 - 1730) The Selling of Joseph; Diary |  |
| 4 | American Literature 1700-1820: Historical Background of 18th cent.; Religious Revival  Cotton Mather (1663-1728) The Wonders of the Invisible World; (The Devil in New England)  Sarah Kemble Knight (1666-1727) Private Journal  William Byrd (1674-1744) The Secret Diaries of William Byrd of Westover |  |
| 5 | Jonathan Edwards (1703-1758) Sinners in the Hands of an Angry God  Benjamin Franklin (1706-1790) Poor Richard’s Almanac; Remarks Concerning the Savages of North America  J. Hector St. Jean de Crevecoeur (1735-1813) Letters From an American Farmer  Thomas Paine (1737-1809) Common Sense; The Rights of Man |  |
| 6 | Thomas Jefferson (1743-1826) The Declaration of Independence  Olaudah Equiano (1745?-1797) Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African  American Romanticism  Philip Freneau (1752-1832) “To A Honey Bee”; “The House of Night” |  |
| 7 | Jonathan Edwards (1703-1758) Sinners in the Hands of an Angry God  Benjamin Franklin (1706-1790) Poor Richard’s Almanac; Remarks Concerning the Savages of North America  J. Hector St. Jean de Crevecoeur (1735-1813) Letters From an American Farmer  Thomas Paine (1737-1809) Common Sense; The Rights of Man |  |
| 8 | Phillis Wheatley (c.1753-1784) Poems: “On Being Brought from Africa”  The Connecticut Wits (The Hartford Wits)  The New Republic and the Beginnings of the Novel; Drama; Poetry; Early American Romanticism; Summary up to War of Independence;  MIDTERM EXAM |  |
| 9 | American Literature 1820-1865; Historical Background; The New York Knickerbocker Group  Washington Irving (1783-1859) The Legend of Sleepy Hollow  James Fenimore Cooper (1789-1851)  William Cullen Bryant (1794-1878) “Abraham Lincoln”  Early Nineteenth Century - American Transcendentalism  Ralph Waldo Emerson (1803-1882) “Self Reliance” |  |
| 10 | Nathaniel Hawthorne (1804-1864) “Young Goodman Brown”  Fireside Poets / Schoolroom Poets  Henry Wadsworth Longfellow (1807-1882) “A Psalm of Life”  John Greenleaf Whittier (1807-1892) Snow-Bound, A Winter Idyl |  |
| 11 | Edgar Allan Poe (1809-1849) “Annabel Lee”; “The Raven”; “The Tell-Tale Heart”  Oliver Wendell Holmes (1809-1894) Prologue to a Play  Harriet Beecher Stowe (1811-1896) Uncle Tom’s Cabin |  |
| 12 | Harriet Jacobs (1813-1897)—Linda Brent—Incidents in the Life of a Slave Girl  Henry David Thoreau (1817-1862) Walden |  |
| 13 | Frederick Douglass (1817-1895) Narrative of the Life of Frederick Douglass, An American Slave  Emergence of new American Poetic Voices  James Russell Lowell (1819-1891) A Fable for Critics; “An Autograph” |  |
| 14 | Herman Melville (1819-1891) Moby Dick  Walt Whitman (1819-1892) Leaves of Grass; Song of Myself; “O Captain, My Captain” |  |
| 15 | Fitz James O'Brien (1828-1862) The Demon of the Gibbet;  Emily Dickinson (1830-1886) “I Like a Look of Agony”; “I’ve Seen a Dying Eye”; “Apparently with No Surprise”; “A Narrow Fellow in the Grass” |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Midterms | 1 | 40 | 40 |
| Finals | 1 | 60 | 60 |
| **Total Work Load** |  |  | 190 |
| **Total Work Load / 25 (h)** |  |  | 7.6 |
| **ECTS Credit of the Course** |  |  | 8 |

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

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| **Prerequisites** | - |

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| **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, Leyla Çapan |
| **Assistants** |  |
| **Goals** | The course aims to introduce the student to the literature developed in northern America from the end of the American Civil War to the end of WW II. Students are also exposed to terminology and modes of approach to the study and analysis of literary texts with the aim of developing skills necessary for students of literature. |
| **Content** | In addition to theoretical knowledge offered as overview for each historical and literary period under study, selected samples from the works of authors of the period will be studied and analyzed chronologically. |

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials provided |
| 2 | American Literature 1865-1914: Historical Background of mid-19th century American Literature to WWI: Regionalism and Realism; Naturalism  MARK TWAIN (Samuel Langhorne Clemens, 1835-1910) The Adventures of Huckleberry Finn  BRET HARTE (1836-1902) The Outcasts of Poker Flat; Luck of Roaring Camp  WILLIAM DEAN HOWELLS (1837-1920) The Rise of Silas Lapham; Novel-Writing and Novel-Reading  AMBROSE BIERCE (1842-1914?) The Devil's Dictionary; The Baby Tramp | by instructor |
| 3 | HENRY JAMES (1843-1916) The Europeans; The Art of Fiction;  JOEL CHANDLER HARRIS (1848-1908) Uncle Remus: His Songs and Sayings: The Wonderful Tar Baby Story  SARAH ORNE JEWETT (1849-1909) A White Heron  KATE CHOPIN (1850-1904) The Awakening  MARY E. WILKINS FREEMAN (1852-1930) The Cat |  |
| 4 | BOOKER T. WASHINGTON (1856?-1915) Up From Slavery: An Autobiography  CHARLES W. CHESNUTT (1858-1932) The Goophered Grapevine from The Conjure Woman:  HAMLIN GARLAND (1860-1940) A Red Man's View of Evolution; Drifting Crane; Under the Lion’s Paw  O. HENRY (1862-1910) To Him Who Waits; The Gift of the Magi  EDITH WHARTON (1862-1937) The Seed of the Faith  W. E. B. DU BOIS (1868-1963) The Souls of Black Folk |  |
| 5 | EMMA GOLDMAN (1869-1940) Living My Life  FRANK NORRIS (1870-1902) McTeague  STEPHEN CRANE (1871-1900) The Red Badge of Courage; Maggie: A Girl of the Streets; A Dark Brown Dog  THEODORE DREISER (1871-1945) Sister Carrie  JACK LONDON (1876-1916) The Call of the Wild; The Law of Life; |  |
| 6 | American Literature 1914-1945: Historical Background of American Literature 20th century, first half: Modernism; 1920s: The Jazz Age; Prohibition; 1929: The Crash; 1930s: Depression; Harlem Renaissance  EDWIN ARLINGTON ROBINSON (1869-1935) Richard Cory  WILLA CATHER (1873-1947) The Treasure of Far Island  GERTRUDE STEIN (1874-1946) Tender Buttons  AMY LOWELL (1874-1925) Decade; Aubade; The Red Lacquer Music-Stand |  |
| 7 | ROBERT FROST (1874-1963) The Road Not Taken; Stopping by the Woods  SHERWOOD ANDERSON (1876-1941) Winesburg, Ohio  CARL SANDBURG (1878-1967) The Fog; Choose  UPTON SINCLAIR (1878-1968) The Jungle  WALLACE STEVENS (1879-1955) The Snow Man  VACHEL LINDSAY (1879-1931) The Congo  SARA TEASDALE (1884-1933) Dust |  |
| 8 | MIDTERM EXAM (TENTATIVE)  WILLIAM CARLOS WILLIAMS (1883-1963) The Red Wheelbarrow;  ELINOR WYLIE (1885-1928) Quarrel; Sea Lullaby; Pretty Words  RING LARDNER (1885-1933) Haircut  SINCLAIR LEWIS (1885-1951) Babbitt |  |
| 9 | Imagism and the Imagists  EZRA POUND (1885-1972) A Pact; L’Art, 1910; The Tea Shop  JOYCE KILMER (1886-1918) Trees  H. D. (HILDA DOOLITTLE) (1886-1961) Heat  JOHN HALL WHEELOCK (1886-1962) Earth  ROBINSON JEFFERS (1887-1962) Fire On The Hills |  |
| 10 | MARIANNE MOORE (1887-1972) Poetry  T. S. ELIOT (1888-1965) The Waste Land; The Love Song of J. Alfred Prufrock  EUGENE O’NEILL (1888-1953) The Hairy Ape  JOHN CROWE RANSOM (1888-1974) Blue Girls  CLAUDE MCKAY (1889-1948) Harlem Shadows  CONRAD AIKEN (1889-1973) The House of Dust |  |
| 11 | H. P. LOVECRAFT (1890-1937) The Colour Out of Space  KATHERINE ANNE PORTER (1890-1980) Pale Horse, Pale Rider: Old Mortality;  EDNA ST. VINCENT MILLAY (1892-1950) First Fig; Renascence  ARCHIBALD MACLEISH (1892-1982) Ars Poetica  JAMES THURBER (1894–1961) The Unicorn in the Garden; |  |
| 12 | E. E. CUMMINGS (1894-1962) hist…whist; Me up at does  JEAN TOOMER (1894-1967) Reapers  F. SCOTT FITZGERALD (1896-1940) The Great Gatsby  JOHN DOS PASSOS (1896-1970) Three Soldiers  WILLIAM FAULKNER (1897-1962) A Rose for Emily; |  |
| 13 | THORNTON WILDER (1897-1975) Our Town  HART CRANE (1899-1932) Carmen de Boheme  ERNEST HEMINGWAY (1899-1961) The Killers; |  |
| 14 | ALLEN TATE (1899-1979) The Mediterranean  THOMAS WOLFE (1900-1938) Of Time and the River  JOHN STEINBECK (1902-1968) The Grapes of Wrath |  |
| 15 | LANGSTON HUGHES (1902-1967) Dream Variations; South Dixie  NATHANEAL WEST (1903-1940) Day of the Locust  COUNTEE CULLEN (1903-1946) Yet Do I Marvel |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Midterms | 1 | 40 | 40 |
| Final Examination | 1 | 60 | 60 |
| **Total Work Load** |  |  | 190 |
| **Total Work Load / 25 (h)** |  |  | 7.6 |
| **ECTS Credit of the Course** |  |  | 8 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Leyla Çapan |
| **Instructors** | Catherine Macmillan, Leyla Çapan, Hatice Karaman |
| **Assistants** |  |
| **Goals** | Major texts of Western literature will be studied. |
| **Content** | Major texts of Western Literature from Renaissance to 19th C. will be studied and discussed. |

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| **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 acquiented 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 on 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 |

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

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| **COURSE CONTENT** | | | | | |
| **Week** | **Topics** | | | **Study Materials** | |
| 1 | Introduction to the course, explanation of 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 | Goethe: Faust | | |  | |
| 8 | Goethe: Faust | | |  | |
| 9 | G. Flaubert: Madame Bovary | | |  | |
| 10 | Fyodor Dostoyevsky: Notes from the Underground | | |  | |
| 11 | Henrik Ibsen: Hedda Gabler | | |  | |
| 12 | Anton Chekov: The Three Sisters/The Cherry Orchard/Uncle Vanya | | |  | |
| 13 | Lev Tolstoy: The Death of Ivan Ilyich | | |  | |
| 14 | The Symbolist Poetry I: a selection of poems by C. Baudelaire, S. Mallarme, P. Verlaine, A. Rimbaud, P. Claudel, P. Valery | | |  | |
| 15 | | Conclusion | | | |
| **RECOMMENDED SOURCES** | | | | |
| **Textbook** | | | Norton Anthology of World Masterpieces 7th Edition | |
| **Additional Resources** | | |  | |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 30 |
| Class Performance | 1 | 30 |
| 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 15 | 15 |
| Homework | 1 | 30 | 30 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | 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. |

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

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials for the course provided by instructor |
| 2 | The beginnings of the novel; A brief survey of the trends, the novelists of the period and their works, their contributions to the genre; various forms of the genre. |  |
| 3 | Daniel Defoe biography;  *Robinson Crusoe*: Chapters 1 & 2 (12+18=30 pages)  Retrospective narrative: the memoir novel; Background/Influences; self-criticism |  |
| 4 | *Robinson Crusoe* cont.: Chapters 3-4-5-6 (13+15+11+14=53 pages)  Analysis of 17th century philosophy and traditions within the context of the story |  |
| 5 | *Robinson Crusoe* cont.: Chapters 7-8-9-10 (11+11+20+16=58 pages)  Attitude to Slavery; Leitmotif; Religious philosophy; Self-sufficiency |  |
| 6 | *Robinson Crusoe* cont.: Chapters 11-12-13 (20+22+14=56 pages)  Puritan work ethics & philosophy; Defoe as Dissenter; perseverance |  |
| 7 | Robinson Crusoe cont.: Chapters 14-15-16 (11+18+16=45 pages)  Primitivism: Treatment of Friday; The Concept of the Noble Savage |  |
| 8 | Robinson Crusoe cont. Chapters 17 & 18 (20+30=50 pages)  Themes & Commentary: Account book: debit vs credit; Emperialism/Colonialism;plot analysis; | MIDTERM EXAM (TENTATIVE) |
| 9 | Term Paper assignment and discussion  *Moll Flanders*, excerpt: Chapter 1-2-3 |  |
| 10 | Jonathan Swift biography;  *Gulliver’s Travels*; political satire; Part I, “Lilliput” Chapters 1-8 |  |
| 11 | *Gulliver’s Travels* cont.; Part II, “Brobdingnag”: Chapters 1-8 |  |
| 12 | *Gulliver’s Travels* cont.; Part IV, “Land of the Houyhnhnms”: Chaps. 1-8  Oliver Goldsmith biography; *The Vicar of Wakefield*; excerpt; Fatalism: Bearing Misfortunes with Resignation and Fortitude |  |
| 13 | *Gulliver’s Travels* cont.; “Land of the Houyhnhnms”: Chapters -9-12;  Samuel Richardson Biography; *Clarissa*; *Pamela*: The Epistolary Novel; The Sentimental Novel; Treatment of Virtue & Morality |  |
| 14 | *Gulliver’s Travels* cont.; Part III, “Laputa, etc” (Synopsis); Swift’s love of paradox and of his misanthropy; the pessimistic vs the utopic; Themes & Commentary  Henry Fielding biography; *Tom Jones*; *Joseph Andrews*; the Picaresque/burlesque/mock epic/parody |  |
| 15 | Tobias Smollet biography; *Humphry Clinker*; , excerpt; Stereotypes: The Jack-of-all-trades, the Misanthrope and the Virago  Laurence Sterne biography; *Tristram Shandy*, The novel novel |  |

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

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | 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 nineteenth century.  The course also aims to develop a taste for novel reading through cover to cover reading, examination and discussion of two major works as well as excerpts from several popular novels of the age. By the end of this course, students should gain both an understanding of nineteenth century novel forms and trends and an appreciation of the art and skill of the novelists. |
| **Content** | Commences with an overview of 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 from cover to cover and excerpts from several other major works will also be studied and discussed.  The excerpt selections are mainly from those works that have come to be regarded as best representing the fiction of the period. |

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

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | Materials provided by instructor |
| 2 | The characteristics of the nineteenth century novel; a brief survey of the trends, the novelists of the period and their works, their contributions to the genre; various forms of the genre. |  |
| 3 | The Novel – Early 19th century – Overview  Jane Austen – Life & Works  *Northanger Abbey*, Volume I: ch.1-5 (24 pp) |  |
| 4 | Various forms of the genre; Gothic; Purpose/Jacobin; Regional; Historical; Sentimental; Manners; etc.  *Northanger Abbey*, Volume I: ch.6-10 (41 pp) |  |
| 5 | How to Read a Novel (The Elements of Fiction & The Art of the Novel)  *Northanger Abbey*, Volume I: ch.11-15 (43 pp) |  |
| 6 | *Northanger Abbey*, Volume II: ch.1-5 (32 pp)  EXCERPT 1: *The Mayor of Casterbridge* by Thomas Hardy |  |
| 7 | *Northanger Abbey*, Volume II: ch.6-10 (42 pp) |  |
| 8 | *Northanger Abbey*, Volume II: ch.11-16 (42 pp)  MIDTERM EXAM (TENTATIVE) |  |
| 9 | The Novel – Mid and Late 19th century – Overview  Charles Dickens – Life & Works  *Hard Times*, Book the First: ch.1-5 (29 pp) |  |
| 10 | *Hard Times*, Book the First: ch.6-10 (41 pp)  Reading Victorian Fiction;  Term Paper assignment and discussion |  |
| 11 | *Hard Times*, Book the First: ch.11-16 (42 pp)  EXCERPT 2: *David Copperfield* by Charles Dickens |  |
| 12 | *Hard Times*, Book the Second: ch.1-6 (57 pp) |  |
| 13 | *Hard Times*, Book the Second: ch.7-12 (57 pp)  EXCERPT 3: *The Mill on the Floss* by George Eliot |  |
| 14 | *Hard Times*, Book the Third: ch.1-6 (56 pp) |  |
| 15 | *Hard Times*, Book the Third: ch.7-9 (25 pp)  EXCERPT 4: *The Picture of Dorian Gray* by Oscar Wilde |  |

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

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu, Nina Cemiloğlu |
| **Assistants** |  |
| **Goals** | This course provides an introduction to Elizabethan and Jacobean drama with a special focus on the works of Thomas Kyd, Christopher Marlowe; Ben Jonson, John Webster, Thomas Middleton and William Rowley |
| **Content** | Selected plays by Kyd, Marlowe; Jonson, Webster, Middleton and Rowley |

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| **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 analyse 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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | An introduction to the drama and theatre of the English Renaissance: the conditions of performance, public and private theatres, censorship. |  |
| 2 | Elizabethan England: A socio-political overview  Seneca and revenge tragedy  Thomas Kyd: Life and works  Thomas Kyd*, The Spanish Tragedy*: Introduction |  |
| 3 | *The Spanish Tragedy*: Textual analysis and commentary |  |
| 4 | *The Spanish Tragedy*: Textual analysis and commentary |  |
| 5 | Christopher Marlowe: Life and works  *Dr Faustus*: Textual analysis and commentary |  |
| 6 | *Dr Faustus*: Textual analysis and commentary |  |
| 7 | Christopher Marlowe: Life and Works  *Tamburlaine the Great*: Introduction |  |
| 8 | *Tamburlaine the Great*: Textual analysis and commentary |  |
| 9 | Recap  MIDTERM EXAM |  |
| 10 | Exam Review  Jacobean England: A socio-political overview |  |
| 11 | Ben Jonson: Life and works  *Volpone*: Textual analysis and commentary |  |
| 12 | *Volpone*: Textual analysis and commentary |  |
| 13 | John Webster: Life and works  *The Duchess of Malfi*: Textual analysis and commentary |  |
| 14 | *The Duchess of Malfi*: Textual analysis and commentary |  |
| 15 | RECAP | Individual plays |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Individual plays |
| **Additional Resources** |  |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out of class study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Charles Sabatos |
| **Instructors** | Charles Sabatos, Adriana Raducanu, Bahar Karlıdağ, Hatice Karaman |
| **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. |

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| **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 |

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

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| **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 | Criticism, art, literature of the classical period | “ |
| 3 | Early Greek thought | “ |
| 4 | Main classical concepts | “ |
| 5 | Plato, philosophy, view of the universe and art  Plato, The Republic | “ |
| 6 | Plato cont., The Republic and Ion | “ |
| 7 | Aristotle: General intro; comparison and overview  Aristotle, Poetics | “ |
| 8 | Aristotle, Poetics cont. | “ |
| 9 | Horace, Art of Poetry | “ |
| 10 | Longinus, On the Sublime | “ |
| 11 | The Renaissance and Sidney; Apology for Poetry | “ |
| 12 | Neoclassicism and Dryden; An Essay of Dramatic Poetry | “ |
| 13 | Pope, An Essay on Criticism | “ |
| 14 | Dr. Johnson, Rasselas; Preface to Shakespeare | “ |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | W.J. Bate ed., *Criticism: the Major Texts,* New York: Harcourt and Brace, 1952  Richard Harland, *Literary Theory from Plato to Barthes,* London: Macmillan. 1999 |
| **Additional Resources** | M.H. Abrams, *A Glossary of Literary Terms,*New York: Harcourt and Brace, 1993  Chris Baldick, *Concise Dictionary of Literary Terms*, Oxford U.P.,1996  Berna Moran, *Edebiyat Kuramları ve Eleştiri,* Cem Yayınları,1991 |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 25 | 25 |
| Homework | 1 | 35 | 35 |
| Final Examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 190 |
| **Total Work Load / 25 (h)** |  |  | 7.6 |
| **ECTS Credit of the Course** |  |  | 8 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Hatice Karaman |
| **Instructors** | Hatice Karaman, Bahar Karlıdağ, Nina Cemiloğlu |
| **Assistants** |  |
| **Goals** | The course aims to a) familiarise 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. |

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the criticism of the Romantic period; Decline of Neoclassicism; ‘the movement’ of ‘Sensibility’, changing social and political conditions; economic factors; scientific progress and industrial growth | Lecture handouts and reading material from selected texts (see below) |
| 2 | Philosophical movements and issues; changes of world view. Pre-Romantic writers. Literary and artistic currents. | “ |
| 3 | Wordsworth, “Preface” to the *Lyrical Ballads* and selected poems | “ |
| 4 | Influence of German philosophy on criticism: Kant, Schelling and Schlegel | “ |
| 5 | Introduction to Coleridge  Coleridge, excerpt “From Biographia Literaria” | “ |
| 6 | Coleridge, “The Imagination”  Coleridge, “Shakespeare as a Poet generally” and “Shakespeare’s Judgement Equal to His Genius” | “ |
| 7 | Introduction to the Second Generation of the Romantic poets. Social and political conditions. Major intellectual and cultural movements | “ |
| 8 | Keats, excerpts from the *Letters* and selected poems | “ |
| 9 | Shelley and his circle  Shelley, *A Defence* and selected poems | “ |
| 10 | Introduction to the Victorian Age. Industrial Revolution; growth of technology; major social, political and philosophical currents | “ |
| 11 | Introduction to Arnold  Arnold, from “Sweetness and Light” and selected poems | “ |
| 12 | Introduction to the social, literary and artistic currents of the last two decades of the 19th century.  Pater, “Preface” to *The Renaissance* | “ |
| 13 | The Rise of Modernism. Transition to the 20th century. Main artistic, literary and cultural movements | “ |
| 14 | Eliot, “Tradition and the Individual Talent” and “The Metaphysical Poets” | “ |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | W.J. Bate ed., *Criticism: the Major Texts,* New York: Harcourt and Brace, 1952  Richard Harland, *Literary Theory from Plato to Barthes,* London: Macmillan. 1999 |
| **Additional Resources** | M.H. Abrams, *A Glossary of Literary Terms,*New York: Harcourt and Brace, 1993  Chris Baldick, *Concise Dictionary of Literary Terms*, Oxford U.P.,1996  Berna Moran, *Edebiyat Kuramları ve Eleştiri,* Cem Yayınları,1991 |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 25 | 25 |
| Homework | 1 | 35 | 35 |
| Final Examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 190 |
| **Total Work Load / 25 (h)** |  |  | 7.6 |
| **ECTS Credit of the Course** |  |  | 8 |

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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Shakespeare in His Age | 303 | 5 | 3 + 0 | 3 | 5 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu, Nina Cemiloğlu |
| **Assistants** |  |
| **Goals** | This course provides an introduction to 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 |

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| **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 analyse 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 |

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

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| **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 theatre of the Renaissance: the predecessors and contemporaries of Shakespeare, the conditions of performance, public and private theatres, censorship  William Shakespeare: life and career  Early printing of Shakespeare’s plays | |  |
| 3 | 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 | |  |
| 4 | The question of rebellion in Tudor England: government propaganda and resistance ideas (Extract from *A Homilie against Disobedience and Wilful Rebellion*)  *Richard II*: Introduction | |  |
| 5 | *Richard II:*Textual analysis and commentary | |  |
| 6 | *Richard II:*Textual analysis and commentary | |  |
| 7 | Introduction to Shakespeare’s comedies  *A Midsummer Night’s Dream*: Introduction; Textual analysis and commentary | |  |
| 8 | *A Midsummer Night’s Dream*: Textual analysis and commentary | |  |
| 9 | Introduction to Shakespeare’s Tragedies  *Hamlet*: Introduction; Textual analysis and commentary | |  |
| 10 | *Hamlet*: Textual analysis and commentary | |  |
| 11 | *Macbeth*: Introduction; Textual analysis and commentary | |  |
| 12 | *Macbeth*: Textual analysis and commentary | |  |
| 13 | *A Midsummer Night’s Dream*: Textual analysis and commentary | |  |
| 14 | *A Midsummer Night’s Dream*: Textual analysis and commentary | |  |
| 15 | *Romeo and Juliet:* Introduction, textual analysis and commentary | |  |
| **RECOMMENDED SOURCES** | | | | |
| **Textbook** | | Individual plays | | |
| **Additional Resources** | |  | | |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for out of class study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 20 | 30 |
| Final Examination | 1 | 40 | 40 |
| **Total Work Load** |  |  | 135 |
| **Total Work Load / 25 (h)** |  |  | 5.4 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Nina Cemiloglu, Leyla Çapan |
| **Assistants** |  |
| **Goals** | To give an overview of British poetry from 1509-1660 and its historical and cultural contexts |
| **Content** | 16th-17th century poetry by selected authors |

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

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Historical overview of the period. |  |
| 2 | The Petrarchan tradition. Poetry of the court of Henry VIII and the Petrarchan tradition imported to England: Wyatt and Surrey; Tottel’s Miscellanie |  |
| 3 | Poetry of the Elizabethan court: Sir Walter Raleigh: Ocean’s Love to Cynthia and selected lyrics; Sir Philip Sidney: Astrophill and Stella |  |
| 4 | Shakespeare’s sonnets |  |
| 5 | Shakespeare, ‘Venus and Adonis’ |  |
| 6 | Spenser’s ‘Amoretti’ and short extracts from “The Faerie Queene” |  |
| 7 | Midterm |  |
| 8 | Jonson and Drayton |  |
| 9 | Donne’s, Songs and Sonnets |  |
| 10 | Seventeenth-century religious poetry: Donne, Crashaw, George Herbert, Marvell |  |
| 11 | Milton, ‘Lycidas’ and selected sonnets |  |
| 12 | Cavalier and Royalist poetry: Lovelace, Suckling, Herrick |  |
| 13 | Andrew Marvell: love poetry and political poetry |  |
| 14 | Katherine Philips |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Sixteenth-century Poetry*, ed. Emrys Jones, OUP*; Seventeenth Century Poetry The Annotated Anthology,* ed. Robert Cummings, Blackwell Publishers |
| **Additional Resources** | Additional poems downloaded from the internet etc |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework/Classwork | 1 | 10 |
| Mid-terms | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 10 | 15 |
| Homework | 1 | 10 | 10 |
| Final Examination | 1 | 10 | 15 |
| **Total Work Load** |  |  | 130 |
| **Total Work Load / 25 (h)** |  |  | 5.2 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** |  |

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

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| **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 |

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

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| **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): *Diary*; Samuel Butler (1612—1680) *Hudibras* |  |
| 3 | John Dryden (1631—1700): Absalom and Achitophel; *Mac Flecknoe*; The Heroic Couplet;Ode: *A Song for St. Cecilia’s Day* |  |
| 4 | Daniel Defoe (1660—1731): *The Education of Women* (1660—1731) |  |
| 5 | The Periodical/Journalism; *The Review* by Daniel Defoe; *The Examiner* by Jonathan Swift; *The Idler;* *The Rambler* by Samuel Johnson; *The Tatler* and *The Spectator* 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: *Robinson Crusoe*; *A Journal of the Plague Year*; |  |
| 9 | The mock-epic or mock-heroic poem and the “town eclogue”: Alexander Pope: *An Essay on Man*; *An Essay on Criticism*; *The Rape of The Lock*; |  |
| 10 | Jonathan Swift: Literary satire: *The Battle of the Books*; Religious satire: *A Tale of a Tub*; Political satire: *A Modest Proposal*; *Gulliver’s Travels;* “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:*The Tatler* and *The Spectator*; “On Party Patches; “On Women’s Use of Fans |  |
| 14 | Presentations |  |
| 15 | Recap |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Sixteenth-century Poetry*, ed. Emrys Jones, OUP*; Seventeenth Century Poetry The Annotated Anthology,* ed. Robert Cummings, |
| **Additional Resources** | Additional poems |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework/Classwork |  | 10 |
| Mid-terms | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Homework | 1 | 10 | 10 |
| Final Examination | 1 | 30 | 30 |
| **Total Work Load** |  |  | 130 |
| **Total Work Load / 25 (h)** |  |  | 5.2 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Serkan Şener |
| **Instructors** | Serkan Şener; Aysun Kunduracı |
| **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; |

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| **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 | | | | |

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| **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 | |  |
| 15 | FINAL EXAM | |  |
| **RECOMMENDED SOURCES** | | | |
| **Textbook** | | No textbook required, lecture notes and materials provided by instructor suffice | |
| **Additional Resources** | | For general reference:  Conte*mporary Linguistics: An introduction* by William OGrady, John Archibald, Mark Aronoff, and Janie Rees-Miller;  *Language Files: Materials for an Introduction to Language and Linguistics, Tenth Edition* by Bergmann, A., Hall, K.C., & Ross, S.M. Eds. 2007. | |

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

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

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 15 | 15 |
| Homework | 1 | 15 | 15 |
| **Total Work Load** |  |  | 120 |
| **Total Work Load / 25 (h)** |  |  | 4.8 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Oğuz Cebeci |
| **Instructors** | Oğuz Cebeci, Leyla Çapan |
| **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. |

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| **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 |

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

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| **COURSE CONTENT** | | | | |
| **Week** | **Topics** | | | **Study Materials** |
| 1 | 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 Captan” Walt Whitman & “Caged Bird” Maya Angelou | | |  |
| 15 | | Conclusion | | |
| **RECOMMENDED SOURCES** | | | | |
| **Textbook** | | | Selected articles on the translation of short stories and poems | |
| **Additional Resources** | | | Landers, Clifford E. (2001) Literary Translation: A Practical Guide, Clevedon: Multilingual Matters. | |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 40 |
| Presentations | 1 | 10 |
| 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 10 | 10 |
| Final examination | 1 | 25 | 25 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5.0 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** |  |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Nina Cemiloğlu, Leyla Çapan |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of literature from the 1780s into the 1830s, as well as an understanding and appreciation of poetry: how to read poetry; how to analyze verse forms; how poetic devices function and how to make sense of poetic license. The course also aims to examine a portion of the wide range of poetry written during this period: |
| **Content** | In the period from 1786 to 1830, seven major poets emerged who permanently affected the nature of English language and literature. Blake, Burns, Wordsworth, and Coleridge may be regarded as the first generation of Romantic poets, writing most of their major works from 1786 to 1805. Byron, Shelley, and Keats are the second generation, producing their major works from 1810 to 1824. In addition to these major poets several other poets have also produced works of character and quality which should not be forgotten. |

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Materials** |
| 1 | General Introduction; course requirements. Romantic Period Historical Background: The early 19th Century Scene  A Survey of Guidelines: How to Read Poetry; | Instructor |
| 2 | Romantic Poetry: A Quick Survey of Romantic Poets and Their Works in the Early Romantic Era; Highlights of Romantic Poetry: form, structure & theme; lyric poetry; narrative poetry; sonnet; meter; |  |
| 3 | The Pre-Romantics: William Blake (1757—1827) [Introduction” from Songs of Innocence & Experience; :The Lamb”; “The Tyger”; “Nurse’s Song”; “The Chimney Sweeper”; “London”; “Auguries of Innocence”; “The Sick Rose”;] |  |
| 4 | William Blake [“Proverbs of Hell” *The Marriage of Heaven and Hell*]  Robert Burns (1759—1796) [“John Anderson, My Jo”; “To a Mouse”; “Auld Lang Syne”; “A Red, Red Rose”] |  |
| 5 | The First Generation & The Lake School of Poetry (William Wordsworth, Samuel Taylor Coleridge, Robert Southey  William Wordsworth (1770—1850) [“My Heart Leaps Up”; “A Slumber Did My Spirit Seal”; “The World is Too Much with Us”;] |  |
| 6 | William Wordsworth [“She Dwelt among the Untrodden Ways”; “We Are Seven”; “Lucy Gray”; “The Prelude”] |  |
| 7 | Sir Walter Scott (1771—1832) [“Lochinvar”; “Proud Maisie” from *The Heart of Midlothian*;] |  |
| 8 | Samuel Taylor Coleridge (1772-1834) [*The Rime of the Ancient Mariner*] |  |
| 9 | Samuel Taylor Coleridge (1772—1834) [“Kubla Khan; or, A Vision in a Dream: A Fragment”; *Christabel*; “Epitaph”;] |  |
| 10 | Robert Southey (1774-1843) [“The Cataract of Lodore”;] |  |
| 11 | Thomas Moore (1779-1852) [“The Harp that once through Tara’s Halls”; “The Last Rose of Summer”; “The Time I’ve Lost in Wooing” “Believe me, if all those endearing young charms”] |  |
| 12 | The Second Generation: George Gordon, Lord Byron (1788—1824) [“She Walks in Beauty” “When We Two Parted”; “Don Juan”;] |  |
| 13 | John Clare (1793-1864) [“Remember Dear Mary”;] |  |
| 14 | Percy Bysshe Shelley (1792-1822) [“Ozymandias”; “To Wordsworth”; “England in 1819”; “Men of England”; “Ode to the West Wind”;] |  |
| 15 | John Keats (1795—1821) [“Ode on a Grecian Urn”; “On First Looking into Chapman’s Homer”;] |  |

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

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework/Classwork |  | 10 |
| Mid-terms | 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** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 10 | 10 |
| Final Examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 120 |
| **Total Work Load / 25 (h)** |  |  | 4.8 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu; Catherine MacMillan; Hatice Karaman |
| **Assistants** |  |
| **Goals** | This course aims at training the students to write a proper research paper, focusing on a literary text, or a film, by using Contemporary Literary Theories. By the end of the semester students should be capable of summarising each theory and differentiating by examples thereof and aply these to literary works. They should also be able to critically analyse 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. |

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

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | 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 |  |
| 7 | Marxism II – Engelsian Marxism |  |
| 8 | Marxism III- The Frankfurt School – Text analysis |  |
| 9 | Psychoanalysis I |  |
| 10 | Psychoanalysis II-Freud |  |
| 11 | Psychoanalysis III-Lacan – Text Analysis |  |
| 12 | Supplementary Readings (Formalism and New Criticism) |  |
| 13 | Supplementary Readings (Marxism) |  |
| 14 | Supplementary Readings (Psychoanalysis) |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Beginning Theory - Peter Barry |
| **Additional Resources** | 1. A Reader’s Guide to Contemporary Literary Theories, Raman Selden 2. Practising Theory and Reading Literature - Raman Selden 3. Literary Theory - An Anthology-Julie Rivkin and Michael Ryan |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 50 |
| Quizzes | 2 | 20 |
| Assignment | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload(Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 40 | 40 |
| Term Homework | 1 | 60 | 60 |
| Final Examination | 1 | 50 | 50 |
| **Total Work Load** |  |  | 240 |
| **Total Work Load / 25 (h)** |  |  | 9,6 |
| **ECTS Credit of the Course** |  |  | 10 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Adriana Raducanu |
| **Instructors** | Adriana Raducanu; Catherıne MacMıllan, Hatice Karaman |
| **Assistants** |  |
| **Goals** | This course aims at training the students to write a proper research paper, focusing on a literary text, or a film, by using Contemporary Literary Theories. By the end of the semester students should be capable of summarising each theory and differentiating by examples thereof and applying these to literary works. They should also be able to critically analyse each theory, to make comparative analyses of more than one, and to place eadh in contexts as identified in lectures and discussions. |
| **Content** | In the first part of the course, students will study Structuralism, Post-structuralism,Feminism, Post-colonialism. |

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

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | 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 | Feminism |  |
| 8 | Feminism -Text analysis |  |
| 9 | Post-colonialism |  |
| 10 | Post-colonialism-Text analysis |  |
| 11 | Supplementary Readings-Structuralism and Post-structuralism |  |
| 12 | Supplementary Readings-Feminism |  |
| 13 | Supplementary Readings- Post-colonialism |  |
| 14 | Conclusion |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | 1. Beginning Theory-Peter Barry |
| **Additional Resources** | 1. A Reader’s Guide to Contemporary Literary Theories-Raman Selden 2. Practising Theory and Reading Literature-Raman Selden 3. Literary Theory-An Anthology-Julie Rivkin and Michael Ryan |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-terms | 1 | 50 |
| Quizzes | 2 | 20 |
| Assignment | 1 | 30 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload(Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Presentation | 1 | 40 | 40 |
| Term Homework | 1 | 60 | 60 |
| Final Examination | 1 | 50 | 50 |
| **Total Work Load** |  |  | 240 |
| **Total Work Load / 25 (h)** |  |  | 9,6 |
| **ECTS Credit of the Course** |  |  | 10 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Nina Cemiloğlu |
| **Instructors** | Nina Cemiloğlu |
| **Assistants** |  |
| **Goals** | The course aims at an understanding of the development of literature in general and poetry in particular from the 1830s into the 1860s, as well as an understanding and appreciation of poetry: How to read poetry; How to analyse verse form; how poetic devices function and how to make sense of poetic license.  The course also aims to examine a portion of the wide range of poetry written during this period. A significant part of each class will be spent analyzing individual poems, particularly shorter lyrics. By the end of this course, students should gain both an understanding of nineteenth-century verse forms and a facility in analyzing those forms. |
| **Content** | In addition to theoretical knowledge offered as overview for both poetry in general and selections of the wide range of poetry written during the later half of the Victorian Age will be studied: poetry remarkable for its linguistic virtuosity; narrative complexity; social agenda; psychological intensity; unconventional eroticism; sensuous charm; medieval setting; chivalric longing; patriotic fervor; and intricate humor. The poetry studied will be of celebration, consolation, amusement, and reflection written during the high-Victorian period by men and by women, by members of several classes, and by defenders of different social and religious faiths. Issues of poetic language, rhetoric, and genre, and the social context and the audience of all these works will also be considered. |

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| **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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Materials** |
| 1 | Introduction to the course, explanation of course objectives and materials, course requirements and assessment, pacing schedule and obtaining materials | provided by instructor |
| 2 | An overview of the Victorian Age, historical, social, and cultural highlights of the age, focusing on Victorian poetry and its defining features.  Insight into appreciation of poetry  A quick survey of Victorian poets of the early Victorian era and their works.  Highlights of Victorian poetry: form, structure and theme; lyric poetry; narrative poetry; meter; the sonnet. |  |
| 3 | The Early Victorians  Elizabeth Barrett Browning: Sonnet 43 & 14 from the Portuguese; Aurora Leigh; The Cry of the Children |  |
| 4 | Elizabeth Barrett Browning: Sonnet 21 from the Portuguese; The Runaway Slave at Pilgrim’s Point  Edward Fitzgerald: The Rubaiyat of Omar Khayyam |  |
| 5 | Alfred, Lord Tennyson: The Kraken; In Memoriam: Ring Out Wild Bells; Flower in the Crannied Wall |  |
| 6 | Sound in Victorian Poetry; Western Wind The Withheld Image (Suggestive Restraint; Parataxis)  Alfred, Lord Tennyson: Break, Break, Break; The Eagle;: Tears, Idle Tears (from The Princess) |  |
| 7 | Alfred, Lord Tennyson: The Charge of the Light Brigade; The Lady of Shalott; The Splendor Falls; Sweet and Low (supplement: The Lotos-Eaters) |  |
| 8 | MIDTERM EXAM (TENTATIVE)  William Makepiece Thackeray: End of Play |  |
| 9 | The DRAMATIC MONOLOGUE  Alfred, Lord Tennyson: Ulysses; Morte DArthur; The Kraken; Crossing the Bar |  |
| 10 | Robert Browning: Night & Morning; Home Thoughts from Abroad; Evelyn Hope |  |
| 11 | Robert Browning: Porphyria’s Lover; Marching Along; My Last Duchess |  |
| 12 | Robert Browning: Soliloquy of a Spanish Cloister; Prospice  (supplement: The Bishop Orders His Tomb at St Praxed’s Church)  Charles Dickens: The Ivy Green; Emily Brönte: Remembrance |  |
| 13 | Arthur Hugh Clough: Say Not the Struggle Nought Availeth; The Latest Decalogue  Charles Kingsley: The Sounds of Dee; Young and Old |  |
| 14 | Matthew Arnold: Dover Beach; Requiescat; Shakespeare; The Forsaken Merman; |  |
| 15 | Matthew Arnold: Isolation: To Marguerite; Self-Dependence |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | *Norton Anthology of English Literature* |
| **Additional Resources** | John Stuart Mill: What is Poetry; *The Norton Anthology of English Literature*, 7th edition, vol.2, p.1139  John Ruskin: Of the Pathetic Fallacy; *The Norton Anthology of English Literature*, 7th edition, vol.2, p.1430  Matthew Arnold: Preface to Poems; *The Norton Anthology of English Literature*, 7th edition, vol.2, p.1505  M. Arnold: From The Study of Poetry; *The Norton Anthology of English Literature*, 7th edn., vol.2, p.1534 |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-Term | 1 | 35 |
| Class Performance | 1 | 30 |
| Final Exam | 1 | 35 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAM TO OVERALL GRADE** |  | 35 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 65 |
| **Total** |  | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours/week) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice, review/week) | 15 | 3 | 45 |
| Midterms | 1 | 15 | 15 |
| Final Examination | 1 | 20 | 20 |
| **Total Work Load** |  |  | 125 |
| **Total Work Load / 25 (h)** |  |  | 5.0 |
| **ECTS Credit of the Course** |  |  | 5 |

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

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Bachelor's Degree (First Cycle Programmes) |
| **Course Type** | Compulsory |
| **Course Coordinator** | Catherine Macmillan |
| **Instructors** | Bahar Karlıdağ, Catherine Macmillan |
| **Assistants** |  |
| **Goals** | To acquaint the students with writers and works of modern and contemporary English literature |
| **Content** | The literature of the 20th century, starting with realism and continuing with war poetry and the period between the two world wars will be the focus of the first part of the course. The second part will focus on the literature of World War II and the period following |

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| **Learning Outcomes** | **Programme Learning Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1)To read and discuss a selection of 20th 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 |

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

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | Introduction to the course, explanation of the course objectives, course assessment, and pacing |  |
| 2 | Lecture: 1st world war: historical background and poetry |  |
| 3 | Lecture: MODERNISM Reading: from James Joyce’s *Dubliners* |  |
| 4 | Lecture and reading: Virginia Woolf (*A Room of one’s Own/Mrs. Dalloway)* |  |
| 5 | Dystopian Fiction: Aldous Huxley *Brave New World* |  |
| 6 | Historical Background: Rise of Totalitarianism in 1920s/ 1930s Europe/ George Orwell’s *Animal Farm* |  |
| 7 | George Orwell’s *1984* |  |
| 8 | Midterm Exam |  |
| 9 | The Postmodern Era: Historical Background/Theoretical Overview |  |
| 10 | Postcolonial Theories: Said/Bhabha |  |
| 11 | Salman Rushdie: *Midnight’s Children* |  |
| 12 | Salman Rushdie: *Imaginary Homelands* |  |
| 13 | Student Presentations |  |
| 14 | Student Presentations |  |
| 15 | Student Presentations |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | Peter Barry: *Beginning Theory*; *Post- War Literature* 1 and 2 (Readers) |
| **Additional Resources** | George Orwell *1984, Animal Farm;* James Joyce *Dubliners;* Aldous Huxley *Brave New World;* Virginia Woolf *A Room of one’s Own/Mrs. Dalloway;* Salman Rushdie: *Midnight’s Children* |

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

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Homework/Classwork | 1 | 40 |
| Presentation | 1 | 10 |
| Exams |  | 50 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 50 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 50 |
| **Total** |  | **100** |

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

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

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 3 | 45 |
| Midterms | 1 | 15 | 10 |
| Final Examination | 1 | 20 | 30 |
| **Total Work Load** |  |  | 130 |
| **Total Work Load / 25 (h)** |  |  | 5.2 |
| **ECTS Credit of the Course** |  |  | 5 |