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| Description: logo | **ÇANKAYA UNIVERSITY****Faculty of Arts and Sciences****Course Definition Form** |

This form should be used for either an elective or a compulsory course being proposed and for a curriculum development process for an undergraduate curriculum at Çankaya University, Faculty of Arts and Sciences. Please fill in the form completely and submit the print-out carrying the approval of the Department Chair to the Dean's Office and mail its electronic copy to serpilkilic@cankaya.edu.tr. Upon receipt of *both copies*, the print-out will be forwarded to the Faculty Academic Board for approval. Incomplete forms will be returned to the Department. The approved form is finally sent to the President’s office for approval by the Senate.

**Part I. Basic Course Information**

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| **Department Name** | ENGLISH LANGUAGE AND LITERATURE | **Dept. Numeric Code** |

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| **Course Code** |

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 | **Number of Weekly Lecture Hours** |

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 | **Number of Weekly Lab/Tutorial Hours** |

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 | **Number of Credit Hours** |

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| **Course Web Site** | http:// ell.cankaya.edu.tr | **ECTS Credit** |

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| **Course Name***This information will appear in the printed catalogs and on the web online catalog.* |
| English Name | Introduction to Literature I |
| Turkish Name | Edebiyata Giriş I |

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| **Course Description** *Provide a brief overview of what is covered during the semester. This information will appear in the printed catalogs and on the web online catalog.* *Maximum 60 words.* |
| This course introduces first-year students to a range of poetic texts representing a variety of literary genres and periods, as well as to some fundamental concepts and terminology used in the analysis of these kinds of texts, such as form, structure, tone, rhyme scheme, meter, style, genre, “literal” and “figurative” significations, referentiality and intertextuality, and audience functions and interactions. Through various modes of close reading, students will engage with different ways of approaching, understanding, appreciating, and interpreting poetic texts written in or translated into English, in terms of their internal logic and in their relations to other texts, literary, visual, socio-historical, cultural, or critical.  |

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| **Prerequisites** (if any)*Give course codes and check all that are applicable.* | 1st

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| [ ]  Consent of the Instructor | [ ]  Senior Standing | [ ]  Give others, if any.  |
| **Co-requisites** (if any) | 1st

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| **Course Type** *Check all that are applicable* | [x]  Must course for dept. [ ]  Must course for other dept.(s) [ ]  Elective course for dept. [ ]  Elective course for other dept.(s) |

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| **Course Classification***Give the appropriate percentage for each category.* |
| Category | **Social Sciences** | **Languages** |  |  |  |
| Percentage | 50 | 50 |  |  |  |

**Part II. Detailed Course Information**

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| **Course Objectives** *Maximum 100 words.* |
| To: 1. improve students’ ability to analyse, understand and appreciate poetry in particular, and literature in general,
2. introduce students to one of the major literary genres of literature: poetry
3. familiarize students with useful literary terminology pertaining to the analysis of poetry.
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| **Learning Outcomes** *Explain the learning outcomes of the course. Maximum 10 items.* |
| Students will acquire:1. A clear sense of the arguable differences between “literary” and practical uses of language,
2. A clear sense of the differences between “literary” and other kinds of texts,
3. The ability to recognize fundamental constitutive elements of poetry,
4. Knowledge of a number of texts and writers in various poetic genres,
5. Awareness of literary movements,
6. Foundational preparatory skills and knowledge for the study of literature in the following years.
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| **Textbook**(s) *List the textbook(s), if any, and other related main course material.* |
| Author(s) | Title | Publisher | Publication Year | ISBN |
| Barnet, Sylvan; William Berto; William Cain (eds) | *An Introduction to Literature (16th ed.)* | Harper Collins | 2010 | ISBN-10: 0205633099 | ISBN-13: 978-0205633098 |
| Arp, Thomas R. | *Perrine’s Sound and Sense: An Introduction to Poetry*. | Southbank:ThomsonWadsworth,  | 2005 | 0-15-503028-0 |
| Cuddon, J. A. | *The Penguin Dictionary of Literary Terms and Literary Theory.* | London: Penguin, | 1999 |  |

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| **Reference Book**s *List, if any, other reference books to be used as supplementary material.* |
| Author(s) | Title | Publisher | Publication Year | ISBN |
| Hicks, M., and B. Hutchings  | *Literary Criticism* | Edward Arnolds | 1989 |  |
| DiYanni, Robert. | *Literature: Reading Fiction, Poetry, Drama, and the Essay* | New York: McGraw | 1990 |  |
| Kennedy, X. J., and Dana Gioia | *Literature: An Introduction to Fiction, Poetry, and Drama* | New York: Harper | 1995 |  |

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| **Teaching Policy** *Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)* |
| Close readings and in-class discussions of the selected texts, with a focus on detailed understanding and analysis. |

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| **Laboratory/Studio Work** *Give the number of laboratory/studio hours required per week, if any, to do supervised laboratory/studio work and list the names of the laboratories/studios in which these sessions will be conducted.* |
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| None. |

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| **Computer Usage** *Briefly describe the computer usage and the hardware/software requirements for the course.* |
| PP Presentations. |

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| **Course Outline** *List the weekly topics to be covered.*  |
| Week | Topic(s) |
| 1 | What is Literature? Literary Genres. What is Poetry? Sample Poems. |
| 2 | Reading the Poem. Denotation and Connotation. Sample Poems. |
| 3 | Imagery. Sample Poems. |
| 4 | Figurative Language: Simile, Metaphor, Personification, Apostrophe, Metonymy. Sample Poems. |
| 5 | Figurative Language: Symbol, Allegory. Sample Poems. |
| 6 | Figurative Language: Paradox, Overstatement, Understatement, Irony. Sample Poems. |
| 7 | Allusion. Sample Poems. |
| 8 | Midterm ExamEvaluation of the Exam  |
| 9 | Meaning and Idea. Sample Poems; Tone. Sample Poems. |
| 10 | Musical Devices in Poetry. Sample Poems. |
| 11 | Rhythm and Meter. Sample Poems. |
| 12 | Pattern, Sound, and Meaning. Sample Poems. |
| 13 | Poems for Further Reading. |
| 14 | Poems for Further Reading. |

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| **Grading Policy** *List the assessment tools and their percentages that may give an idea about their relative importance to the end-of-semester grade.* |
| Assessment Tool | Quantity | Percentage | Assessment Tool | Quantity | Percentage | Assessment Tool | Quantity | Percentage |
| Homework |  |  | Case Study |  |  | Attendance |  |  |
| Quiz(es) | 4 | 20% | Lab Work |  |  | Field Study |  |  |
| Midterm Exam | 1 |  40% | Classroom Participation |  |  | Project |  |  |
| Term Paper |  |  | Oral Presentation |  |  | Final Exam | 1 | 40% |

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| **ECTS Workload***List all the activities considered under the ECTS.* |
| Activity | Quantity | Duration(hours) | Total Workload(hours) |
| Attending Lectures (*weekly basis*) | 14 | 3 | 42 |
| Attending Labs/Recitations (*weekly basis*) |  |  |  |
| Compilation and finalization of course/lecture notes (*weekly basis*) |  |  |  |
| Collection and selection of relevant material (*once*) |  |  |  |
| Self study of relevant material (*weekly basis*) | 14 | 3 | 42 |
| Take-home assignments |  |  |  |
| Preparation for quizzes | 4 | 7 | 28 |
| Preparation for mid-term exams (*including the duration of the exams*) | 1 | 16 | 16 |
| Preparation of term paper/case-study report (*including oral presentation*) |  |  |  |
| Preparation of term project/field study report (*including oral presentation*) |  |  |  |
| Preparation for final exam (*including the duration of the exam*) | 1 | 22 | 22 |
| TOTAL WORKLOAD **/** 25 | 150/25 |
| **ECTS Credit** | **6** |

*Total Workloads are calculated automatically by formulas. To update all the formulas in the document first press CTRL+A and then press F9.*

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| **Program Qualifications vs. Learning Outcomes** *Consider the program qualifications given below as determined in terms of learning outcomes and acquisition of capabilities for all the courses in the curriculum. Look at the learning outcomes of this course given above. Relate these two using the Likert Scale by marking with X in one of the five choices at the right.* |
| **No** | **Program Qualifications** | **Contribution** |
| **0** | **1** | **2** | **3** | **4** |
| 1. | Students will have a high general level of English |  |  |  |  | **x** |
| 2. | Students will have a reasonable knowledge of Linguistics | **x** |  |  |  |  |
| 3. | Students will be able to express themselves imaginatively and to innovate. They will be keen to build on and extend their knowledge |  |  | **X** |  |  |
| 4. | Students will be able to respond to and discuss poems orally |  |  |  |  | **X** |
| 5. | Students will take an active role in ethical issues related to their area of study. They will take responsibility in matters of cultural heritage. |  |  |  |  | **X** |
| 6. | Students will have the ability to think analytically and express their judgements, especially in essay form |  |  |  |  | **X** |
| 7. | Students will plan and contribute to social and cultural events, taking responsibility, whether in teams or in individual work |  | **X** |  |  |  |
| 8. | Students will learn to serve society by passing on knowledge, and by contributing, whether in schools, cultural institutions, or elsewhere | **x** |  |  |  |  |
| 9. | Students will have a competence in using computers | **x** |  |  |  |  |
| 10. | Students will be able to give up-to-date assessments of literary periods in English literature | **x** |  |  |  |  |
| 11. | Students will have an ability to discuss culture with a knowledge of related disciplines and subjects like multiculturalism and gender studies |  | **X** |  |  |  |
| 12. | Students will have knowledge of main research techniques and methods. They will be able to use source materials | **X** |  |  |  |  |
| 13. | Students will be able to assess other literatures than English |  | **X** |  |  |  |
| 14. | Students will have a background in literary theory  |  | **X** |  |  |  |
| 15. | Students will have a training in translation | **X** |  |  |  |  |

 Scale for contribution to a qualification: **0**-none, **1**-little, **2**-moderate, **3**-considerable, **4**-highest

**Part III New Course Proposal Information**

*State only if it is a new course*

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| Is the new course **replacing** a former course in the curriculum**?** | Yes[x]  | No[ ]  | Former Course’s Code

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 | Former Course’s NameIntroduction to Literature |
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| Is there any similar course which has content **overlap** with other courses offered by the university**?** | Yes[ ]  | No[x]  | Most Similar Course’s Code

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 | Most Similar Course’s Name |
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| **Frequency** of Offerings *Check all semesters in which the course is to be offered.* | [x]  Fall [ ]  Spring [ ]  Summer |
| **First** Offering | Academic Year |

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 | Semester | [x]  Fall [ ]  Spring |
| Maximum **Class Size** Proposed |

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| 25 |

 | Student **Quota** for Other Departments |

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| 5 |

 | Approximate **Number of Students** Expected to Take the Course |

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| 15 |

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| **Justification for the proposal***Maximum 80 words* |
| This foundational course provides an outline of the basic skills needed for the appreciation and assessment of poetry. It will be useful for students throughout their studies. |

**Part IV Approval**

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| **Proposed by** | Faculty Member*Give the Academic Title first.* | Signature | Date |
| Dr. Özkan Çakırlar |  | 18. 03. 2019 |
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| Departmental Board sitting date |  | Sitting number |  | Motion number |  |
| Department Chair | Prof. Dr. Özlem Uzundemir | Signature |  | Date | 20. 06. 2019 |

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| Faculty Academic Board sitting date |  | Sitting number |  | Motion number |  |
| Dean | Prof. Dr. Buket Akkoyunlu | Signature |  | Date | 21. 06. 2019 |

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| Senatesitting date |  | Sitting number |  | Motion number |  |