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|  | **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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| 0 |

 | **Number of Credit Hours** |

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| **Course Web Site** | HTTP:// WWW.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 | Children’s Literature |
| Turkish Name | Çocuk Edebiyatı |

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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.* |
| There are many writers who have written works for children (Oliver Wilde, Saint-Exupéry). Other important literary figures wrote their best works for children (Roald Dahl, Beatrix Potter), or are best known for their children’s books (C. S. Lewis). The Scottish writer Eric Linklater is surprisingly little known, but emerges as a major writer only in his children’s books, perhaps because his character suited the free-wheeling world of fantasy this audience allowed him. Some students will prefer to study the history of the works, which often have much to say about the social context in which they arose. In terms of pedagogy, there are often ethical issues relating to which books children should read. Psychologists like Freud and Jung have written extensively, particularly on folk literature for children, like nursery rhymes and fairy tales. |

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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* | [ ]  Must course for dept. [ ]  Must course for other dept.(s) **X** [ ]  Elective course for dept. **X** [ ]  Elective course for other dept.(s) |

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| **Course Classification***Give the appropriate percentage for each category.* |
| Category |  |  |  |  |  |
| Percentage |  |  |  |  |  |

**Part II. Detailed Course Information**

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| **Course Objectives** *Maximum 100 words.* |
| To make students be familiar with important writers in this field. To provid students with adequate tools for analysis of children’s literature, both as literature and in the context of society, including pedagogy and ethics. |

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| **Learning Outcomes** *Explain the learning outcomes of the course. Maximum 10 items.* |
| This course will open new perspectives on writers. Students will:* Be familiar with the works of important writers in this field,
* Approach children’s literature with the tools provided by sociology,
* Ask questions related to pedagogy and ethics,
* Be introduced to the psychology of folk literature for children.
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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 |
| Various handouts |  |  |  |  |
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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 |
| Hunt, Peter | *Criticism, Theory, and Children's Literature.*  | Oxford: Blackwell. | 1991 | ISBN 0631162313 |
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| **Teaching Policy** *Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)* |
| This course is student-orientated, with students being encouraged to participate and follow up lines of research which interest them (for example, with relation to teaching children in Turkey). Seminars will encourage discussion and participation. |

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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.* |
| None |

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

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| **Course Outline** *List the weekly topics to be covered.*  |
| Week | Topic(s) |
| 1 | The invention of childhood and the nursery |
| 2 | The modern child in Roald Dahl, *Charlie and the Chocolate Factory* |
| 3 | Roald Dahl, *Charlie and the Chocolate Factory* |
| 4 | The history of nursery rhymes: Georgie Porgie, Mary Mary Quite Contrary |
| 5 | Psychology and folk literature for children |
| 6 | Psychology and folk literature for children |
| 7 | The presentation of childhood through the ages |
| 8 | The naughty child from William Brown to Horrid Henry: instruction and freedom |
| 9 | Enid Blyton, class and race |
| 10 | Red Indians and Black Sambos |
| 11 | Harry Potter and worlds of fantasy |
| 12 | Eric Linklater |
| 13 | Eric Linklater |
| 14 | Review |

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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 |
| Mid-term exam | 2 | 50% |  |  |  |  |  |  |
| Final exam | 1 | 50% |  |  |  |  |  |  |
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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*) | 14  | 1 | 14 |
| Collection and selection of relevant material (*once*) |  |  |  |
| Self study of relevant material (*weekly basis*) | 14 | 1 | 14 |
| Take-home assignments |   |  |  |
| Preparation for quizzes |  |  |  |
| Preparation for mid-term exams (*including the duration of the exams*) | 2 | 7 | 14 |
| 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 | 16 | 16 |
| TOTAL WORKLOAD **/** 25 | 100/25 |
| **ECTS Credit** | **4** |

*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 literary texts 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[ ]  | **No****X** | Former Course’s Code

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 | Former Course’s Name |
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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 **X** [ ]  Spring [ ]  Summer |
| **First** Offering | Academic Year |

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

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| 25 |

 | Student **Quota** for Other Departments |

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| NA |

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

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| **Justification for the proposal***Maximum 80 words* |
| The study of writers who wrote for children and their works is a relatively recent addition to the curricula of many universities. Related to sociology and pedagogy, as well as literature, some students will prefer to study the social context of the works, others the ethical issues or psychological depths. The subject also allows new perspectives on known writers, and the discovery of others. This course may also be of interest to future teachers. |

**Part IV Approval**

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| **Proposed by** | Faculty Member*Give the Academic Title first.* | Signature | Date |
| Assoc. Prof. Dr. Ertuğrul KOÇ |  | 29.06.2015 |
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| Departmental Board sitting date |  | Sitting number |  | Motion number |  |
| Department Chair | Assoc. Prof. Dr. Özlem Uzundemir | Signature |  | Date | 29.06.2015 |

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| Faculty Academic Board sitting date |  | Sitting number |  | Motion number |  |
| Dean | Prof.Dr. Billur KAYMAKÇALAN | Signature |  | Date | 29.06.2015 |

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