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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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| 3 |

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

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| 0 |

 | **Number of Credit Hours** |

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| **Course Web Site** | http://www.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 | 18th-Century Literature |
| Turkish Name | 18. Yüzyıl 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.* |
| The eighteenth-century, the “Age of Enlightenment,” is a period of conceptual and political revolutions, and presents a rich variety of diverse texts and international interactions in fields from literature, music and philosophy to economics, politics and the natural sciences. This course will enable students to engage with aspects of the local and international significance of these revolutions in thought and society, as well as their implications for developments over the next two centuries and up to the present. From the perspective of English literature, topics covered may range from the mock-heroics and satires of Pope and Swift, the poetry of Gray and Young, the essays of Addison and Steele, and the literary criticism of Samuel Johnson, to the development of the novel by such writers as Defoe, Fielding and Richardson, and the origins of the gothic in Walpole, Radcliffe and Lewis. Other areas of focus might include the arguments of European rationalist philosophers, the evolution of classical musical genres, or developments in science and cross-cultural currents and influences from or in Europe, the Americas, and other regions. |

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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 | 90% | 10% |  |  |  |

**Part II. Detailed Course Information**

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| **Course Objectives** *Maximum 100 words.* |
| To study a variety of texts from the period, in terms both of their intrinsic interest and of their influences on later periods; To engage in interpreting selected texts from the period in relation to broader transhistorical developments; and to develop knowledge and critical sophistication in analyzing these texts and producing scholarly written work on them. |

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| **Learning Outcomes** *Explain the learning outcomes of the course. Maximum 10 items.* |
|  Students will:1. Acquire knowledge of significant literary, artistic, and other texts of the period;
2. Develop a variety of critical perspectives on the period and its textual forms;
3. Produce critical, scholarly writing on subjects related to the period.
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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 |
| Stephen Greenblatt, et al., eds.  | *The Norton Anthology of English Literature*, Vol. C | Norton | 2018 |  |
|  | Readings will vary from semester to semester depending on the lecturer and selected texts will be made available for students online or as photocopies. |  |  |  |

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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 |
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| **Teaching Policy** *Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)* |
| The course is based on lectures, seminars and discussion, and written analytical essays; student presentations may also be required. |

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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.* |
| NA |

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

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| **Course Outline** *List the weekly topics to be covered.*  |
| Week | Topic(s) |
| 1 | Introduction to the period |
| 2 | Discussion of selected cultural issues and later historical developments |
| 3 | Discussion of selected cultural issues and later historical developments |
| 4 | Discussion of selected cultural issues and later historical developments |
| 5 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 6 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 7 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 8 | Midterm Exam  |
| 9 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 10 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 11 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 12 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 13 | Analysis of primary texts in relation to context and theoretical frames of reference |
| 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 |
| 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 | 2 | 28 |
| Take-home assignments |  |  |  |
| Preparation for quizzes | 4 | 7 | 28 |
| Preparation for mid-term exams (*including the duration of the exams*) | 1 | 25 | 25 |
| 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 | 27 | 27 |
| 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 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 judgments, 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 NameRestoration and 18th Century 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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| 20 |

 | Student **Quota** for Other Departments |

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

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| **Justification for the proposal***Maximum 80 words* |
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**Part IV Approval**

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| **Proposed by** | Faculty Member*Give the Academic Title first.* | Signature | Date |
| Prof. Dr. Özlem Uzundemir |  | 31. 05. 2010 |
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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 |  |