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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:// 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 | Reading and Analysis II |
| Turkish Name | Okuma ve Çözümleme II |

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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.* |
| As the follow-up to ELL 121, this course focuses on further developing students’ reading, comprehension, and analytical skills. The course engages with advanced-level reading materials, and focuses particularly on literary analysis and criticism to help students identify and understand key concepts and supporting evidence, follow the logic of discussions, identify contrasting viewpoints, and evaluate the validity of arguments. Emphasis will be placed on the effective use of sources, for the purpose of developing vocabulary as well as for inferring meaning from context; and students will be taught various reading techniques that will help them understand the structure and organization of written texts. The course provides a range of opportunities for students to improve their writing and speaking skills, with an emphasis on morphology, etymology, and semantics within the contexts of the history of the English language and literary texts. Reading activities will be integrated with written and oral discussions within and outside of class. |

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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. [x]  Elective course for other dept.(s) |

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| **Course Classification***Give the appropriate percentage for each category.* |
| Category | **Social Sciences** | **Languages** |  |  |  |
| Percentage | 30 | 70 |  |  |  |

**Part II. Detailed Course Information**

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| **Course Objectives** *Maximum 100 words.* |
| To deal with the guiding principles of, and practice in, reading literary texts develop skills in analysis and interpretation encourage students to participate more actively in speaking activities help students to develop critical thinking skills such as synthesizing information  |

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| **Learning Outcomes** *Explain the learning outcomes of the course. Maximum 10 items.* |
| The students will be able to :1. Acquire skills in reading literary texts,
2. Develop previously learned reading strategies
3. Analyze and interpret texts in a new context,
4. Summarize texts orally and in writing
5. Interpret a given text with meaningful comments.
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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 |
| Hilal Dinçer, Necmiye Türkan | *More to Read II* | METU | 2006 |  |
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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 |
|  | *Reader at Work 2* | METU | 2010 |  |

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| **Teaching Policy** *Explain how you will organize the course (lectures, laboratories, tutorials, studio work, seminars, etc.)* |
| Lecture and discussion. |

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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.* |
| PP presentations. |

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| **Course Outline** *List the weekly topics to be covered.*  |
| Week | Topic(s) |
| 1 | Introduction to the CourseExtensive vs Intensive Reading Texts of Intermediate Level  |
| 2 | Guessing the meaning of unknown words from the contextual cluesIntegrated reading and speaking activities |
| 3 | Reading techniques: SkimmingReading Intermediate Level Texts  |
| 4 | Reading techniques: SkimmingReading Intermediate Level Texts |
| 5 | Reading techniques: ScanningReading Intermediate Level Texts |
| 6 | Reading techniques: ScanningReading Intermediate Level Texts |
| 7 | Reading techniques: ScanningReading Advanced Level Texts |
| 8 | Midterm Exam IEvaluation of the Exam |
| 9 | Reading Literary Texts Discussion on the texts |
| 10 | Reading Literary Texts Discussion on the texts |
| 11 | Reading Literary Texts Discussion on the texts |
| 12 | Midterm Exam IIEvaluation of the Exam |
| 13 | Reading Literary Texts Discussion on the texts |
| 14 | Reading Literary Texts Discussion on the texts |

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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 | 4 | 10% | Case Study |  |  | Attendance |  |  |
| Quiz(es) |  |  | Lab Work |  |  | Field Study |  |  |
| Midterm Exam | 2 | 60% | Classroom Participation |  |  | Project |  |  |
| Term Paper |  |  | Oral Presentation |  |  | Final Exam | 1 | 30% |

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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*) | 1 | 3 | 3 |
| 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 | 18 | 36 |
| 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 | 30 | 30 |
| TOTAL WORKLOAD **/** 25 | 125/25 |
| **ECTS Credit** | **5** |

*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.* | [ ]  Fall [x] Spring [ ]  Summer |
| **First** Offering | Academic Year |

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

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| 30 |

 | Student **Quota** for Other Departments |

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

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| 25 |

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| **Justification for the proposal***Maximum 80 words* |
| Certain aspects of literary texts become clearer for students when they are exposed to exemplars of texts and different modes of reading. This course contributes to improving student’s reading and analytical skills, and their ability to think critically. |

**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 |  |