

**ESOGU**

**Faculty of Humanities and Social Sciences**

**Comparative Literaturecourse Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915007 | **COURSE NAME** | German V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x ) | | German |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, tales, stories and actual texts will be studied. In this process, students will develop their understanding, writing, reading and summarizing skills. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To aid to the students to practice their German grammar knowledge which they took from preparing class on suitable texts in their level and studying about new grammar rules in these texts. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will develop and use their foreign language knowledge. They can use their knowledge literature and other areas. | | | | | | |
| **COURSE OUTCOMES** | | | | | Practicing their foreign language knowledge  Enhancing their vocabulary knowledge  Learning use of language in other skills  Having new skills in “language of words” | | | | | | |
| **TEXTBOOK** | | | | | R.Schmitt “Aktuelle Texte 2” Klett Verlag. Stuttgart (Germany) 1985. | | | | | | |
| **OTHER REFERENCES** | | | | | Benna von Wiese “Deutschland Erzählt” Fischer Verlag, Frankfurt am Main. 2004. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Band 711. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Delphine |
| 2 | Der sechste Sinn der Vögel |
| 3 | Sehen wir, was wir gerne sehen wollen? |
| 4 | Lernklima und Lernerfolg |
| 5 | Vier wochen ohne Fernsehen |
| 6 | Er war ein Auto |
| 7 | Zum schlachten gebohren |
| 8 | Midterm Exam |
| 9 | Strom ausfall und seine Folgen |
| 10 | Wird die Fliessbandarbeit abgeschaft |
| 11 | Wenn die Haifische Menschen Wären (B. Brecht) |
| 12 | Ganz Unten (GünlerWolraf) |
| 13 | Fatmagül und ihre Kinder (Ina Seeberg) |
| 14 | Fatmagül und ihre Kinder (Ina Seeberg) |
| 15,16 | Fatmagül und ihre Kinder (Ina Seeberg) |
| 17 | Final exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  | **X** |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  | **X** |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Arzu KAYGUSUZ

**Signature**:  **Date:**

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**Comparative Literaturecourse Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915009 | **COURSE NAME** | German Literary Translation I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x) | | German |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The aim of this course is to donate students with the skill of making literary translations from German into Turkish. The contents of the course are: history of literary translation, form, style and meaning of the source text in literary translation, problems and solutions, equality in translation. | | | | | | |
| **COURSE OBJECTIVES** | | | | | History of literary translation, form, style and meaning of the source text in literary translation, problems and solutions, equality in translation. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Gaining skill of making literary translations from Turkish into German  Gaining skill of making literary translations from German into Turkish | | | | | | |
| **COURSE OUTCOMES** | | | | | Gaining skill of making literary translations from Turkish into German  Gaining skill of making literary translations from German into Turkish | | | | | | |
| **TEXTBOOK** | | | | | 1.  Aksoy, N. Berrin (2002), Geçmişten günümüze yazın çevirisi, Ankara: İmge Kitabevi  2. Aytaç, Gürsel (1997), *Karşılaştırmalı Edebiyat Bilimi*, Gündoğan Yayınları, Ankara. 3.  Mary Snell-Hornby ... [et al.] (Hrsg.) (1999),*Handbuch Translation*, Tübingen: Stauffenburg | | | | | | |
| **OTHER REFERENCES** | | | | | 1.    Stolze, Radegundis (2001), *Übersetzungstheorien*: eine Einführung, Tübingen : G. Narr  2.  Venuti Lawrence (Ed.) (2000), *The Translation studies reader* / edited by. – London : Routledge, 2000. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | None | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | History of literary translation |
| 2 | History of literary translation |
| 3 | Form, style and meaning of the source text in literary translation, |
| 4 | Problems and solutions in literary translation |
| 5 | Equality in translation |
| 6 | Turkish literary translation: “Die Blasse Anna” - Heinrich Böll |
| 7 | German-Turkish literary translation: “Die Blasse Anna” - Heinrich Böll |
| 8 | Mid-term German- |
| 9 | German-Turkish literary translation: “Der Delphin”- Ernst Penzoldt |
| 10 | German-Turkish literary translation: “Der Delphin”- Ernst Penzoldt |
| 11 | German-Turkish literary translation: “Die Verwandlung”- Franz Kafka |
| 12 | German-Turkish literary translation: “Die Verwandlung”- Franz Kafka |
| 13 | German-Turkish literary translation: “Der Zimmerer”- Thomas Bernhard |
| 14 | German-Turkish literary translation: “Der Zimmerer”- Thomas Bernhard |
| 15,16 | German-Turkish literary translation: “Der Zimmerer”- Thomas Bernhard |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assistant Professor. Veysel LİDAR

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915012 | **COURSE NAME** | ARABIC V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Arabic |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course teachs studens intermediate Arabic. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is to give students intermediate Arabic couse , | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course teachs students Arabic so they can read and understand original texts. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students   1. Will learn increased verb conjugations. 2. Will learn about active and passive participle. 3. Will learn numbers 20-100. 4. Will learn noun isntance, noun of instrument and the five nouns. 5. Will be able to read and understand intermediate texts in Arabic.   Will be able to speak Arabic in intermediate level. | | | | | | |
| **TEXTBOOK** | | | | | Maksudoğlu, Mehmet (2001), Arapçayı Öğreten Kitap, Eskişehir. | | | | | | |
| **OTHER REFERENCES** | | | | | Attar, Samar (1988), Modern Arabic 2 An Introdutory Course for Foreign Students, Libraire du Liban, Beirut.Güler İ-Günday H.-Şahin Ş. (2001) Arapça Dilbilgisi (Nahiv Bilgisi), Alfa Basın Yayım, İstanbul.Günday H.-Şahin Ş. (2001) Arapça Dilbilgisi (Sarf Bilgisi), Alfa Basın Yayım, İstanbul. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Increased (augmented) verb forms (II-X) |
| 2 | Increased (augmented) verb forms (II-X) |
| 3 | Reading comprehension, translation and speaking |
| 4 | Noun of Instance (Ismu’l-Merra) |
| 5 | Midterm |
| 6 | Reading comprehension, translation and speaking |
| 7 | Active and passive participle |
| 8 | Midterm- Noun of instrument |
| 9 | Reading comprehension, translation and speaking |
| 10 | Numbers 20-100 |
| 11 | Adverbial accusative of specification |
| 12 | Reading comprehension, translation and speaking |
| 13 | The five nouns |
| 14 | Overall |
| 15,16 | Overall |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asoc. Prof. Ferzane DEVLETABADİ

**Signature**:



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| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 831915014 | **COURSE NAME** | Children’s and Youth Literature I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | General Literature X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None. | | | | | | |
| **COURSE DESCRIPTION** | | | | | The aim of this course is to give acknowledgement on the place of children’s and youth literature, history of children’s and youth literature, story, short story, poetry, drama, travelbooks, criticizing measurements of children’s and youth literature, Turkish writers and their Works, comparison between Turkish and other children’s and youth literature. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To aid theorical knowledge about children’s and youth literature books analysis,  To meet Turkish writers in this area and evaluating their books,  Comparing some books between other countries and Turkish books,  To aid critical and comparative approach to child’s and youth’s literature books and ability of writing about this materials.  To supplement child’s and youth’s literature’s development by means of critics and essays. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To learn evaluating child’s and youth’s literature books in a academical approach.  To write presentation texts or critics about child’s and youth’s literature books.  To gather necessary knowledge for working publishers and other foundations. | | | | | | |
| **COURSE OUTCOMES** | | | | | To compare books about this subject both Turkey and other countries, to give a presentation orally or written. | | | | | | |
| **TEXTBOOK** | | | | | Örnekleriyle Çocuk Edebiyatımız, Enver Naci Gökşen, 5. baskısı Remzi Kitabevi, İstanbul, 1985Çağdaş Çocuk Yazını, Doç. Dr. Selahattin Dilidüzgün, Morpa Kültür yayınları, 2003 | | | | | | |
| **OTHER REFERENCES** | | | | | Çocuk Edebiyatına ve Çocuk Hekimliğine Yansıyan Şiddet Sempozyumu Kitabı, Eskişehir OGÜ yayınları, 2003Türk Çocuk ve Gençlik Kitaplarında Almanya İmgesi, Prof. Dr. Ali Gültekin, Erdem Yayınları.Küçük Dev Adam, Çağdaş Türk Çocuk ve Gençlik Edebiyatında Yazar Muzaffer İzgü ve Yazını, Ulusal Sempozyumu kitabı. Eskişehir OGÜ FenEd. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Bilgi YayınlarıÇocuk ve Gençlik Edebiyatında Ayla Çınaroğlu Sempozyumu kitabı, Eskişehir OGÜ Fen Ed. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Uçan Balık Yayınevi.Çocuk ve Gençlik Edebiyatında Gülsüm Cengiz Sempozyumu kitabı. Eskişehir OGÜ Fen Ed. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Morpa Kültür Yayınları.Çocuk Edebiyatı: İnceleme – Araştırma – Eleştiri, Dr. Necdet Neydim, Bu Yayınevi, 2003. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | To use child’s and youth’s literature books in departments library. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of children’s and youth’s literature on child development and education, history of child’s and youth’s literature in Turkey. |
| 2 | Rise and development process of children’s and youth’s literature in Turkey. |
| 3 | Informations about concepts and types in children’s and youth’s literature books. |
| 4 | Assessment standards of content, language and expression characteristics in children’s and youth’s literature books. |
| 5 | Assessment of children’s and youth’s literature books that students had read. |
| 6 | Book launch, analysis of texts and critical assessment of texts. |
| 7 | Introducing modern writers of children’s and youth’s literature and their works. |
| 8 | Mid-term exam |
| 9 | Book launch as chosen examples. |
| 10 | Students’ presentation about book launch and assessments. |
| 11 | Text types in children’s and youth’s literature;fairy tale, rise of fairy tale and its characteristics. |
| 12 | Fairy tales; legends, fable. Chosen examples about these types. |
| 13 | Characteristics of children’s poems. Chosen examples about this type. |
| 14 | Characteristics of children’s stories. Chosen examples about this type. |
| 15,16 | Characteristics of children’s stories. Chosen examples about this type. |
| 17 | Final exam. |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assist. Prof. Zeynep KÖSTELOĞLU

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915015 | **COURSE NAME** | Diction I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Social Science X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Sentences: deconstructing syllables in a sentence,  2. Reading exercises, pronunciation  3. Narration and rhetoric | | | | | | |
| **COURSE OBJECTIVES** | | | | | In this course skill of speaking is developed. The contents of the course are correct pronunciation in Turkish, importance of diction, correct spelling, intonation, speaking defects and its cure, dialogue and rhetorical techniques. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The contents of the course are correct pronunciation in Turkish, importance of diction, correct spelling, intonation, speaking defects and its cure, dialogue and rhetorical techniques. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1. will explain diaphragm concept and use it correctly  2. will explain the importance of art of diction and sound concept  2.1. The art of diction  2.1.1. will explain the relationship between language and diction  2.1.2. will explain the relationship between diction and sound  2.2. will define the concept of sound  2.2.1. will explain sound event  2.2.2. sound  2.2.3. pause  2.2.4. tone  2.2.5. will define the concept of intonation and practice  3. will define concepts of word and word pause  3.1. explain concept of word  3.1.1. elements of word  3.1.2. back vowels and front vowels in Turkish  3.1.3. phonetics  3.1.4. explain differences between written language and spoken language  3.1.5. articulation  3.1.6. connection  3.1.7. right phrase  3.2. define and perform word pause  3.2.1. short period pause  3.2.2. normal pause  3.2.3. long period pause | | | | | | |
| **TEXTBOOK** | | | | | Göçgün, Önder. Güzel konuşma sanatı : (diksiyon-hitabet) / Önder Göçgün. Ankara: Günce, 2000 | | | | | | |
| **OTHER REFERENCES** | | | | | **Şenbay, Nüzhet.** Söz ve diksiyon sanatı / Nüzhet Şenbay, İstanbul: Yapı Kredi Yayınları, 1994  **Şenbay, Nüzhet.** Gençler için söz ve diksiyon sanatı el kitabı / İstanbul: Yapı Kredi Bankası, 1982 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | None | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Meeting with the students… The introduction of the course will be made and the expectations of the students from the course will be talked about. |
| 2 | Breathing correctly and concept of diaphragm |
| 3 | Breathing correctly and concept of diaphragm |
| 4 | İmportance of the art of diction and concept of voice |
| 5 | İmportance of the art of diction and concept of voice |
| 6 | Relationship between language and diction |
| 7 | The concept of sound Sound event Sound Pause Tone |
| 8 | MidTerm Exam |
| 9 | The concept of sound Sound event Sound Pause Tone |
| 10 | Concepts of sound twist |
| 11 | Turkish’s phonetic- diction orders; [misusage](http://tureng.com/search/misusage) words |
| 12 | Concepts of word and word pause Concept of word Elements of word Back vowels and front vowels in Turkish Phonetics Differences between written language and spoken language |
| 13 | Word pause Short period pause Normal pause Long period pause |
| 14 | Word pause Short period pause Normal pause Long period pause |
| 15,16 | Word pause Short period pause Normal pause Long period pause |
| 17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Gizem KUNDURACI

**Signature**:  **Date:**

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**ESOGU**

**Faculty of Humanities and Social Sciences**

**Comparative Literaturecourse Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915013 | **COURSE NAME** | PERSIAN V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x) | | Persian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Teaching Persian language | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to teach Persian alphabet, and grammer. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To be able to follow Persian literature in order to make comparative studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course  - Students learn Persian alphabet,  -learn Persian language,  -have the ağabeylity to compare Turkish and Persian languages.  - can compare works from Persian literature and Turkish literature | | | | | | |
| **TEXTBOOK** | | | | | Persian Language, Ahmad Saffar Moqaddam | | | | | | |
| **OTHER REFERENCES** | | | | | Farsça Dilbilgisi, Mürsel Öztürk; Farsça Öğreniminin Kolay Yolu, Asuman Gökhan, Ahad Emirçupani; Çözümlü Farsça Metinler, Mehmet Kanar; Farsça DiLbilgisi, Nimet Yıldırım. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The types of ki |
| 2 | The types of past verb |
| 3 | To become , to happen , possibility |
| 4 | Midterm |
| 5 | Montes , weeks, side, day |
| 6 | Present perfect continuous |
| 7 | Meger, ne question vords |
| 8 | Midterm-Object and complement |
| 9 | Tenses in the passive voice |
| 10 | Change of tenses |
| 11 | Sequence of tenses |
| 12 | Direct and indirect speech |
| 13 | Practice |
| 14 | Practice |
| 15,16 | Practice |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asoc. Prof. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915001 | **COURSE NAME** | History of Philosophy I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Social Science X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | History of Philosophy examines philosophical theories of the leading philosophers from antic Greek to today. | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to develop students’ philosophical notion and perspective. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | [thought](http://tureng.com/search/thought)s of Philosophy area and [have information about](http://tureng.com/search/have%20information%20about%20something) philosophers came up with this [thought](http://tureng.com/search/thought)s; gain [critical thinking](http://tureng.com/search/critical%20thinking) | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. [be acquainted with](http://tureng.com/search/be%20acquainted%20with) [history of thought](http://tureng.com/search/history%20of%20thought)  2. [identify](http://tureng.com/search/identify) popular men lived past  3. [have opinion](http://tureng.com/search/have%20opinion) about thinking problems lived mankind  4. gain discussing talent | | | | | | |
| **TEXTBOOK** | | | | | Ahmet Cevizci, Felsefe Tarihi, İstanbul-2009.Macit Gökberk, Felsefe Tarihi, İstanbul-1996 | | | | | | |
| **OTHER REFERENCES** | | | | | Mehmet Bayraktar, İslam Felsefesi Tarihi, Ankara-2008Alain de Libera, Ortaçağ Felsefesi, İstanbul-2005 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Descriptions of philosophy, Origins of Philosophy. |
| 2 | Pre-Socratic Philosophiers |
| 3 | Heraclitos, Parmanides, and Sofists |
| 4 | Sokrat and Plato |
| 5 | Aristotle |
| 6 | Stoics and Epicurious |
| 7 | Plotinus and Neo-Platonism |
| 8 | ARA SINAV-General evaluations of Greek Philosophy |
| 9 | Foundation of Islamic Philosophy, Translation of Philosophy to Arabic |
| 10 | Al-Farabi and Ibn Sina |
| 11 | Al-Ghazali and Ibn Rushd |
| 12 | Scolastic Philosophy, Translation of Philosophy to Latin |
| 13 | Thomas Aquinas and Albertus Magnus |
| 14 | Roger Bacon and William of O’ckham |
| 15,16 | General evaluations of Middle Age Philosophy. |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assist. Prof. Veysel LİDAR

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915008 | **COURSE NAME** | French V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | French |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The main idea of the conversation course is to enrich the vocabulary and make students able to hold  conversations about everyday life. The course also focuses on improving pronunciation and increasing vocabulary. Review of the grammar and writing skills. The course concentrates on usage, the mechanics of a sentence, spelling, and a general review of grammatical problem areas. Each lesson focuses on frequent errors, gives examples, suggests strategies. Studying French culture, daily life and civilization. The course aims to donate students with basic knowledge of French, and to teach grammar rules with exercises. It is also aimed to make students be able to use their French in occupational examinations such as ÜDS, KPDS, DELF, DALF. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is to give a better command of the grammatical  structures and enough vocabulary to take part in conversations and learn more about french civilisation, to learn how to write an essay and express better themselfs. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will communicate easily and have self confidence knowing and practicing better the French language. They will have big opportunities to find good job. They will work easily in group and be open mining and have possibility to find job abroad too. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. The students will speaking fluently in French 2. The students will have communication skills 3. Students will be able to use their enlarged French vocabulary and knowledge of  grammatical structures to express themselves   Students will learn more about the french culture and french people | | | | | | |
| **TEXTBOOK** | | | | | Internet | | | | | | |
| **OTHER REFERENCES** | | | | | Internet | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, Laptop, TV | | | | | | |

|  |  |
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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Conversation: Internet |
| 2 | Writing Essay |
| 3 | Conversation: Drugs |
| 4 | Translation short text – French to English |
| 5 | Conversation: Working at Home – myth and reality |
| 6 | Writing Essay |
| 7 | Conversation: Retirement |
| 8 | Translation short text – English to French |
| 9 | Conversation: EU and Turkey |
| 10 | Writing Essay |
| 11 | Poetry text analysis |
| 12 | Grammar Exercices |
| 13 | Poetry text analysis |
| 14 | Watching French movies |
| 15,16 | General culture |
| 17 | Final |

|  |  |  |  |  |  |
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| **NO** | | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | | To develop written and oral communication skills |  | **X** |  |
| 12 | | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | | |

**Instructor(s):** Lec. Mustafa KARAYILAN

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915010 | **COURSE NAME** | French Literary Translation I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x) | | French |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite or co-requisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Students firstly learn what translation is, what literary translation is and what basic requirements are for literary tranlation in this course, and then they begin to translate short texts. The aim of the course is to be able to translate texts in source language to target language, to develop the usage of literary language and to teach translation methods | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is to make them gain the ability to translate literary texts. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | One of the most crucial duties of a comparatist is to deal with foreign language and literature. The comparatist should be able to understand, translate and convey literary texts in a better way. The course named as Translation of Literary Texts is to contribute to the students of Comparative Literature Department in every aspect. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1.Will be able to interrogate the meanings of words.  1.1.Defines type text.  1.2.Identifies the main idea of the text. 1.3.Answers questions from the text. 1.4 Summary Information text. 1.5.Constate connotations, references and metaphors. 2.Will be able to translate texts written in French. 2.1.Identifies different registers of language. 2.2. Identifies level of language used in the text. 2.3. Decides level of language use in its mother tongue. 2.4.Translates text. 3. Will be able to criticize its translation. 3.1.Revises the translated text. 3.2. Finds errors. 3.3.Describes the source of errors. 3.4.Corrects errors. 3.5.Proposes another translation | | | | | | |
| **TEXTBOOK** | | | | | Littérature progressive du français. | | | | | | |
| **OTHER REFERENCES** | | | | | \*GÖKTÜRK, Akşit. (2000) Çeviri: dillerin dili, İstanbul: Yapı Kredi Yayınları.  \*ERKMAN-AKERSON, Fatma. (1991) Anlam-Çeviri-Karşılaştırma, İstanbul: ABC Kitabevi.  Günay, Doğan ve Sığırcı, İlhami. (2009) Fransızcada Tümce Kuruluş Biçimleri, Çeviri Yöntemleri, Seçkin, Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | French- French and French –Turkish Dictionary, Synonym Dictionary | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to the translation.Exercises on translation.. |
| 2 | Find the original text. |
| 3 | Simple and complicated texts. |
| 4 | Translation chains. |
| 5 | Equivalence. |
| 6 | Equivalence (continued) |
| 7 | Different levels of language (continued) |
| 8 | MidTerm Exam |
| 9 | Parallel texts. |
| 10 | Activitiesof "sense ". |
| 11 | Comparisonofstyle(words). |
| 12 | Comparisonofstyle. |
| 13 | Activitiescomplicatedstructures.Different ways to express themselves. |
| 14 | Comparisonofstyle(structures). |
| 15,16 | Comparisonofstyle(structures). |
| 17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution | | | | |

**Instructor(s):** Prof. Medine SİVRİ

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915017 | **COURSE NAME** | Introduction to History of French Literature I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | General Literature X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Ancient French Literature, Mediaeval, 16. 17. and 18. Century French Literature | | | | | | |
| **COURSE OBJECTIVES** | | | | | To introduce the history of French Literature | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To make possible to compare French literature with other World literature | | | | | | |
| **COURSE OUTCOMES** | | | | | To introduce oral French and Mediaeval literature, and also 16. 17. and 18. century French Literature, the reflection of political events of these centuries to literature, evaluate the most stiking events of French literature, examine the works in question considering the tendencies of the period during which they were written, evaluate the elements influencing the creation process, improve the criticism criteria of the works. | | | | | | |
| **TEXTBOOK** | | | | | Berke Vardar, Fransız Edebiyatı, Multilingual, İstanbul, 1998.Cevdet Perin, Fransız Edebiyatına Toplu Bir Bakış, İstanbul Üniversitesi, Edebiyat Fakültesi Yayınları, 1943. | | | | | | |
| **OTHER REFERENCES** | | | | | Prof. Dr. Hüseyin Gümüş, Cours d’Initiations à la Littérature Française I, II, Marmara Üniversitesi Yayınları, İstanbul, 1998. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projection curtain, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction to History of French Literature, the Source of French Litareture and Language |
| 2 | French History, French Language, the Effects of Other Languages |
| 3 | Old and New French |
| 4 | Mediaeval French Literature and the Character of Mediaeval French Literature |
| 5 | Novels and Heroic Sagas, Satire, Lyrical Poetry and Historians |
| 6 | Midterm |
| 7 | French Literature in the XVI. century |
| 8 | Mid term exam- The Phases of French Renaissance and Humanism |
| 9 | Writers and Their Works (Rebelias, Montaigne, Ronsard…etc.) |
| 10 | French Literature in the XVII. century and Classicism and Classic Writers |
| 11 | Malherbe, Boileau, Corneille, La Fontaine, Moliere, Racine….etc |
| 12 | XVIII. Yüzyıl Fransız Edebiyatı ve Aydınlanma Yüzyılı, Eskiler ve Yenilerin Kavgası  French Literature in the XVIII. century and the Century of Enlightenment and the Fight of Old end New |
| 13 | Voltaire, Montesquieu |
| 14 | Rousseau, Diderot…etc. |
| 15,16 | Rousseau, Diderot…etc. |
| 17 | Final |

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| **NO** | | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | | To develop written and oral communication skills |  |  | **X** |
| 12 | | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | | |

**Instructor(s):** Prof. Medine SİVRİ

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915005 | **COURSE NAME** | ENGLISH V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | To make students gain reading and comprehending skills in English | | | | | | |
| **COURSE OBJECTIVES** | | | | | To equip students with advanced skills of English reading comprehension | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Use authentic texts in comparative studies | | | | | | |
| **COURSE OUTCOMES** | | | | | 1-To read and understand English | | | | | | |
| **TEXTBOOK** | | | | | Malkoç, Anna Maria Road to Reading:Short Stories for Reading Pleasure. USIS | | | | | | |
| **OTHER REFERENCES** | | | | |  | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Dictionaries | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Charles |
| 2 | Miriam |
| 3 | Night in Funland |
| 4 | Midertm- Of Missing Persons |
| 5 | A Man Who Had No eyes |
| 6 | Raymond’s Run |
| 7 | The Girls in Their Summer Dresses |
| 8 | Midterm- The Use of Force |
| 9 | The Listener |
| 10 | The New Deal |
| 11 | True Love |
| 12 | Dark They Were, and Golden-Eyed |
| 13 | The Chaser |
| 14 | The Everlasting Witness |
| 15,16 | The Traveler |
| 17 | Final- |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1:None. 2:Partially contribution. 3: Completely contribution.** | | | | |

**Instructor(s):** Assist. Prof. Arzu YETİM

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915006 | **COURSE NAME** | English Literary Translation I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | History of translation studies, linguistic approaches to translation, descriptive translation studies, | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to inform students on translation studies as a field of study. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Evaluating translated literary works from translational perspective in comparative literature studies | | | | | | |
| **COURSE OUTCOMES** | | | | | Theoratical study of translation studies | | | | | | |
| **TEXTBOOK** | | | | | Ülsever, R.Ş. (2007) Karşılaştırmalı Edebiyat ve Edebi Çeviri. Eskişehir: Osmangazi Üniv. Yay.No:134 | | | | | | |
| **OTHER REFERENCES** | | | | | Akerson, F.E. (1991). **Anlam, çeviri, Karşılaştırma.** İstanbul**:**ABC Kitabevi A.Ş.  Göktürk, A. **(1986). Çeviri:Dillerin Dili .** İstanbul: Çağdaş Yayınları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Books and translation journals  Dictionaries | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | History of translation studies |
| 2 | Translation studiesi in ancient times in the east and west |
| 3 | Different perspectives |
| 4 | Literature and translation |
| 5 | Translation problems in history |
| 6 | Faithful –original translation |
| 7 | Translation in the Middle Ages, Translation in the Renaissance |
| 8 | Midterm Exam |
| 9 | 17th century translation |
| 10 | 18th century translation |
| 11 | 19th century translation |
| 12 | 20th century translation |
| 13 | Modern translation studies |
| 14 | Rewriting, domestication, foreignization; Translation assessments |
| 15,16 | Rewriting, domestication, foreignization; Translation assessments |
| 17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assist. Prof. Arzu YETİM

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915004 | **COURSE NAME** | Comparative Literature Seminar I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Comparative Literature X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Literary texts from different cultures and literatures and secondary bibliographies about these texts generate the content of this course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is searching two literary texts that belong to the two writers from different cultures and literatures using comparative literature’s techniques and present that comparative research as an acedemic work. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To aid the students to acquire the understanding of comparative literature research. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students identify Turkish and foreigner writers and their works.  Students learn philosophers that affect the writers and poets and these philosophers’ works.  Students may research of bibliography and write an academic article.  Students may practical studies on comparative literaute that they learned throughout their educations. | | | | | | |
| **TEXTBOOK** | | | | | Selected various literary texts from turkish and world literatures. | | | | | | |
| **OTHER REFERENCES** | | | | | Aytaç, G. (1990, 1991, 1995), Edebiyat Yazıları I+II+III. Ankara:Gündoğan.  Naci, F. (1999), Yüz Yılın 100 Romanı. İstanbul: Adam.  Hepp, A. (1999), Cultural Studies und Medienanalyse. Opladen/Wiesbaden: Westdeutscher.  Kundera, M. (2002), Roman Sanatı. İstanbul: Can.  Aytaç, G. (1997), Karşılaştırmalı Edebiyat Bilimi. Ankara:Gündoğan.  Gültekin, A. (2000), Kinder und Jugendliteratur in der Türkei und in Österreich. Eskişehir: Eğitim Fakültesi.  Zymner, R. (1999), Allgemeine Literaturwissenschaft 1. Berlin: Erich Schmidt.  Çakır, H. (2002), Öykü Sanatı. Konya: Çizgi.  Gündüz, S. (2003), Öykü Roman Yazma Sanatı. İstanbul: Toroslu. Yalçın, A. (2002), Siyasal ve Sosyal Değişmeler Açısından Cumhuriyet Dönemi Türk Romanı. Ankara: Akçağ. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projector screen, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Techniques that are using for comparative literature works. |
| 2 | Searching selected comparative literature articles. |
| 3 | Searching selected comparative literature articles. |
| 4 | Searching selected comparative literature articles. |
| 5 | Identifying subject headings that will be on comparative literature and student groups who will present the subjects. |
| 6 | Working on the important points an template that are using for writing comparative literature articles. |
| 7 | Presentations of students’ article works and assessments. |
| 8 | Mid-term exam. |
| 9 | Presentations of students’ article works and assessments. |
| 10 | Presentations of students’ article works and assessments. |
| 11 | Presentations of students’ article works and assessments. |
| 12 | Presentations of students’ article works and assessments. |
| 13 | Presentations of students’ article works and assessments. |
| 14 | General review. |
| 15,16 | General review. |
| 17 | Final Exam. |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1:None. 2:Partially contribution. 3: Completely contribution.** | | | | |

**Instructor(s):** Asoc. Prof. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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**Comparative Literaturecourse Information Form**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915018 | **COURSE NAME** | Introduction to History of Russian Literature I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | General Literature X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Ancient Russian Literature, Russian Literature of 18th Century, Russian Literaturein the first half of 19th Century (till 1861) | | | | | | |
| **COURSE OBJECTIVES** | | | | | To introduce the history of Russian Language | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To make possible to compare Russian literature with other World literature | | | | | | |
| **COURSE OUTCOMES** | | | | | To introduce Slavic Mythology and oral literature, reflection of political events of 18th and 19th century to literature, evaluate the most stiking events of Russian literature in between 1800-1861examine the works in question considering the tendencies of the period during which they were written, evaluate the elements influencing the creation process, improve the criticism criteria of the works. | | | | | | |
| **TEXTBOOK** | | | | | İnanır Emine, Petro ve Katerina’nın Kanatları Altında 18. Yüzyıl Rus Edebiyatı, İskenderiye Yayınları, İstanbul 2009, - Walicki, A., Rus Düşünce Tarihi 1760-1900, Ankara, V Yayınları, 1987, çev. A.Şenel.- - Pospelov, G., Edebiyat Bilimi, Evrensel Kültür Kitaplığı, İst., 1995, çev. Yılmaz Onay. - Olcay, T., Rus Edebiyatında Romantizm - Gogol, Dikanka Akşamları | | | | | | |
| **OTHER REFERENCES** | | | | | Pamir Dietrich Ayşe, XVIII. Yüzyıl Rus Edebiyatı, Multilingual Yayınları, İstanbul 2005 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projection curtain, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Slavic Mythology, Oral Literature |
| 2 | First tablets of the Slavs, The creation and development of Russian language during Kievan Realm, The analysis of "The Tale of Igor's Campaign", The analysis of "The Tale of Ancient Year" |
| 3 | The development in Russian language during Grand Principiality of Moscow, Analysis of literary Works written during the 11-17th century. |
| 4 | Russian Drama Art in XVI-XVII.th centuries, Baroque movement in Russian Literature. Simeon Polotski, S. Medvedyev, K. Istomin |
| 5 | Palace and School Theatre |
| 6 | The phases of 18th century Russian literature, The reflection of 1st Petro's reforms to literature., Innovations brought to literature by F. Prokopovich |
| 7 | Classicism as an artistic movement and methods, A.D. Kantemir's poetry art, The place of Trediakovsky in Russian Literature, The contributions of M.V. Lomonosov to linguistics,literature and science, A.P. Sumarokov: The theorist of the Russian Classicism |
| 8 | Midterm |
| 9 | Literature of the enlightment period, Journals and writers, Development of democratic prose, N.M. Karamzin's compositions, D.I.Fonvizin's compositions. |
| 10 | Russian Literature of the first half of the 19th century and tendencies of thought, Romanticism in Russian Literature and its representatives, Alexander Sergeyevich Griboyedov’s life and his drama "Woe from Wit". |
| 11 | Aleksandr Sergeyevich Pushkin's life and his poetry, Aleksandr Sergeyevich Pushkin's prose, Mikhail Yuryevich Lermontov’s life and his poetry, Mikhail Yuryevich Lermontov’s novel "A Hero of Our Time" |
| 12 | Nikolai Vasilievich Gogol's life and his romantic period Works, Nikolay Vasilievich Gogol’s short stories, Analysis of the play "The Government Inspector" |
| 13 | Natural School, Writers influenced by it, Ivan Sergeyevich Turgenev's life and analysis of the work ''Sketches from "A Hunter's Album" |
| 14 | Analysis of the Fyodor Mikhaylovich Dostoyevsky's work "Poor Folk", Ivan Alexanderovich Goncharov's life and analysis of his work "The Same Old Story" |
| 15,16 | General Rewiev. |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution | | | | |

**Instructor(s):** Lec. Renaz İNCESU

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915011 | **COURSE NAME** | Russian V |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Russian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | Foreign Languages X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course aims to extend past themes. At the same time the students learn many mould sentences. Their speaking is improved, the vocabulary becomes richer. | | | | | | |
| **COURSE OBJECTIVES** | | | | | By taking the course students will be able to speak Russian more fluently. Reading, writing and comprehending skills are developed during the course. Vocabulary increases to 1450 words. Students can translate newspaper articles and narrate stories. Their composing becomes richer in content. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To increase interest in Russian literature. | | | | | | |
| **COURSE OUTCOMES** | | | | | The outcomes of this course are:  - to structure more rich compound sentences;  - to use noun cases more correct;  - to do discussion;  - to be interested in newspaper’s material. | | | | | | |
| **TEXTBOOK** | | | | | 1. Start 1-2, Moskow, 1988;2. Start 1-2, Moskow, (Dictionary),1988;3. Pulkina. The book of Russian exercises. Moskow, 2000; | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Rogojnikova, R. The dictionary of synonimes in Russian and Turkish. Multilingual; İstanbul, 2000; 2. Sokolovskaya, K. 300 verbs in colloquial. Moskow, 2000;  3. Havronina. Russian with Exercises. Moskow, 1988; 4. Muravyeva, L. Verbs of traffic in Russian. Multilingual İstanbul, 2000;  5. Kaljanova, E. Conjugation of verbs in Russian. Multilingual; İstanbul, 2000;  6. Tolmaçova, V; Kokorina, S. Studing dictionary of verbs conjugation in Russian. Moskow, 1995;  7. Fleming, S; Key, S. Colloquial Russian. London,1998;  Studing of reading. Moskow, 1982;  8. Antonova, D; Ryakina, Y. Phonetics and intonation. Moskow, 1977; | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Future Tense. |
| 2 | Numerals and nouns together. |
| 3 | Mould sentences in Past. |
| 4 | “When” in sentences with days of week and time. |
| 5 | Compound sentences. |
| 6 | Instrumental case. |
| 7 | The structure of sentences with “about”. |
| 8 | Midterm exam. |
| 9 | The correct using of adjectives and adverbs. |
| 10 | Modal verbs. “Must” in Present, Past and Future. |
| 11 | The continuous of theme related with using of numerals and nouns together. |
| 12 | More about Dative case. |
| 13 | Mould sentences with “to like”. |
| 14 | More about compound sentences. |
| 15,16 | General Review. |
| 17 | Exam. |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Renaz İNCESU

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915002 | **COURSE NAME** | Turkish Literature I |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
| General Literature | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The Turkish Literature from beginning to the Tanzimat; definition of Turkish Literature, [oral literature](http://tureng.com/search/oral%20literature), written literature, epics, Divan Literature, Folk Literature. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Unless they know their own literature, they don’t know the other literatures. Because of this, from begining to today | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students can know their first Works and important writers and their Works till 19. century. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students  Know how to begin Turkish Literature  Know oral Works in Turkish Literature  Know first written Works in Turkish Literature  Know Turkish Literature’s period | | | | | | |
| **TEXTBOOK** | | | | | Resimli Türk Edebiyat Tarihi- Nihat Sami Banarlı | | | | | | |
| **OTHER REFERENCES** | | | | | Türk Edebiyat Tarihi- Fuat Köprülü;  Türk Edebiyat Tarihi I-II-III, Ahmet Kabaklı;  19. Asır Türk Edebiyatı Tarihi-Ahmet Hamdi Tanpınar,  Modern Türk Edebiyatının Ana Çizgileri-Kenan Akyüz | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Literature, history of literature, the ages of Turkish literature |
| 2 | Turkish literature before Islam |
| 3 | Our literature changes with the acceptation of Islam |
| 4 | General characteristics of Islamic |
| 5 | General characters of folk poetry, the parts of Literature, the characteristics of poetry and process |
| 6 | Sufism, Aşık and anonym literature |
| 7 | The examples of Sufism literature |
| 8 | Midterm Exam |
| 9 | The examples of Aşık literature |
| 10 | The examples of anonym literature |
| 11 | General information about divan literature |
| 12 | The form and sort characteristic of divan poetry |
| 13 | Rhetorics of Divan Poetry |
| 14 | Rhetorics of Divan Poetry |
| 15,16 | General review. |
| 17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asoc. Prof. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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| **SEMESTER** | Fall |

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| **COURSE CODE** | 831915016 | **COURSE NAME** | Selections from Turkish Literature |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE ( x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | General Literature X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course selected novels and stories from Turkish literature will be analyzed in terms of the author, period, stylistic and characters. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to analyze selected works from Turkish literature through the methods of comparative literature. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course helps students to enhance their knowledge on Turkish literature. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students gain knowledge on Turkish Literature  They are familiar to leading Turkish authors and their Works.  They gain understanding of the relation between Turkish literature and world literature | | | | | | |
| **TEXTBOOK** | | | | | Kudret Cevdet.Türk Edebiyatında Hikaye ve Roman.Inkilap yayınları 6. Basım, İstanbul, 1998;  Kudret Cevdet.Türk Edebiyatında Hikaye ve Roman.II İnkilap yayınları 6. Basım, İstanbul, 1998  TANPINAR, Ahmet Hamdi, 19. Asır Türk Edebiyatı Tarihi.  KAPLAN, Mehmet, Türk Edebiyatı Üzerine Araştırmalar.  KAPLAN, Mehmet, Tip Tahlilleri.  Banarlı, Nihad Sami, Resimli Türk Edebiyatı Tarihi I-II.  LEVEND, Agah Sırrı, Türk Edebiyatı Tarihi I, Ankara,  BANARLI, Nihat Sami, Resimli Türk Edebiyatı Tarihi, İstanbul, 1971-1979.  Türk Dili ve Edebiyatı Ansiklopedisi, cilt: I-VIII, İstanbul 1976-1999. İslam Ansiklopedisi (DİA), cilt: I-XXX, İstanbul, 1989-2006. | | | | | | |
| **OTHER REFERENCES** | | | | | Selected Works | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | H.Ziya Uşaklıgil - Ferhunde Kalfa. |
| 2 | Ömer Seyfettin. Başını Vermeyen Şehit |
| 3 | Halide Edip Adıvar- Himmet çocuk |
| 4 | Reşat Nuri Güntekin - Avukat |
| 5 | Sabahattin Ali- Hasan Boğuldu. |
| 6 | Ahmet Hamdi Tanpınar- Âdemle Havva |
| 7 | S.Faik Abasıyanık- Dülger Balığının Ölümü. |
| 8 | Midterm |
| 9 | Orhan Hancerlioglu -M. Kemal’in Askerleri |
| 10 | Orhan Kemal Uyku |
| 11 | Tarık Buğra - Hayat Böyledir İşte |
| 12 | Yaşar Kemal- Sarı Sıcak |
| 13 | Oktay Akbal- Aşksız İnsanlar |
| 14 | H.Saraç- Ögretmen Benisa |
| 15,16 | General review. |
| 17 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature | **X** |  |  |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Gizem KUNDURACI

**Signature**:  **Date:**

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**ESOGU**

**Faculty of Humanities and Social Sciences**

**Comparative Literaturecourse Information Form**

|  |  |
| --- | --- |
| **SEMESTER** | Fall |

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| --- | --- | --- | --- |
| **COURSE CODE** | 831915003 | **COURSE NAME** | Applied Literary Criticism |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 5 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (X ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
| General Literature | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | Criticism: Theory and Methods | | | | | | |
| **COURSE DESCRIPTION** | | | | | Works of literary criticism, scientific theories and methods will be applied. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Learned theories will be practiced | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course, advances the cultural and theoretical background of the students to make comparative studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. will be able to explain concept of literary criticism an define terms of this subject.  2. Students 2. will be able to apply methods of criticism that is known on texts  3. Students will be able to define methods of comparison on literary texts | | | | | | |
| **TEXTBOOK** | | | | | Aytaç, G. (1999). Genel Edebiyat Bilimi, İstanbul: Papirüs. | | | | | | |
| **OTHER REFERENCES** | | | | | Ayyıldız M., & Birgören H. (2005). Edebiyat Bilgi ve Teorileri, Ankara: Akçağ. Macit, M., & Soldan U. (2004). Edebiyat Bilgi ve Teorileri El Kitabı, Ankara: Grafiker. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| --- | --- |
| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | What is criticism? |
| 2 | Terms of criticism. |
| 3 | Methods of criticism. |
| 4 | Studies on the texts and discussions. |
| 5 | Studies on the texts and discussions. |
| 6 | Studies on the texts and discussions. |
| 7 | Studies on the texts and discussions. |
| 8 | Mid Term |
| 9 | Studies on the texts and discussions. |
| 10 | Studies on the texts and discussions. |
| 11 | Studies on the texts and discussions. |
| 12 | Studies on the texts and discussions. |
| 13 | Studies on the texts and discussions. |
| 14 | General evaluation. |
| 15,16 | General evaluation. |
| 17 | Final Exam |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assist. Prof. Zehra GÜVEN KILIÇARSLAN

**Signature**:  **Date:**



**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916001 | **COURSE NAME** | HISTORY OF PHILOSOPHY II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | History of Philosophy examines philosophical theories of the leading philosophers from Renaissance to today. | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to gaining philosophical aspects about roots of modern life. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | [thought](http://tureng.com/search/thought)s of Philosophy area and [have information about](http://tureng.com/search/have%20information%20about%20something) philosophers came up with this [thought](http://tureng.com/search/thought)s; gain [critical thinking](http://tureng.com/search/critical%20thinking) | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. [be acquainted with](http://tureng.com/search/be%20acquainted%20with) [history of thought](http://tureng.com/search/history%20of%20thought)  2. [identify](http://tureng.com/search/identify) popular men lived past  3. [have opinion](http://tureng.com/search/have%20opinion) about thinking problems lived mankind  4. gain discussing talent | | | | | | |
| **TEXTBOOK** | | | | | Ahmet Cevizci, Felsefe Tarihi, İstanbul-2009.Macit Gökberk, Felsefe Tarihi, İstanbul-1996 | | | | | | |
| **OTHER REFERENCES** | | | | | Timuçin, Afşar(1997), Düşünce Tarihi, İstanbul; İnsancıl Weber, Alfred(1998), Felsefe Tarihi, çev: H. Vehbi Eralp, İstanbul; Sosyal | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Renaissance schools, Movements of reformation |
| 2 | Devolepments of scientific philosophy, Bruno, Copernic, Galilei |
| 3 | Systematic Philosophy of seventh century: Descartes, Spinoza, Leibniz |
| 4 | English Empisizm: Locke, Berceley, Hume, |
| 5 | Enlinghment philosophy: Kant |
| 6 | French Enlinghment Voltaire, Diderot, Rousseu |
| 7 | German Romantism: Fichte, Schelling, Hegel |
| 8 | Midterm- |
| 9 | Scientific and Political theories in the new age philosophy: Utopians and Thomas Hobbes |
| 10 | General evaluations on enlighment philosophy. |
| 11 | Positivism |
| 12 | Schopenhaur, Kierkagaard, Nietzsche |
| 13 | Philosophy of tewenth century: Bergson, Whitehead |
| 14 | Existansialism and phenomology; Sartre, Husserl, Heidegger and Hilmi Ziya Ülken |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  | **X** |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Veysel LİDAR

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916002 | **COURSE NAME** | TURKISH LITERATURE II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY (x ) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | The Turkish Literature from beginning to the Tanzimat; definition of Turkish Literature, [oral literature](http://tureng.com/search/oral%20literature), written literature, epics, Divan Literature, Folk Literature. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Unless they know their own literature, they don’t know the other literatures. Because of this, from begining to today | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students can know their first Works and important writers and their Works till 19. century. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students  Know how to begin Turkish Literature  Know oral Works in Turkish Literature  Know first written Works in Turkish Literature  Know Turkish Literature’s period | | | | | | |
| **TEXTBOOK** | | | | | Resimli Türk Edebiyat Tarihi- Nihat Sami Banarlı | | | | | | |
| **OTHER REFERENCES** | | | | | Türk Edebiyat Tarihi- Fuat Köprülü;  Türk Edebiyat Tarihi I-II-III, Ahmet Kabaklı;  19. Asır Türk Edebiyatı Tarihi-Ahmet Hamdi Tanpınar,  Modern Türk Edebiyatının Ana Çizgileri-Kenan Akyüz | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The developments according to the ages of divan literature |
| 2 | The developments according to the ages of divan literature |
| 3 | The examples from Fuzuli, Baki, Şeyh Galip, Necati |
| 4 | Differences between divan literature and tanzimat literature |
| 5 | The reason of beginning Tanzimat literature |
| 6 | General characteristics of Tanzimat literature |
| 7 | Şinasi and the novelties which he brought to Turkish poem |
| 8 | Midterm- |
| 9 | Examples of Şinasi’s poems and Şair Evlenmesi |
| 10 | Journalizm and our first newspapers |
| 11 | The novel and theatre works of Namık Kemal |
| 12 | Ziya Paşa and the novelties which he brought to Turkish literature |
| 13 | Abdülhak Hamit and his works |
| 14 | Recaizade Mahmut Ekrem and his works |
| 15,16 |  |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  | **X** |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Dr. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| --- | --- | --- | --- |
| **COURSE CODE** | 831916003 | **COURSE NAME** | COMPARATIVE TEXT ANALYSIS |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( ) ELECTIVE ( X) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | To show the students how to analyze the texts and give the information | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of the course is to discuss different literatures and their interrelations. Therefore works are selected from world literature and discussed in terms of movements and periods. Formal and technical structure of the texts are also analyzed and compared through the elements such as narrator, point of view, event, sequence of events, characters, time, place, language, style and messages. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | 1. Gain a view of world literature  2. Importance of literary translation  3. Gain knowledge on cultures of other nations  4. Learn about technical sides of literary works (description; letter; summing, flashback; montage; autobiographic technique; leitmotiv; dialogue; stream of conscious) | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course students;   1. Can analyze a Turkish text. 2. Can analyze the text is written foreign language 3. Can prepare Comparative Text Analysis. 4. Have general information about analyze. | | | | | | |
| **TEXTBOOK** | | | | | İçerik Analizi ve Uygulama Örnekleri –Doç. Dr. Ezel Tavşancıl- Doç. Dr. Esra Aslan | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Kefeli, Emel. Karşılaştırmalı edebiyat incelemeleri. Kitabevi; İstanbul, 2000 2. Aktaş, Şerif. Roman sanatı ve roman incelemesine giriş. Birlik yayınları; Ankara, 1984. 3. Aktaş, Şerif. Edebiyatta üslup ve problemleri. Akçağ yayınları; Ankara, 1986. 4. Enginün, İnci. Mukayeseli edebiyat. Dergah yayınları, İstanbul, 1999. 5. Aytaç, Gürsel. Genel edebiyat bilimi. Say; İstanbul, 2003. 6. I. Ulusal Karşılaştırmalı Edebiyat sempozyumu. 06-08 Aralık, 2001. Eskişehir, 2002. 7. I.Uluslararası Karşılaştırmalı Edebiyat kongresi. 15-17 Ekim, 2003. Eskişehir, 2003.  8. Prof. Dr. Rıza Elitok Internet Notları | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Introduction the course |
| 2 | To speak about text and text analyze; to tell important points while analyzing the book |
| 3 | [Literariness](http://tureng.com/search/literariness) [criteria](http://tureng.com/search/criteria) in Text Analysis |
| 4 | [Stylistic](http://tureng.com/search/stylistic) [specialities](http://tureng.com/search/speciality) in Text Analysis |
| 5 | [Contextual](http://tureng.com/search/contextual) [specialities](http://tureng.com/search/speciality) in Text Analysis |
| 6 | Text’s types |
| 7 | Analyzed the tales |
| 8 | Midterm- |
| 9 | Analyzed the poem |
| 10 | Analyzed the text in view of word areas |
| 11 | Analyzed the text in view of the time |
| 12 | Analyzed the text written in foreign language |
| 13 | Comparative two texts analyzed |
| 14 | Comparative two texts analyzed |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  | **X** |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Zeynep KÖSTELOĞLU

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| --- | --- | --- | --- |
| **COURSE CODE** | 831916004 | **COURSE NAME** | COMPARATIVE LITERATURE SEMINAR II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 4 | COMPULSORY ( X) ELECTIVE ( ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Literary texts from different cultures and literatures and secondary bibliographies about these texts generate the content of this course. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is searching two literary texts that belong to the two writers from different cultures and literatures using comparative literature’s techniques and present that comparative research as an acedemic work. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To aid the students to acquire the understanding of comparative literature research. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students identify Turkish and foreigner writers and their works.  Students learn philosophers that affect the writers and poets and these philosophers’ works.  Students may research of bibliography and write an academic article.  Students may practical studies on comparative literaute that they learned throughout their educations. | | | | | | |
| **TEXTBOOK** | | | | | Selected various literary texts from turkish and world literatures. | | | | | | |
| **OTHER REFERENCES** | | | | | Aytaç, G. (1990, 1991, 1995), Edebiyat Yazıları I+II+III. Ankara:Gündoğan.  Naci, F. (1999), Yüz Yılın 100 Romanı. İstanbul: Adam.  Hepp, A. (1999), Cultural Studies und Medienanalyse. Opladen/Wiesbaden: Westdeutscher.  Kundera, M. (2002), Roman Sanatı. İstanbul: Can.  Aytaç, G. (1997), Karşılaştırmalı Edebiyat Bilimi. Ankara:Gündoğan.  Gültekin, A. (2000), Kinder und Jugendliteratur in der Türkei und in Österreich. Eskişehir: Eğitim Fakültesi.  Zymner, R. (1999), Allgemeine Literaturwissenschaft 1. Berlin: Erich Schmidt.  Çakır, H. (2002), Öykü Sanatı. Konya: Çizgi.  Gündüz, S. (2003), Öykü Roman Yazma Sanatı. İstanbul: Toroslu. Yalçın, A. (2002), Siyasal ve Sosyal Değişmeler Açısından Cumhuriyet Dönemi Türk Romanı. Ankara: Akçağ. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projector screen, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Techniques that are using for comparative literature works. |
| 2 | Searching selected comparative literature articles. |
| 3 | Searching selected comparative literature articles. |
| 4 | Searching selected comparative literature articles. |
| 5 | Identifying subject headings that will be on comparative literature and student groups who will present the subjects. |
| 6 | Working on the important points an template that are using for writing comparative literature articles. |
| 7 | Presentations of students’ article works and assessments. |
| 8 | Midterm- |
| 9 | Presentations of students’ article works and assessments. |
| 10 | Presentations of students’ article works and assessments. |
| 11 | Presentations of students’ article works and assessments. |
| 12 | Presentations of students’ article works and assessments. |
| 13 | Presentations of students’ article works and assessments. |
| 14 | General review. |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Dr. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916005 | **COURSE NAME** | ENGLISH VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY (X) ELECTIVE () | | English |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Reading comprehension, translation from English into Turkish | | | | | | |
| **COURSE OBJECTIVES** | | | | | Reading in English, reinforcing language skills through translation | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To use original texts in comparative studies | | | | | | |
| **COURSE OUTCOMES** | | | | | 1-To comprehend literary texts in English  2- To translate texts into Turkish | | | | | | |
| **TEXTBOOK** | | | | | Chamberlain, D.-White, G..(1989)Advanced English for Translation. Londra: Longman | | | | | | |
| **OTHER REFERENCES** | | | | | Bilingual English Dictionary  . Roget’s College Thesaurus | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Translation of informative texts: |
| 2 | News |
| 3 | Small ads, notices |
| 4 | Articles |
| 5 | Translation of Persuasive texts: |
| 6 | Commercials |
| 7 | Political texts |
| 8 | Midterm- |
| 9 | Translation of expressive texts: |
| 10 | Personal correspondence |
| 11 | Short stories |
| 12 | Samples of poetry translation |
| 13 | In class work |
| 14 | In class work |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Dr. Öğretim Üyesi Zehra Güven Kılıçarslan

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916006 | **COURSE NAME** | ENGLISH LITERARY TRANSLATION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( X) ELECTIVE ( ) | | English |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | Translation and language, Language functions, Text types and translation, literary translation theories. | | | | | | |
| **COURSE OBJECTIVES** | | | | | Enhancing students on translation studies | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | .Making use of translational knowledge in comparative studies on translated literature works | | | | | | |
| **COURSE OUTCOMES** | | | | | Being able to translate from English to Turkish keeping in mind theoratical knowledge | | | | | | |
| **TEXTBOOK** | | | | | Newmark, P. (1988). A Textbook of Translation. Oxford: Prentice Hall Int. Ltd | | | | | | |
| **OTHER REFERENCES** | | | | | Bassnett, S. (1980). Translation Studies. Londra: Methuen. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Kitap ve dergiler  Sözlükler | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Translation and language |
| 2 | Language functions |
| 3 | Language use |
| 4 | Language registers |
| 5 | Written communication |
| 6 | Concept of text type |
| 7 | Translating texts (English-Turkish) |
| 8 | Midterm- |
| 9 | Literary translation theories |
| 10 | Literary translation theories |
| 11 | Translating texts (English-Turkish) |
| 12 | Translating texts (English-Turkish) |
| 13 | Translating texts (English-Turkish) |
| 14 | Translating texts (English-Turkish) |
| 15,16 | Final |

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| **NO** | **PROGRAM ÇIKTISI** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Arzu YETİM

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916007 | **COURSE NAME** | GERMAN VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | German |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Analysing german texts, forming some questions and answers of these questions about texts. German words will be analysed with their dictionary and deep meanings. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course increasing students’ German grammar knowledge by reading and analyzing texts and words. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To aid the students’ ability for reading, comment and analyzing texts on german language. | | | | | | |
| **COURSE OUTCOMES** | | | | | Students may read boks on german language.  Students may book reviews.  Students may gain ability of reading and analysing foreign language boks. | | | | | | |
| **TEXTBOOK** | | | | | Gudrun Lihlig, Autoren und Werke III, Max Hueber Verlag, Münich, 1972. | | | | | | |
| **OTHER REFERENCES** | | | | | Dictionaries. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Friedrich Dürrenmatt Autoren Biographie. |
| 2 | Der Richter und Sein Henker: Textprobe und Kritik über das Werk. |
| 3 | Das Versprechen: Textprobe und Kritik über das Werk. |
| 4 | Max Frisch Autoren Biographie. |
| 5 | Homo Faber: Textprobe und Kritik über das Werk. |
| 6 | Homo Faber: Textprobe und Kritik über das Werk. |
| 7 | Tagebuch: Textprobe und Kritik über das Werk. |
| 8 | Midterm- |
| 9 | Martin Walser Autoren Biographie. |
| 10 | Ehen in Philippsburg: Textprobe und Kritik über das Werk. |
| 11 | Lügengeschichten: Textprobe und Kritik über das Werk. |
| 12 | Wolfgang Borchert Autoren Biographie. |
| 13 | Generation ohne Abschied. |
| 14 | Kritik über den Werke. |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  | **X** |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Arzu KAYGUSUZ

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916008 | **COURSE NAME** | FRENCH VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 1 | | 2 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (X ) | | French |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | The main idea of the conversation course is to enrich the vocabulary and make students able to hold  conversations about everyday life. The course also focuses on improving pronunciation and increasing vocabulary. Review of the grammar and writing skills. The course concentrates on usage, the mechanics of a sentence, spelling, and a general review of grammatical problem areas. Each lesson focuses on frequent errors, gives examples, suggests strategies. Studing French culture, daily life and civilization. The course aims to donate students with basic knowledge of French, and to teach grammar rules with exercises. It is also aimed to make students be able to use their French in occupational examinations such as ÜDS, KPDS, DELF, DALF. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The objective of this course is to give a better command of the grammatical  structures and enough vocabulary to take part in conversations and learn more about french civilisation. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students will communicate easily and have self confidence knowing and practicing better the French language. They will have big opportunities to find good job. They will work easily in group and be open mining and have possibility to find job abroad too. | | | | | | |
| **COURSE OUTCOMES** | | | | | 1. The students will speaking fluently in French 2. The students will have communication skills 3. Students will be able to use their enlarged French vocabulary and knowledge of  grammatical structures to express themselves   Students will learn more about the french culture and french people | | | | | | |
| **TEXTBOOK** | | | | | Internet | | | | | | |
| **OTHER REFERENCES** | | | | | Internet | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, Laptop, TV | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Conversation: Adoption |
| 2 | Writing Essay |
| 3 | Conversation: Pollution |
| 4 | Translation short text – French to English |
| 5 | Conversation: The clash of Civilisations |
| 6 | Writing Essay |
| 7 | Conversation: Racisme, Xenophobia |
| 8 | Midterm- |
| 9 | Conversation: Solidarity and humanitary |
| 10 | Writing Essay |
| 11 | Poetry text analysis |
| 12 | Grammar Exercices |
| 13 | Poetry text analysis |
| 14 | Watching French movies |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  | **X** |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Mustafa KARAYILAN

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916009 | **COURSE NAME** | GERMAN LITERARY TRANSLATION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | German |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course, German – Turkish translation, translation critics and comparative translation will be studied. | | | | | | |
| **COURSE OBJECTIVES** | | | | | To aid the students to using of translation methods, giving information about new techniques, preparing them to translation critic and comparative translation. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | Students can develop their foreign language and translation skills and making translation as a professional. | | | | | | |
| **COURSE OUTCOMES** | | | | | Practicing their theorical translation knowledge  Enhancing their literal terminology knowledge  Developing their skills about “language of words”  Reading foreign books from a new point of view | | | | | | |
| **TEXTBOOK** | | | | | Courses notes | | | | | | |
| **OTHER REFERENCES** | | | | | Metis Çeviri, Metis Yayınları, İstanbul, 1989.Yazko Çeviri, Yazko Yayınları, İstanbul, 1983. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Küçük Beyaz Güvercin (Gülsüm Cengiz) |
| 2 | Kuşlar Kralı Kim Olacak? (Gülsüm Cengiz) |
| 3 | Küçük Ayı (Gülsüm Cengiz) |
| 4 | Mutfak Saati (Woılfgang Borchert) |
| 5 | Bu Salı (Wolfgang Borchert) |
| 6 | Fareler Geceleri de Uyurlar (Wolfgang Borchert) |
| 7 | Dışarıda Kapının Önünde (Wolfgang Borchert) |
| 8 | Midterm- |
| 9 | Dava (Franz Kafka) |
| 10 | Kafkas Tebeşir Dairesi ( Bertolt Brecht) |
| 11 | Sezuanın İyi İnsanı (Bertolt Brecht) |
| 12 | Yargıç ve Cellat (Friedrich Dürrenmantt) |
| 13 | Faust (W. Von Goethe) |
| 14 | Faust (W. Von Goethe) |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  | **X** |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Veysel LİDAR

**Signature**:  **Date:**

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**ESOGUCOMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| --- | --- | --- | --- |
| **COURSE CODE** | 831916010 | **COURSE NAME** | FRENCH LITERARY TRANSLATION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (X ) | | French |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite or co-requisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | Students firstly learn what translation is, what literary translation is and what basic requirements are for literary tranlation in this course, and then they begin to translate short texts. The aim of the course is to be able to translate texts in source language to target language, to develop the usage of literary language and to teach translation methods | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is to make them gain the ability to translate literary texts. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | One of the most crucial duties of a comparatist is to deal with foreign language and literature. The comparatist should be able to understand, translate and convey literary texts in a better way. The course named as Translation of Literary Texts is to contribute to the students of Comparative Literature Department in every aspect. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1.Will be able to interrogate the meanings of words.  1.1.Defines type text.  1.2.Identifies the main idea of the text. 1.3.Answers questions from the text. 1.4 Summary Information text. 1.5.Constate connotations, references and metaphors. 2.Will be able to translate texts written in French. 2.1.Identifies different registers of language. 2.2. Identifies level of language used in the text. 2.3. Decides level of language use in its mother tongue. 2.4.Translates text. 3. Will be able to criticize its translation. 3.1.Revises the translated text. 3.2. Finds errors. 3.3.Describes the source of errors. 3.4.Corrects errors. 3.5.Proposes another translation | | | | | | |
| **TEXTBOOK** | | | | | Littérature progressive du français. | | | | | | |
| **OTHER REFERENCES** | | | | | \*GÖKTÜRK, Akşit. (2000) Çeviri : dillerin dili, İstanbul : Yapı Kredi Yayınları.  \*ERKMAN-AKERSON, Fatma. (1991) Anlam-Çeviri-Karşılaştırma, İstanbul: ABC Kitabevi.  Günay, Doğan ve Sığırcı, İlhami. (2009) Fransızcada Tümce Kuruluş Biçimleri, Çeviri Yöntemleri, Seçkin, Ankara. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | French- French and French –Turkish Dictionary, Synonym Dictionary | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Le Moyen Age |
| 2 | Contre Les Médisants, Tristan et Iseut |
| 3 | Le XVIe siècle, Gargantua |
| 4 | Pierre de Ronsard, Louise Labé |
| 5 | Michel de Montaigne- Essais |
| 6 | Le XVIIe siècle, Le Cid, L’Avare |
| 7 | Le Loup et L’agneau, la Princesse de Clèves |
| 8 | Midterm- |
| 9 | Le XVIIIe siècle, Lettres Persanes |
| 10 | Marivaux, Denis Diderot |
| 11 | Candide, Les Confessions |
| 12 | Le XIXe siècle, Le Rouge et Le Noire |
| 13 | Le Père Goriot, La Mare au Diable |
| 14 | L’Etranger, Les Misérables |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Prof. Dr. Medine SİVRİ

**Signature**:  **Date:**

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**ESOGUCOMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916011 | **COURSE NAME** | RUSSIAN VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x) | | Russian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | By taking the course students will be able to speak Russian more fluently. Reading, writing and comprehending skills are developed during the course. Vocabulary increases to 1800 words | | | | | | |
| **COURSE OBJECTIVES** | | | | | This course aims to deepen the knowledge on Russian grammar and to enrich vocabulary. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The students try to read Russian authors in original. | | | | | | |
| **COURSE OUTCOMES** | | | | | The outcomes of this course are:  - to be able to use Accusative Case of Noun with Adjective and Pronoun;  - to be able to use Accusative Case of Noun with Adjective and Pronoun in Plural;  - to be able to use more mould sentences;  - to be able to use more Verbs of movement.  - to be able to use subordinative conjuction with Adjective, Numeral and Pronoun in Singular and Plural. | | | | | | |
| **TEXTBOOK** | | | | | 1. Start 1-2, Moskow, 1988;2. Start 1-2, Moskow, (Dictionary),1988;3. Pulkina. The book of Russian exercises. Moskow, 2000; | | | | | | |
| **OTHER REFERENCES** | | | | | 1. Rogojnikova, R. The dictionary of synonimes in Russian and Turkish. Multilingual; İstanbul, 2000; 2. Sokolovskaya, K. 300 verbs in colloquial. Moskow, 2000;  3. Havronina. Russian with Exercises. Moskow, 1988; 4. Muravyeva, L. Verbs of traffic in Russian. Multilingual İstanbul, 2000;  5. Kaljanova, E. Conjugation of verbs in Russian. Multilingual; İstanbul, 2000;  6. Tolmaçova, V; Kokorina, S. Studing dictionary of verbs conjugation in Russian. Moskow, 1995;  7. Fleming, S; Key, S. Colloquial Russian. London,1998;  Studing of reading. Moskow, 1982;  8. Antonova, D; Ryakina, Y. Phonetics and intonation. Moskow, 1977; | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Noun, Adjective and Pronoun in Accusative Case. Explanation. |
| 2 | Noun, Adjective and Pronoun in Accusative Case. Exersizes, Speaking, Discussions. |
| 3 | Noun, Adjective and Pronoun in Accusative Case. Plural.Explanation. |
| 4 | Noun, Adjective and Pronoun in Accusative Case. Plural. Exersizes, Speaking, Discussions. |
| 5 | To narrate the text, to ask the questions and to answer them. |
| 6 | To narrate the text, to ask the questions and to answer them. |
| 7 | The Verbs of movement. |
| 8 | Midterm- |
| 9 | The new mould sentences. To repeat the Verb’s forms, to do exercises. |
| 10 | To continue studying the Verbs of movement. Their using with “Where?” and “Where from?” |
| 11 | The using of object with Adjectives, Pronouns and Numerals. |
| 12 | The using of object with Adjectives, Pronouns and Numerals in Plural. |
| 13 | Exercises with some mould sentences. |
| 14 | To narrate the text, to ask the questions and to answer them. |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Renaz İNCESU

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916014 | **COURSE NAME** | CHILDREN’S AND YOUTH LITERATURE II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Rise of children’s and youth literature, process of developing and periodicial particulars in Europe  Analyse of books on some subjects like as migration, war, environment etc. both Turkey and Europe.  Comparing Turkish writers books between other countries | | | | | | |
| **COURSE OBJECTIVES** | | | | | To aid theorical knowledge about children’s and youth literature books analysis,  To meet Turkish writers in this area and evaluating their books,  Comparing some books between other countries and Turkish books,  To aid critical and comparative approach to child’s and youth’s literature books and ability of writing about this materials.  To supplement child’s and youth’s literature’s development by means of critics and essays. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To learn evaluating child’s and youth’s literature books in a academical approach.  To write presentation texts or critics about child’s and youth’s literature books.  To gather necessary knowledge for working publishers and other foundations. | | | | | | |
| **COURSE OUTCOMES** | | | | | To compare books about this subject both Turkey and other countries, to give a presentation orally or written. | | | | | | |
| **TEXTBOOK** | | | | | 1.Örnekleriyle Çocuk Edebiyatımız, Enver Naci Gökşen, 5. baskısı Remzi Kitabevi, İstanbul, 1985 2.Çağdaş Çocuk Yazını, Doç. Dr. Selahattin Dilidüzgün, Morpa Kültür yayınları, 2003 | | | | | | |
| **OTHER REFERENCES** | | | | | **1.**Çocuk Edebiyatına ve Çocuk Hekimliğine Yansıyan Şiddet Sempozyumu Kitabı, Eskişehir OGÜ yayınları, 2003  2.Türk Çocuk ve Gençlik Kitaplarında Almanya İmgesi, Prof. Dr. Ali Gültekin, Erdem Yayınları.  3.Çağdaş Türk Çocuk ve Gençlik Edebiyatında Yazar Muzaffer İzgü ve Yazını, Ulusal Sempozyumu kitabı. Eskişehir OGÜ Fen Ed. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Bilgi Yayınları  4.Çocuk ve Gençlik Edebiyatında Ayla Çınaroğlu Sempozyumu kitabı, Eskişehir OGÜ Fen Ed. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Uçan Balık Yayınevi.  5.Çocuk ve Gençlik Edebiyatında Gülsüm Cengiz Sempozyumu kitabı. Eskişehir OGÜ Fen Ed. Fak. Karşılaştırmalı Edebiyat Bölümü, Yayınlayan: Morpa Kültür Yayınları. 6.Çocuk Edebiyatı: İnceleme – Araştırma – Eleştiri, Dr. Necdet Neydim, Bu Yayınevi, 2003. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | To use child’s and youth’s literature books in departments library. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | The importance of child’s and youth’s literature on child development and education, history of child’s and youth’s literature in Turkey. |
| 2 | Canons of evaluating child’s and youth’s books, content – editing, speech and expression and formal specialities. |
| 3 | Rise and development process of child’s and youth’s literature in west. Reevaluating of world classics in a critical point of view. Review of Andersen, siblings of Grimm, Jules Verne and Charles Perrault’s books. |
| 4 | New approachs on child’s and youth’s literature in Europe. Europian child’s and youth’s literature writers and their books. |
| 5 | Critical approach child’s and youth’s literature text content, aspects of subjects in child’s and youth’s literature just as internal migration – emigration, war, disability, environmental issues etc. |
| 6 | Critical approach child’s and youth’s literature text content, aspects of subjects in child’s and youth’s literature just as internal migration – emigration, war, disability, environmental issues etc. |
| 7 | Giving examples from child’s and youth’s literature texts subjects as violence, marginalization, gender apartheid etc. |
| 8 | Midterm- |
| 9 | Review of child’s and youth’s literature texts about fiction, speech and expression. |
| 10 | Review of child’s and youth’s literature books pressing quality; qualification of pictures, position, pressing and paper etc. |
| 11 | Studies and conferences about child’s and youth’s literature in Turkish universities and other foundations. Evaluation of departments activities about this area. |
| 12 | Studies and conferences about child’s and youth’s literature in Europe. Univercities and foundations about this area. Determining presentation groups. |
| 13 | Students presentation and critics |
| 14 | Students presentation and critics |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  | **X** |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Zeynep KÖSTELOĞLU

**Signature**:  **Date:**



**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916015 | **COURSE NAME** | DICTION II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (x ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | 1. Sentences: deconstructing syllables in a sentence,  2. Reading exercises, pronunciation  3. Narration and rhetoric | | | | | | |
| **COURSE OBJECTIVES** | | | | | In this course skill of speaking is developed. The contents of the course are correct pronunciation in Turkish, importance of diction, correct spelling, intonation, speaking defects and its cure, dialogue and rhetorical techniques. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | The contents of the course are correct pronunciation in Turkish, importance of diction, correct spelling, intonation, speaking defects and its cure, dialogue and rhetorical techniques. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students  1. To denote the basic elements of effective and capital speech. 1.1. The  importance  of self confidance for  effective and  capital speech is cognized. 1.2. To emphasis on attribution for mass of audiance. 1.3. Importance  of ordering the conversation areas is  explained. 2. Importance of intonation,phonetics and the grammer  rules of Turkish Language. 2.1. Importance  of correct breathing. 2.2. To point up the  signalizing og audiance. 2.3. Importance  of intonation, emphasis and chosing correct words is  expounded. 2.4. Difference between planned and unplanned conversations is implied. 2.5. Students get access to ability of plannings about conversations | | | | | | |
| **TEXTBOOK** | | | | | Göçgün, Önder. Güzel konuşma sanatı : (diksiyon-hitabet) / Önder Göçgün. Ankara: Günce, 2000 | | | | | | |
| **OTHER REFERENCES** | | | | | **Şenbay, Nüzhet.** Söz ve diksiyon sanatı / Nüzhet Şenbay, İstanbul: Yapı Kredi Yayınları, 1994  **Şenbay, Nüzhet.** Gençler için söz ve diksiyon sanatı el kitabı / İstanbul: Yapı Kredi Bankası, 1982 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General information about Lecture. |
| 2 | Personal Presantation based on self explanation I |
| 3 | Personal Presantation based on self explanation II |
| 4 | General Communication and Communication abilities |
| 5 | General Communication and Communication abilities |
| 6 | Body Longuage on job interview |
| 7 | Technical Preparing of Speaking |
| 8 | Midterm- |
| 9 | Pyschological Preparing of Speaking |
| 10 | Preparing of physical, artical and explanation |
| 11 | Preparing of physical, artical and explanation |
| 12 | Rule over to audience |
| 13 | Rule over to audience |
| 14 | Personal Presantation based on self explanation |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  | **X** |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields | **X** |  |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  | **X** |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Gizem KUNDURACI

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916016 | **COURSE NAME** | SELECTED WORKS FROM WORLD LITERATURE |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY ( ) ELECTIVE (X ) | | Turkish |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | None | | | | | | |
| **COURSE DESCRIPTION** | | | | | In this course selected novels, stories, poetry, theater plays etc. from world literature will be analyzed. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to relate Turkish literature with world literature by selected works from leading authors from different countries. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To contribute the students in their comparative studies by introducing them literary Works from different literatures. | | | | | | |
| **COURSE OUTCOMES** | | | | | They are familiar to leading authors and their works.  They can work on comparative studies.  They gain understanding of the relation between Turkish literature and world literature | | | | | | |
| **TEXTBOOK** | | | | | Selected Works | | | | | | |
| **OTHER REFERENCES** | | | | | Antal Szerb, Dünya Yazın Tarihi, Dost Kitabevi, Ankara, 2008. Peter, Boxall, Ölmeden Önce Okumanız Gereken 1001 Kitap, Caretta Yay., İstanbul, 2007.  Mina Urgan, İngiliz Edebiyatı Tarihi, YKY, İstanbul, 2010.  Afaq Esedova, 19. Yüzyıl Batı Avrupa Edebiyatı, IQ Kültür Sanat Yay., İstanbul, 2008.  [Charles I. Glicksberg](http://www.idefix.com/kitap/charles-i-glicksberg/urun_liste.asp?kid=131757), Avrupa Edebiyatında Trajik Görünüm, Hece Yay., İstanbul, 2004.  Alman Edebiyatı  [Jean-Louis Bandet](http://www.idefix.com/kitap/jean-louis-bandet/urun_liste.asp?kid=125072), Alman Edebiyatı, [Dost Kitabevi,](http://www.idefix.com/kitap/dost-kitabevi-yayinlari/firma.asp?fid=1103) Ankara, 2006.  Ayşe Pamir Dietrich, 18.Yüzyıl Rus Edebiyatı, Multilingual Yay., İstanbul, 2006. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | General Information on French Literature |
| 2 | Moliere- “Tartuffe” |
| 3 | General Information on German Literature |
| 4 | J.W. Goethe- “Faust” |
| 5 | General Information on English Literature |
| 6 | W. Shakespeare- “Hamlet” |
| 7 | General Information on Russian Literature |
| 8 | Midterm- |
| 9 | Dostoyevski- “Notes from Underground” |
| 10 | General Information on American Literature |
| 11 | John Steinbeck- “Mice and Men” |
| 12 | General Information on Latin American Literature |
| 13 | Gabriel Garcia Marquez- “Love in the Time of Cholera” |
| 14 | Overall |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  | **X** |  |
| 2 | To provide a critical perspective through text analysis | **X** |  |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  | **X** |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  | **X** |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging | **X** |  |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  | **X** |  |
| 11 | To develop written and oral communication skills | **X** |  |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) | **X** |  |  |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Dr. Gizem KUNDURACI

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916013 | **COURSE NAME** | PERSIAN VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY () ELECTIVE ( x ) | | Persian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | |  | | | | | | |
| **COURSE DESCRIPTION** | | | | | Teaching Persian language | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim of this course is to teach Persian alphabet, and grammer. | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To be able to follow Persian literature in order to make comparative studies. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of the course  - Students learn Persian alphabet,  -learn Persian language,  -have the ağabeylity to compare Turkish and Persian languages.  - can compare works from Persian literature and Turkish literature | | | | | | |
| **TEXTBOOK** | | | | | Persian Language, Ahmad Saffar Moqaddam | | | | | | |
| **OTHER REFERENCES** | | | | | Farsça Dilbilgisi, Mürsel Öztürk; Farsça Öğreniminin Kolay Yolu, Asuman Gökhan, Ahad Emirçupani; Çözümlü Farsça Metinler, Mehmet Kanar; Farsça DiLbilgisi, Nimet Yıldırım. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Abstract noun |
| 2 | Noun and extension |
| 3 | Indefinite noun |
| 4 | Definite noun |
| 5 | Form of adverb |
| 6 | Position of adverb |
| 7 | Preposition (simple, compound) |
| 8 | Midterm- |
| 9 | Place of preposition in sentence |
| 10 | Conjunction |
| 11 | Place of conjunction in sentence |
| 12 | Practice |
| 13 | Practice |
| 14 | Practice |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne | **X** |  |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Assoc. Dr. Ferzane DEVLETABADİ

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916012 | **COURSE NAME** | ARABIC VI |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY () ELECTIVE ( x ) | | Arabic |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | There is no prerequisite for this course. | | | | | | |
| **COURSE DESCRIPTION** | | | | | This course teachs studens intermediate Arabic. | | | | | | |
| **COURSE OBJECTIVES** | | | | | The aim is to give students intermediate Arabic course , | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | This course teachs students Arabic so they can read and understand original texts. | | | | | | |
| **COURSE OUTCOMES** | | | | | At the end of this course; Students   1. Will learn circumstantial accusatives, cognate accusative, accusative of purpose. 2. Relative adjectives, exeptions, vocatives. 3. The indicative mood and and the subjunctive mood. 4. Will be able to read understand intermediate level Arabic texts. 5. Will be able to speak Arabic with simple sentences. | | | | | | |
| **TEXTBOOK** | | | | | Maksudoğlu, Mehmet (2001), *Arapçayı Öğreten Kitap*, Eskişehir. | | | | | | |
| **OTHER REFERENCES** | | | | | Attar, Samar (1988), *Modern Arabic 2 An Introdutory Course for Foreign Students*, Libraire du Liban, Beirut.Güler İ-Günday H.-Şahin Ş. (2001), *Arapça Dilbilgisi (Nahiv Bilgisi)*, Alfa Basın Yayım, İstanbul.Günday H.-Şahin Ş. (2001), *Arapça Dilbilgisi (Sarf Bilgisi)*, Alfa Basın Yayım, İstanbul. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | |  | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Relative adjective(al-nisba) |
| 2 | Circumstantial accusative |
| 3 | The indicative mood |
| 4 | Reading comprehension, translation and speaking |
| 5 | Cognate accusative |
| 6 | The Exaggeration |
| 7 | The Exception |
| 8 | Midterm- |
| 9 | Reading comprehension, translation and speaking |
| 10 | Accusative of purpose |
| 11 | The Subjunctive mood |
| 12 | The vocative |
| 13 | Reading comprehension, translation and speaking |
| 14 | Overall |
| 15,16 | Final |

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| --- | --- | --- | --- | --- |
| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially | **X** |  |  |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  | **X** |  |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions | **X** |  |  |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  | **X** |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies | **X** |  |  |
| 14 | To provide the ability to look at one's own culture from different perspectives | **X** |  |  |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Asst. Prof. Zehra GÜVEN KILIÇARSLAN

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916017 | **COURSE NAME** | INTRODUCTION TO RUSSIAN LITERATURE II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY () ELECTIVE ( x ) | | Russian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | Russian Literature in the second half of 19th century, Russian Literature of 20th century, Modern Russian Literature | | | | | | |
| **COURSE OBJECTIVES** | | | | | To introduce the history of Russian Language | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To make possible to compare Russian literature with other World literature | | | | | | |
| **COURSE OUTCOMES** | | | | | In this lecture by introducing Russian literature and history of thought in the second half of 19th century general profile of the era is outlined, Handling different tendencies appeared in Russian realism, which had its brightest era in the mentioned period, such as social, psychological, satirical etc.. describe the developments in literature from 20s to 90s. develop critical skills against reading literary texts, know the development phase of Russian tales, learn the contemporary Russian literature and the writers. | | | | | | |
| **TEXTBOOK** | | | | | V. N. Korovina-N. I. Jakushina, Istoria russkoj literatury XI-XIX vv., M., 2001. T. P. Buslakova, Russkaja literatura XIX veka, , M.,2001, Krupçanova, L. M., Vvedeniye v literaturovedeniye, M., Oniks, 2007, Kuzmina, S.F., İstoriya russkoy literaturı XX veka, M., Flinta-Nauka, 2004 Lenkova S-Rupçev G., Russkaya literatura XX veka, Prosveta, Sofia,1994, | | | | | | |
| **OTHER REFERENCES** | | | | | Behramoğlu, Ataol, Çağdaş Rus Şiiri Antolojisi, İstanbul, Adam Y., 2000 | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projection curtain, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | Russian Literature in the second half of 19th century and Thought Tendencies, Analysis of Ivan Goncharov's novel Oblomov, Alexander İvanovich Herzen's life, art and analysis of his novel "Who is to Blame?". |
| 2 | Ivan Sergeyevich Turgenyev's life, art and analysis of his Works "Rudin", "First Love", "On the Eve", "The Nest of Gentlefolk", Analysis of Ivan Sergeyevich Turgenyev's novel "Fathers and Sons", Alexander Nikolayevich Ostrovsky's life, art and analysis of his drama "The Storm". |
| 3 | Mikhail Yevgrafovich Saltykov-Shchedrin's life, art and analysis of his tales and his novel "The Golovlyov Family", Nikolay Gavrilovich Chernyshevsky's life, art and analysis of his novel "What is to be done?" |
| 4 | Analysis of Fyodor Mikhailovich Dostoyevsky's novel "Crime and Punishment", Analysis of Fyodor Mikhailovich Dostoyevsky's novel "Karamazov Brothers". |
| 5 | Lev Nikolayevich Tolstoy's life, art and analysis of his novel "War and Peace", Analysis of Leo Nikolayevich Tolstoy's novel "Anna Karenina". |
| 6 | Anton Pavlovich Chekhov's life, art and analysis of his tales, Analysis of Anton Pavlovich Chekhov's drama Works. |
| 7 | Historical and social life in 20th century, Russian Modernism, Avangard, Maxim Gorky's life, his art personality traits and analysis of his ''triology'' and ''song of storm messenger'' |
| 8 | Midterm- |
| 9 | Arkadiy Averchenko’s life and his art, İvan Bunin's life, his art and his roman "Life of Arseniev", Alexandr Kuprin's life, his art and his novel "Olesya", Yevgeny Zamyatin's life, his art and his novel "We", Mikhail Zoshchenko's life, his art and his work "Nervous People", Andrei Platonov's life, his art and his novel "Chevengur" |
| 10 | Alexei Tolstoy's life, his art and his work "The Road to Calvary", Mikhail Sholokhov's life, his art and his work "And Quiet Flows the Don", Ilya Ilf and Yevgeny Petrov's life, their art and their works "The Twelve Chairs" and "The Little Golden Calf", Mikhail Bulgakov's life, his art and his work "The Master and Margarita" |
| 11 | Boris Pasternak's life, his art and his novel "Doctor Zhivago", Anatoli Rybakov's life, his art and his novel "Children of Arbat", Alexander Solzhenitsyn's life, his art and his work "One Day in the Life of Ivan Denisovich", Vasily Shuksin's life, his art and his novel "Snowball Berry Red", Valentin Rasputin's life, his art and his novel "Live and Remember" |
| 12 | Development phases of short story in Russian Literature, Isaac Babel’s life and his short stories, Mikhail Prishvin's life and his short stories, Viktoria Tokarevas life and her short stories, Lyudmila Petrushevskaya's life and her short stories, Lyudmila Ulitskaya’s life and her works “Medea and Her Children”, “Sonechka” ve “The Poor Relatives" |
| 13 | Arkadi-Boris Strugatskys' lives and their novel "Snail on the Slope", Vladimir Makanin’s life and his novel "The Underground or Hero of Our Time" |
| 14 | Alexandra Marinina's life and her novel "The Stylist", Victor Pelevin’s life and his novels "The Life of Insects" and "Buddha's Little Finger" |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  | **X** |  |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages | **X** |  |  |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  | **X** |  |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines | **X** |  |  |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  | **X** |  |
| 9 | To provide advanced knowledge about Turkish language and culture | **X** |  |  |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills |  | **X** |  |
| 12 | To provide individual and team work experience, and to improve discussion culture | **X** |  |  |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Lec. Renaz İNCESU

**Signature**:  **Date:**

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**ESOGU COMPARATIVE LITERATURE COURSE INFORMATION FORM**

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| **SEMESTER** | SPRING |

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| **COURSE CODE** | 831916018 | **COURSE NAME** | INTRODUCTION TO FRENCH LITERATURE II |

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| **SEMESTER** | **WEEKLY COURSE PERIOD** | | | | | | **COURSE OF** | | | | |
| **Theory** | | **Practice** | **Labratory** | | | **Credit** | **ECTS** | **TYPE** | | **LANGUAGE** |
| 6 | 2 | | 0 | 0 | | | 2 | 3 | COMPULSORY () ELECTIVE ( x ) | | Russian |
| **COURSE CATAGORY** | | | | | | | | | | | |
|  | |  | | | | **[if it contains considerable design, mark with (√) ]** | | | | |  |
|  | |  | | | | X | | | | |  |
| **ASSESSMENT CRITERIA** | | | | | | | | | | | |
| **MID-TERM** | | | | | **Evaluation Type** | | | | | **Quantity** | **%** |
| 1st Mid-Term | | | | | 1 | 40 |
| 2nd Mid-Term | | | | |  |  |
| Quiz | | | | |  |  |
| Homework | | | | |  |  |
| Project | | | | |  |  |
| Report | | | | |  |  |
| Others (………) | | | | |  |  |
| **FINAL EXAM** | | | | |  | | | | | 1 | 60 |
| **PREREQUIEITE(S)** | | | | | - | | | | | | |
| **COURSE DESCRIPTION** | | | | | French Literature in the 19th century, French Literature in the 20th century, Modern French Literature | | | | | | |
| **COURSE OBJECTIVES** | | | | | To introduce the history of French Literature | | | | | | |
| **ADDITIVE OF COURSE TO APPLY PROFESSIONAL EDUATION** | | | | | To make possible to compare French literature with other World literature | | | | | | |
| **COURSE OUTCOMES** | | | | | In this lecture by introducing French literature and history of thought in the 19th century general profile of the era is outlined, Handling different tendencies appeared in French Literature, which had its brightest era in the mentioned period, such as social, psychological, satirical etc.. describe the developments in literature from 20s to 90s. develop critical skills against reading literary texts, at the end of this class Undergrads get knowledge about the development in novel, poetry and theatre of French Literature, learn the contemporary French literature and the writers. | | | | | | |
| **TEXTBOOK** | | | | | Berke Vardar, Fransız Edebiyatı, Multilingual, İstanbul, 1998.Cevdet Perin, Fransız Edebiyatına Toplu Bir Bakış, İstanbul Üniversitesi, Edebiyat Fakültesi Yayınları, 1943. | | | | | | |
| **OTHER REFERENCES** | | | | | Prof. Dr. Hüseyin Gümüş, Cours d’Initiations à la Littérature Française I, II, Marmara Üniversitesi Yayınları, İstanbul, 1998. | | | | | | |
| **TOOLS AND EQUIPMENTS REQUIRED** | | | | | Projector, projection curtain, computer. | | | | | | |

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| **COURSE SYLLABUS** | |
| **WEEK** | **TOPICS** |
| 1 | French Literature in the XIX. century, the Outlines of French Romanticism and Romantic Writers and Poets |
| 2 | The departing aspects from German and English Romanticism |
| 3 | L’Abbé Prévost, Mme de Stael, Chateaubriand, |
| 4 | Lamartine, Vigny, Hugo, Musset… etc. |
| 5 | French Literature in the XIX. century, French Parnasism, Symbolism, Realism and Naturalism |
| 6 | Midterm |
| 7 | French Literature in the XIX. century, French Parnasism, Symbolism, Realism and Naturalism |
| 8 | Midterm- |
| 9 | Theophile Gautier, Leconte de Lisle, Prudhomme, Coppée, Heredia…etc. |
| 10 | Balzac, Faubert, Zola, Sthendal, Maupassant, Huysmans, Daudet…etc. |
| 11 | Balzac, Faubert, Zola, Sthendal, Maupassant, Huysmans, Daudet…etc. |
| 12 | Baudelaire, Verlaine, Mallarmé, Rimbaud, Nerval…etc. |
| 13 | Baudelaire, Verlaine, Mallarmé, Rimbaud, Nerval…etc. |
| 14 | Panoramic View to French Literature in the XX. and XXI. centuries and Writers |
| 15,16 | Final |

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| **NO** | **PROGRAM OUTCOMES** | **3** | **2** | **1** |
| 1 | To teach historical and theoretical knowledge about Comparative Literature |  |  | **X** |
| 2 | To provide a critical perspective through text analysis |  |  | **X** |
| 3 | To educate individuals who are multilingual through the teaching of multiple foreign languages |  |  | **X** |
| 4 | To provide opportunities to get to know different languages and cultures closely and experientially |  |  | **X** |
| 5 | To generate interest in different languages and cultures through the principle of intercultural bridging |  |  | **X** |
| 6 | To create opportunities for interdisciplinary work based on knowledge and experience from different disciplines |  |  | **X** |
| 7 | To offer opportunities to learn about scientific theories and approaches related to criticism and translation in an applied manne |  |  | **X** |
| 8 | To raise awareness about the presence of language/languages in both daily life and literary fields |  |  | **X** |
| 9 | To provide advanced knowledge about Turkish language and culture |  |  | **X** |
| 10 | To provide the opportunity to examine and analyze the phenomenon of language/culture from historical, social, and analytical dimensions |  |  | **X** |
| 11 | To develop written and oral communication skills |  |  | **X** |
| 12 | To provide individual and team work experience, and to improve discussion culture |  |  | **X** |
| 13 | To ensure a professional and ethical approach during the process of acquiring knowledge and research studies |  |  | **X** |
| 14 | To provide the ability to look at one's own culture from different perspectives |  |  | **X** |
| 15 | To provide the necessary skills to gather information, compare data, analyze, interpret, and synthesize during scientific research (thesis, assignments, presentations, etc.) |  |  | **X** |
| **1**:None. **2**:Partially contribution. **3**: Completely contribution. | | | | |

**Instructor(s):** Prof. Dr. Medine SİVRİ

**Signature**:  **Date:**

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