

FLE ELECTIVES

FLE 120 History of Ideas I (3-0)3

This course and its sister course, History of Ideas II, were designed to provide the students of this department with an understanding of the basic ideas essential to any understanding of English literature and culture in general. Since this literature and culture are mostly based on Graeco/Latin philosophy and the Western church, this is where course 120 begins, it ends with Galileo Galilei and the beginnings of a new scientific age.

FLE 131 History of Ideas II (3-0)3

This course and its sister course, History of Ideas I, were designed to provide the students of this department with an understanding of the basic ideas essential to any understanding of English literature and culture in general. This course starts with Descartes and Rationalism and continues chronology through to a brief introduction to Postmodernism.

FLE 130 The Short Story (3-0)3

The characteristics of the short story are identified and analyzed in this course, and its history and place in literature are discussed. Techniques of analyzing the short story are demonstrated and practiced. The students read and studied various short stories by modern British and American writers such as Henry James, D H Lawrence, Doris Lessing, Katherine Mansfield, Edgar Allen Poe, Saki, and Oscar Wilde.

FLE 141 English Grammar and Composition I(3-0)3

Understanding the relation between advanced language structures and words (lexical items) and raising awareness about the formation of the meaning by means of these language structures; analyzing advanced language structures within the scope of text type; producing advanced level texts by employing such grammatical structures in context and analysis.

FLE 142 English Grammar and Composition II (3-0)3

A continuation of FLE 141 English Grammar and Composition I.

FLE 143 Reading Skills (3-0)3

Presenting authentic academic texts written in the field from the point of conceptual and structural perspectives; developing reading sub-skills required for higher level thinking skills such as analysis, synthesis, and evaluation; studying academic and professional writing skills; presenting applied studying skills of the academic types such as essay, article, and report.

FLE 144 Developing Reading And Speaking Skills (3-0)3

Developing students' speaking and listening skills with a variety of activities, including reading; reading of and listening to authentic English passages, conversations, poems, etc., with emphasis on interaction-based activities.

FLE 147 Spoken English (3-0)3

Employing a variety of different listening texts that could be used in various discourses regarding contemporary subjects to academic subjects, focusing on intonation, stress, and sound differences; emphasizing the usages of the phonetic alphabet in learning as well as production purposes; highlighting the importance of the accurate pronunciation for a language teacher.

FLE 227 Masterpieces of World Literature I (3-0)3

In this course the great legends in world literature from ancient times to the seventeenth century are studied. These legends come from Asia, The Far East, the Classical world, and Europe. The course provides essential readings for an understanding of the foundations of literature.

FLE 228 Masterpieces of World Literature II (3-0)3

This course offers choices from a range of courses in literature, in translation or in the original language, from Europe, Asia, Africa, and Latin America, from the late 17th century through to the present day. Through the study of world literature, students will be expected to recognize, understand, and appreciate the diversity of other cultures and societies and the intrinsic value of national literary traditions different from their own. Consequently, they will be required to demonstrate a more global and historical awareness of their place in the world. Students will be required to identify specific characteristics of the various literary modes common to each national literature and literary period and, thus, recognize the sources, qualities, and achievements of different national literatures and different literary styles and techniques.

FLE 229 Shakespeare I (3-0)3

This course is an intensive study of Shakespeare's dramatic texts selected from various genres: comedy, tragedy, history and romance. The course will center around four plays, one representative example from each sub-genre. The emphasis will be on the study of the historical background of Elizabethan England, the culture in which the selected plays were written and performed, the literary style, dramatic principles and content in Shakespeare's plays such as figurative language, scene development, dialogue, monologue, soliloquy, character development, multiplicity in plot, dramatic irony, thematic elements and their universality.

FLE 230 Shakespeare II (3-0)3

This course introduces students to different reading approaches to Shakespeare's plays. A continuation of FLE 229, four plays (different from the ones studied in other courses) will be studied this time in the light of recent critical practices. Students will explore how various modern critical approaches and literary theories such as semiotics, structuralism, poststructuralism, psychoanalysis, feminism, Marxism and new historicism have been applied to Shakespeare's plays and examine the connections between issues of language, self, gender, and power in Shakespearean dramatic texts and modern critical theory.

FLE 231 Modern Drama I (3-0)3

This course makes a survey of the development of modern drama and studies major trends and theatrical movements of the nineteenth and twentieth centuries such as realism, naturalism, symbolism, expressionism, surrealism, and the absurd through close reading of representative selection of plays by Ibsen, Strindberg, Shaw, Pirandello, Brecht, O'Neill, Ionesco, Pinter, Stoppard and others. In this course, students will examine changes in the social and political role of drama, identify the influences that formed modern drama, read and evaluate samples of plays written in different periods and countries from the perspectives of content and dramatic form, apply critical thinking skills to analyse the connections among them and study how each play responds to the historical and cultural context in which it was written.

FLE 232 Modern Drama II (3-0)3

This course studies plays from post World War II to the present. In this course, students will discover philosophical and aesthetic developments in contemporary drama and study how these developments are introduced as modes of expression reflecting globalization and contemporary cultural, political and economic forces and changes.

FLE 233 Literature and Society I (3-0)3

Examining literature as social evidence and testimony, this course deals with literary works which provide a variety of commentaries on and insights into the societies which produced them. Literature is taken as both a product of and a commentary on its social environment, which provides as much relevant information indirectly as it does directly and literally; various theoretical models for analysing these sometimes complex interactions are introduced in this course, and students are expected to use these theories in their analyses of the set texts. A selection of important literary texts from different societies is used, including works by some of the following: Monica Ali, Atwood, Malcolm Bradbury, Beecher-Stowe, Chekhov, Coetzee, Dostoevsky, George Eliot, Flaubert, Gaskell,

Henry James, Yasar Kemal, Kipling, Thomas Mann, Henry Miller, Toni Morrison, Pamuk, Tolstoy, Twain, Zola.

FLE 234 Literature and Society II (3-0)3

This course looks at the influence that literature has on society as well as the ways in which it reflects or challenges social norms; such themes as 'honour and heroism', 'religion', 'women', 'poverty', 'colonialism', 'individuality', and 'integration and alienation' are studied in relation to famous and influential works of literature. In addition, the material production of literature, history of textual transmission, and sociology of the text are examined and issues such as official and unofficial censorship, popular literature and the Canon, performance and criticism are discussed.

FLE 235 Modern Fiction I (3-0)3

This course focuses on British prose fiction from 1900 to the Second World War. After an introduction to the philosophical, political and economic background and to the arguments of Modernism, some of the main characteristics of Modernist art and of modern fiction in more general terms are studied in relation to works by such writers as James, Conrad, Wells, Bennett, Woolf, Joyce, Mansfield, Forster, Greene. The extent to which modern literary theories are responses to Modernist Fiction is discussed.

FLE 236 Modern Fiction II (3-0)3

A number of works of later 20th century and contemporary British fiction are studied in depth paying attention to issues of contemporaneity and difficulties of evaluating very recent literature, the course to include sustained discussion of the rise and development of postmodernism and the problem of a literary canon. Set texts to include works by some of the following writers: Beckett, Doris Lessing, Spark, Fowles, Golding, Carter, Lodge, Byatt, Rushdie, Barnes, Ackroyd.

FLE 239 From the Epic to the Novel I (3-0)3

In this course a study of classic epics leads to identification and delineation of important epic motifs. These motifs are then traced through significant examples of later epics and romances. Up to and including major works of the Renaissance period. This course will include discussion of the following works: *The Iliad*, *The Odyssey*, *The Aeneid*, *Beowulf*, *Don Quixote*, *Gargantua and Pantagruel*, *Paradise Lost*. Students are expected to read the complete versions of a number of these and to be familiar with the general argument and some extracts of others. These works will be discussed both formally and thematically.

FLE 240 From the Epic to the Novel II (3-0)3

In this course students are required to carry out close study and analysis of novels showing epic or epic-like motifs and themes from the eighteenth century to the present. Such works as *Tristram Shandy*, *Moby Dick*, *Ulysses*, *War and Peace*, and *The Magic Mountain* are studied in this respect.

FLE 245 Turkish Phonetics and Morphology (3-0)3

Linguistic approaches to the study of sound and form units of languages; description the phonetic and morphological units of Turkish making comparisons for teaching a foreign language.

FLE 246 Turkish Syntax and Semantics (3-0)3

The linguistic analysis and description of Turkish sentence structures; arranging materials for teaching Turkish sentence structure with a linguistic approach; the application of modern approaches to semantics to the analysis of the Turkish language; the contribution of semantics to the teaching of Turkish.

FLE 251 Creative Reading (3-0)3

“Creative Reading” is a web-based reading course that is composed of four modules. The presentation of each module has two stages. In the first stage, students read the section entitled “Strategies for Effective Reading” which basically focuses on reading strategies that aim to develop students’ reading skills, providing information on various reading strategies such as contextual clues, figurative/literal language, and tips on how to use them. At this stage students do exercises in the form of completing sentences or answering questions through which they revise the topics introduced. In the second stage, students use the skills they learned in a meaningful and communicative context. At this stage, students read stories and various articles to answer questions with a focus on comprehension of the text and the new vocabulary items. These reading materials are enriched with music, animations and pictures to provide a challenging and communicative learning and practice environment.

FLE 253 Modern Poetry I (3-0)3

This course will explore the shifting meanings of “modern” and “British” within poetic practice, charting a literary history from the late nineteenth to the late twentieth century. The first several weeks of the course will treat some of the currents that gave rise to modernist poetry in Britain, including “movements” such as Imagism and Vorticism, and the new kinds of experience brought about by World War I. The middle part of the course will be centrally concerned with two major figures of “high” modernism, T.S. Eliot and W.B. Yeats. The final part of the course will deal largely with responses to and articulations within the terms set out by modernist poetry: for example, W.H. Auden’s “diagnosis” of English culture between the wars; Irish, Scots, Welsh poets’ negotiation of minority cultures within British modernity; and Philip Larkin’s hostility toward modernism’s experimentalism and cosmopolitanism. The student will identify and explain the social, religious, philosophical and economic forces of the period and read and identify modernist poets.

FLE 254 Modern Poetry II (3-0)3

This course is designed to read and discuss a range of important American poems representing the cultural and regional diversity of American Literature. We will focus a good deal of attention on Wallace Stevens, William Carlos Williams, Ezra Pound, H.D. and Robert Duncan. This course will help students understand and appreciate Modern American Poetry through the study of the most important practitioners of poetry locating them in their historical and social context.

FLE 255 Selections from American Literature I (3-0)3

This course surveys the literary, cultural, philosophical, religious, social and economic dimensions of the Pre- colonial, Revolutionary, Romantic, early 19th century periods through a chronological study of major authors and their writing. Included on the reading list are Anne Bradstreet, Edward Taylor, Washington Irving, James Fenimore Cooper, William Cullen Bryant, Henry Wadsworth Longfellow, Oliver Wendell Holmes, Edgar Allan Poe, Ralph Waldo Emerson, Henry David Thoreau, Nathaniel Hawthorne and Herman Melville.

FLE 256 Selections from American Literature II (3-0)3

This course will focus on historical survey of American Literature from the mid-19th century through the 20th century. This course will include Walt Whitman, Emily Dickinson, Mark Twain, Stephen Crane, Edwin Arlington Robinson, Willa Cather, Sherwood Anderson, William Faulkner, Ernest Hemingway, Gertude Stein, Ezra Pound, Marianne Moore, e.e.cummings, Wallace Stevens, James Baldwin, Denise Levertov, Adrienne Rich, Saul Bellow, Arthur Miller, Tennessee Williams, Alan Ginsberg, J.D. Salinger, John Barth, Toni Morrison, and Louise Erdrich. Students will identify and explain the social, religious, philosophical, and economic forces behind literary movements.

FLE 257 Psychological Trends in Literature I (3-0)3

This course examines the interrelationships between literature and psychoanalysis. The idea of this course is to introduce students to psychoanalysis and to psychoanalytically informed ways of reading and interpreting texts. Readings will include a selection from the short stories of Edgar Allan Poe, E.T.A. Hoffman, Mary Shelley's *Frankenstein*, Henry James's *The Turn of the Screw*, and R. L. Stevenson's *Dr. Jekyll and Mr. Hyde*. Students will focus on the convergences between these works and various essays written by Sigmund Freud, Carl Gustav Jung, Otto Rank, Sandor Ferenczi, Melanie Klein and Jacques Lacan.

FLE 258 Psychological Trends in Literature II (3-0)3

This course will survey important texts in post-Lacanian psychoanalytic texts and literature that invites a psychoanalytic approach. In this course students will familiarize themselves with some of the key concepts of Helene Cixous, Luce Irigaray, Julia Kristeva, Slavoj Zizek and Judith Butler. They will also examine the texts written by Shoshana Felman, Gayatri Chakravorty Spivak, Peter Brooks, Louis Althusser and Fredric Jameson and learn how to extrapolate meaning from literary texts such as James Joyce's *Ulysses* and Virginia Woolf's *Mrs Dalloway*.

FLE 259 Moral and Social Aspects in Children's Literature I (3-0)3

An introduction to different theories and differing views as to the determinants of morality and different aspects of moral development and the major current approaches to moral development with examples of application in child literature.

FLE 260 Moral and Social Aspects in Children's Literature II (3-0)3

In this course children's literature is examined as a source for promoting moral and social development. Through close study of key texts in developmental psychology and children's literature, further theoretical tools are presented and personal skills are developed in the identifying and interpreting of moral aspects of text and narrative.

FLE 263 History of the Theatre I (3-0)3

This course introduces students to the origins of theatre through intensive reading and analysis of plays from ancient Greece and Rome in their theatrical and social contexts and examines the contributions of these plays to contemporary drama. In this course, the origins of Greco-Roman drama and typical structures and subject matters of tragedy and comedy will be studied, these distinguishing characteristics will be identified and analyzed as they are seen in the selected plays, the relationship between the nature and role of drama in society will be discussed and through readings, lectures, and discussions the influence of past styles, conventions and theatrical theory on Western modern drama and dramatic criticism will be explored.

FLE 264 History of the Theatre II (3-0)3

This course is a study of the development of theatre through the Middle Ages with emphasis on English drama of the Medieval period. Selected mystery and morality plays will be read and analyzed to understand the world view which they represent and the society which produced them. In this course, students will become familiar with the main types and themes of Medieval drama and discover the position and function of drama in the Medieval period and the relationship of art to society. They will also explore and express the connections between Medieval drama and drama in subsequent periods.

FLE 267 The Short Story in World Literature I (3-0)3

Following a brief study of the nature of this literary form, a comprehensive collection representing the most outstanding short stories written in the past hundred years by English and American writers is examined. This course is designed to develop an appreciation of short story and to provide the students with an understanding of its processes. Students will be exposed to the common elements of short story and its terminology and the historical development of the genre through an analysis of individual short stories; their style and structure. The course also offers brief background notes on the authors, the contextual forces that influenced their orientations; and on the

significance of the plays in the context of Western literature. The course will be taught through a combination of readings, and discussions in which the students will demonstrate an understanding of the elements of the short story, its historical development and the major themes of the short story.

FLE 268 The Short Story in World Literature II (3-0)3

This course covers short stories from world literature written in or translated into English (Irish, Russian, Indian, African, Australian, Canadian ...) dating from early 19th century to the post-colonial period written by a diverse range of English-speaking authors and authors from different languages. In addition to examining the literature of these writers, the course is designed to explore the biographical and historical context in which they produced as well as the social and philosophical implications of their messages. This course also aims at a contrastive analysis of generic types: short story vs. novel, short story vs. essays, and short story vs. diary; and how they inform each other; and thus, offers the students the opportunity to consider the relationships between works of literature. The course will be taught through a combination of readings, and discussions in which the students will demonstrate an understanding of the elements of the short story, its historical development and the major themes of the short story.

FLE 271 Comparative English-German Language Structure I (3-0)3

German grammar, German grammar compared to English grammar. Language training in German.

FLE 272 Comparative English-German Language Structure II (3-0)3

A continuation of FLE 271.

FLE 273 Reading Comprehension and Writing in German I(3-0)3

Developing reading and writing skills. Textual practice of grammatical knowledge.

FLE 274 Reading Comprehension and Writing in German II (3-0)3

A continuation of FLE 273; FLE 177, FLE 178, FLE 277.

FLE 275 Modern Language Use I (3-0)3

Language training in German with focus on the standard language. Lexical and structural problems in the process of communication.

FLE 276 Modern Language Use II (3-0)3

A continuation of FLE 275.

FLE 279 Introduction to Comparative Linguistics (3-0)3

The genealogical classification of the languages of the world. The topological classification of the languages of the world. Different explanations of the relationship between languages. The Indo-European language group. The Germanic language group. Universal grammar and language diversity.

FLE 281 General Linguistics I (3-0)3

Features and functions of human communication, components of language and methods of linguistic analysis with emphasis on transformational models. Study of major transformational rules. Not open to students majoring in English Language Teaching.

FLE 282 General Linguistics II (3-0)3

Analysis of phonological components of language. Brief survey of linguistic change and language variation. Language acquisition. Not open to students majoring in English Language Teaching.

FLE 285 Language and Culture (3-0)3

Beginning with a discussion of language as a social institution, this course treats various aspects of the reciprocal relationship between language and culture, including language and world view, language and nationalism, naming and word magic, linguistic taboos,

and national language policy.

FLE 286 Language and Society I (3-0)3

Basic sociolinguistic concepts; language and socialization, language and social setting, plurilingualism and verbal repertoire.

FLE 287 Beginner Italian (3-0)3

greetings, descriptions, Simple Present Tense, Simple Past Tense, Future Tense, and the fundamentals of the Italian language. Analysis of simple grammar structures and elementary conversation skills.

Prerequisite: No prior experience with Italian language.

FLE 288 Elementary Italian (3-0)3

Developing reading and writing skills of the students who have already taken FLE 177, FLE 178 and FLE 277. Italian language -as used in everyday situations. Further studies on Italian grammar taught through dictation, translation and reading exercises.

Prerequisite: FLE 177, FLE 178 and FLE 277

FLE 289 Language and Society II (3-0)3

Basic sociolinguistic concepts; attention, perception, memory; the actual production and processing of language.

FLE 291 Comparative English-French Language Structure I (3-0)3

A beginners' course in French language with focus on grammar. Knowledge of English grammar is presupposed and will be used in explaining the grammatical structure of French.

FLE 292 Comparative English-French Language Structure II (3-0)3

A continuation of FLE 291.

FLE 293 Reading Comprehension and Writing in French I (3-0)3

Developing reading and writing skills and textual practice of grammatical knowledge.

FLE 294 Reading Comprehension and Writing in French II (3-0)3

A continuation of FLE 293.

FLE 295 Post-Colonial and the Third World Literature (3-0)3

This course has a twofold aim. First, it explores literary texts written by authors born into the colonial and imperialist discourse. Second, the course focuses on texts written by authors who live(d) in a colonized country. The course will discuss literary texts against the background of theoretical formulations, historical, linguistic, geographical and cultural contexts with an emphasis on race, sex, gender and identity; and how they are represented and problematized. The students will also discuss different definitions of postcolonialism and related terms such as related terms such as cosmopolitanism, hybridity, diaspora, and nationalism with references to theoretical texts created by Edward Said, Homi Bhabha, Gayatri Spivak, Benedict Anderson and others. Texts will be drawn from a variety of genres (e.g. fiction, poetry, autobiography, drama, travel writing, essays, and film) and from several countries.

FLE 305 The English Renaissance (3-0)3

This course offers an intensive study of works by English Renaissance playwrights exclusive of Marlowe and Shakespeare. The focus will be on the structure, style and dramatic forms of the selected plays and their relation to political history and Renaissance thought. This course aims to help students gain a critical perspective of historical and social forces which contributed to the development of such genres as revenge tragedy and city comedy and to enable them to understand the homogenised concept of "the Renaissance" through varieties of textual, social and ideological construction of human experience in plays by Kyde, Dekker, Jonson, Webster, Middleton, Ford, and others.

FLE 312 19th Century English Literature (3-0)3

19th century English essays, novels, poems and drama are studied as interacting with the debates and discoveries of the long Victorian era. The social, political, scientific and philosophical discussions of the period are introduced through the works of such key figures as John Stuart Mill, Karl Marx and Charles Darwin. Taking these and other issues into consideration, the students are required to read works by Matthew Arnold, the Bronte sisters, Robert and Elizabeth Browning, Thomas Carlyle, Wilkie Collins, Charles Dickens, George Eliot, Thomas Hardy, Ruskin, the Rosettis, Walter Scott, G. B. Shaw, Mary Shelley, Tennyson, W. M. Thackeray, and Oscar Wilde.

FLE 313 Discourse Analysis for Language Teachers (3-0)3

Functional analysis of language; Methods of analyzing spoken and written language; Interaction in the classroom setting.

FLE 314 History of the English (3-0)3

Sentence structure, word formation, semantics, phonology (pronunciation change), spelling, dialectal & socio- linguistic variation. The general approach is chronological, through studies of selected passages from different times.

FLE 315 Practical Applications in Language Testing (3-0)3

Communicative and integrative testing of four major language skills through lectures, analysis and comparison of sample tests, workshops on test production and study visits to the testing centers of major institutions in the vicinity.

FLE 316 Seminar in Advanced Composition (3-0)3

Useful hints/tips on thesis writing and paraphrasing and students' professional needs, concentrating on editing and revision strategies, grading and critical evaluation of student essays, and letter/resume writing.

FLE 317 Error Analysis in ELT (3-0)3

Examining the errors frequently made by learners in the English learning process emphasis on classification of common errors, the origins of learners' errors and the ways to help learners correct their errors.

FLE 318 Audio-Visual Aids in ELT (3-0)3

Introducing different kinds of visual aids which improve the language teaching and learning process. Students will be shown why the aid is useful, how to use it, and to which language items the aid is best applied. Recommended for FLE students who are ready to do their practice teaching.

FLE 319 Discourse Analysis for Translation (3-0)3

The use of discourse analysis to understand the characteristics of texts; translating various types of texts from English to Turkish; discussing problematic points in translation and finding ways of dealing with them.

FLE 320 Phonetics for Learners of English (3-0)3

An introduction to the basic concepts of articulatory phonetics; the use of this knowledge in the description and classification of English sounds, helping students to produce and perceive English to become better communicators.

FLE 325 Selections from the English Novel I (3-0)3

The aim of the course is to instruct the students about the characteristics of novel as a literary genre and to show the classroom techniques for teaching the 18th and the 19th Century novels through the close study of major texts from these periods. The 18th century, of course, embraces its proper hundred years, but the period is often more generously stretched to include the Restoration era--the last forty years of the 17th century following the return of Charles II to the throne--and even the first two decades of the 19th century. The Napoleonic Wars comprised a series of global conflicts fought during Napoleon Bonaparte's imperial rule over France (1805-1815). They formed to some extent an extension of the wars sparked by the French Revolution of 1789. Nationalism

would shape the course of much of future European history; its growth spelled the beginning of some nations and states and the end of others.

FLE 326 Selections from the English Novel II (3-0)3

In the twentieth century, scientific discoveries, better communications and faster transportation transformed the world in those hundred years more than any time in the past. It was a century that started with steam powered ships as the most sophisticated means of transport, and ended with the space shuttle. As a result of technological, medical, social, ideological, and political innovation, in the twentieth century the life expectancy and the quality of living changed a lot. Arguably more technological advances occurred in any 10 year period following World War I than the sum total of new technological development in any previous century.. War reached an unprecedented scale and level of sophistication; in the Second World War (1939- 1945) alone, approximately 57 million people died, mainly due to massive improvements in the field of weapons. Scientific discoveries such as the theory of relativity and quantum physics radically changed the worldview of many people. The aim of the course is to instruct the students about the characteristics of novel as a literary genre and to show the classroom techniques for teaching the 20th and 21st Century novels through the close study of major texts from these period, from the modernist novel to the postcolonial novel. Major authors may include James, Conrad, Woolf, Joyce, Forster, Lawrence, Orwell, Beckett, Golding, Fowles, Spark, Murdoch, Lessing, Rushdie, Carter, Ishiguro, Barnes.

FLE 327 World Mythology (3-0)3

This course is designed to acquaint students with some of the world's most influential mythology. The students will explore the theory of myth and the use of myth in art, literature and film. During the course, students will study the myths from different cultures: Classical Greek, Roman mythology, Celtic mythology, Scandinavian mythology, Sumerian mythology, Native American mythology, Near Eastern mythology, African mythology and Oriental mythology.

FLE 329 Structure and Content in Prose Narrative Literature (3-0)3

While investigating the relationship between "realism" and verisimilitude, this course provides an introduction to the main theories and techniques of narratology and stylistics. For narratology the theories of Todorov, Booth, Bal, Genette and Fludernick are studied, while Rimón-Kenan's work is used as the main centralizing text for the class. The main stylisticians referred to are Lodge and Short. Bringing insights from these theorists together, analyses of various novels and short stories are made.

FLE 332 The Restoration and the Enlightenment (3-0)3

In this course the interactions between the literature of the long eighteenth century and its cultural contexts are examined. The theories of Hobbes and Locke, and the work of Newton and the Royal Society in England, and the theories and work of Descartes, Rousseau, Voltaire, Diderot, and Montesquieu in France are discussed; the many social, philosophical and political changes started in this period are introduced through readings of selections from these thinkers' writings (including letters and diaries). The literature of the period is studied with close reading of set texts, and attention is paid to all genres and many text types, to include verse, prose, the novel, satire, diaries, early biographies, the essay and journalism. Especially important among the literary figures studied here are Dryden, Swift, Pope, Addison, Steele, Johnson, and Voltaire. While concentrating on the ideas of the period, the course also examines the extent to which this period paves the way for Romanticism philosophically and artistically.

FLE 376 Development of Communicative Competence in German (3-0)3

Communicative grammar of German including speech acts, communicational routines, and discourse analysis.

FLE 379 Introduction to Cognitive Linguistics (3-0)3

Models for the acquisition, processing, and application of human knowledge as the object of cognitive sciences. Cognitive linguistics as the investigation of the acquisition,

processing, and application of language knowledge. Grammar as a model of human language knowledge. Relations to artificial intelligence.

FLE 380 Critical Pedagogy for Language Teachers (3-0)3

This course surveys central concepts of critical pedagogy to provide English language teacher candidates with an in-depth understanding of the political, economic, social, and cultural factors informing schooling.

FLE 396 Development of Communicative Competence in French (3-0)3

A course in the communicative grammar of French including speech acts, communicational routines and discourse analysis.

FLE 406 Poetry Analysis (3-0)3

This class is an introduction to English and American poetry. We will study poems from the Renaissance to the present day. Poets to be read include Shakespeare, Donne, Marvell, Coleridge, Wordsworth, Keats, Bradstreet, Emerson, Whitman, Dickinson, Yeats, Eliot, Frost, Williams and Stevens.

FLE 407 The Novel: Analysis II (3-0)3

The aim of the course is to further instruct the students about the characteristics of the novel as a literary genre and to show the classroom techniques for teaching 19th, 20th and 21st Century novels through the close study of major texts from these periods. Major authors may include Bronte, Dickens, Eliot, Conrad, Joyce, Woolf, Forster, Lawrence, Orwell, Amis, Lessing, Rushdie.

FLE 411 The 20th Century English Novel (3-0)3

The literature of the 20th century has an overwhelming preoccupation with the self, the nature of consciousness, and the processes of perception. Literature is often subjective, and personal and internal. Authors are concerned with the fragmentation of both experience and thought. Many employ stream-of-consciousness: the fluid, associational, often illogical, sequence of the ideas, feelings and impressions of a single mind as seen in the works of Virginia Woolf and James Joyce. This course will include: presentation of the characteristics of novel as a literary genre, approaches to analyzing the novel analysis considering of the work of major novelists and classroom techniques for teaching the novel and practical applications.

FLE 429 Advanced English Structure (3-0)3

Reviewing syntactic and semantic trouble spots in English grammar at the advanced level, with emphasis on techniques of teaching grammar.

FLE 430 Language and Society (3-0)3

Developing students' awareness of the role of social context, social hierarchies, and identities in the ways in which a language is used; language and class; language and gender; language and ethnicity; language and sexuality; language and age; language standardization and language change.

FLE 433 Advanced Syntax (3-0)3

The course will familiarize the students with the contemporary syntactic theory in the generative tradition, including topics such as locality, Theta-theory, Case-theory, and structure preservation.

FLE 440 Drama In English Language Teaching (3-0)3

Definition of drama as a term and as a literary genre; analysis of major examples of drama as representative of the cultural landscape and major ideas of the Western world; the use of drama as an educational and a language teaching tool; applying existing theoretical knowledge about drama to the language classroom; micro-teaching sessions and presentations.

FLE 444 Literature in ELT (3-0)3

FLE 444 gives its participants an opportunity to (i) discuss the contributions of literature to English language teaching, (ii) examine the approaches to the integration of literature into the EFL classes and the selection of materials to be used in those classes, and (iii) discover a variety of techniques used to adapt literary texts of different genres (short story, novel, drama, and poetry).

FLE 460 Sociolinguistics And Language Teaching (3-0)3

Sociolinguistics as a sub-branch of linguistics that ties language and communication to the context; language variation according to context, aim, and interlocutors involved in the interaction; the characteristics and speech patterns in multilingual communities; language variations dependent on the users (e.g., age, gender, ethnicity, geographical location, and social structure).

FLE 470 Designing And Using Digital Materials For ELT (3-0)3

Giving students opportunities to focus on both theoretical and practical aspects of the use of digital tools in English Language Teaching (ELT), covering a variety of digital ELT teaching and learning environments such as computer-assisted language learning, mobile-assisted language learning, and blended/online ELT education; analyzing, designing and adapting digital tools for ELT classes such as mobile applications, websites, and software for multimodal language learning; and implementing language learning/teaching via gamification, augmented reality, virtual reality, and artificial intelligence.

FLE 476 Lexical Structure and Word Formation in German (3-0)3

The morpho-syntactic structure of German, including morpho-phonemic structure, derivation and composition of words, semantic structure, and loan influence.

FLE 479 Logic And Methodology of Sciences (3-0)3

Detailed study of word formation processes; internal structure of German words and morpheme structure; inflectional morphology, identification of lexical categories and grammatical categories; nature and types of morphemes- affixation (derivational and inflectional); phonological and syntactic influences on affixation; word formation processes in German: derivation, compounding, separable prefixes, inseparable prefixes, nouns from strong verbs, nouns from verbs with prefixes, Adjectives and Adverbs Derived from Verbs with Separable or Inseparable Prefixes, Prefixes that Are Either Separable or Inseparable, etc.

FLE 480 World Englishes and Culture (3-0)3

Developing student-teachers' awareness of the relationship between world Englishes and culture, the aspects of their own national and local cultures, the role of culture in English language teaching, and the cultural differences for effective communication.

FLE 482 Continuous Professional Development Education for EFL Pre-service Teachers (3-0)3

This course aims to raise EFL pre-service teachers' awareness towards continuous professional development in face-to-face and online educational platforms and to develop prospective teachers as researchers by introducing them to different forms of teacher research, such as action research and exploratory practice.

FLE 485 Pragmatics and Language Teaching (3-0)3

Pragmatics, as a sub-branch of linguistics that studies the relationship between the meaning of an utterance and the context in which the utterance is produced; changes in the meaning are affected by what, how, and to whom someone is said.

FLE 490 Discourse Analysis and Language Teaching (3-0)3

An introductory course to discourse analysis in language teaching and language classroom research. Concentrating on the different approaches used in the analysis of spoken and written language produced in different contexts and the interaction among

students, and between the students and the teacher in the classroom setting.

FLE 491 Inclusive Foreign Language Education: Policy, Theory, and Pedagogy (3-0)3

This course introduces student teachers to the terminology and issues related to inclusion, diversity and equity in a foreign language classroom context. The course addresses all students including marginalized groups and students with disabilities as assets in a foreign language classroom. Student teachers are expected to read recent research articles on diversity, equity, and inclusion and actively participate in classroom discussions within various theoretical frameworks such as Bourdieu's forms of capital, linguistic human rights, and the theory of figured worlds. National and international education policies will also be analysed regarding foreign language education specifically for students with disabilities to explore and identify ideologies that restrict or contribute to diversity and equity in creating inclusive foreign language classrooms.

FLE 496 Lexical Structure and Word Formation in French (3-0)3

A course in the morpho-syntactic structure of French, including morpho-phonemic structure, derivation and composition of words, semantic structure, and loan influence.