DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

PROFESSORS

DALOĞLU, Ayşegül: B.A., University of Michigan; M.A., Bilkent University;
　　　Ph.D., METU.
SEFEROĞLU, Gölge (*Acting Dean of the Faculty of Education*): B.A., Boğaziçi University; M.A., Ed.M.,
　　　Ed.D. Columbia University

ASSOCIATE PROFESSORS

BİRLİK, Nurten (*Chairperson*): B.A., M.A., Ph.D., Hacettepe University.
CEDDEN-EDİBOĞLU, Gülay: M.A., Ph.D., Ankara University.
ERÖZ-TUĞA, Betil (*Associate Dean of the Faculty of Education*): B.A., METU; M.A.,
　　　Ph.D. University of Arizona.
GRAČANIN-YÜKSEK, Martina: B.A., University of Zagreb; M.A., Syracuse University;
　　　Ph.D., Massachusetts Institute of Technology
GÜRBÜZ, Nurdan: B.A., Gazi University; M.A., METU; Ph.D. Nottingham University.
HATİPOĞLU, Çiler: B.A., M.A., Boğazici University; Ph.D., UWE, Bristol, UK.
KARAMAN, A. Cendel: B.A., M.A. Hacettepe University; Ph.D. University of Wisconsin-Madison.
KIRKICI, Bilal: B.A., M.A. METU; M.A. University of Essex; Ph.D. METU
SAĞIN- ŞİMŞEK, Çiğdem: B.A., M.A., METU; Ph.D., Hamburg University.
SAVAŞ, Perihan: B.A., M.A., METU; Ph.D., University of Florida.

ASSISTANT PROFESSORS

ALPAKIN MARTINEZ-CARO, Dürrin (*Coordinator of the ERASMUS programme*): B.A., M.A., Ankara
University; Ph.D., Hacettepe University.
GÜNDÜZ, Müge (*Vice Chairperson*): B.A., M.A., Hacettepe University; Ed.D., University of Leicester.
IŞIK- GÜLER, Hale *(Assistant to the President)*: B.A**.** Hacettepe University; M.A., PhD. METU.
KORKUT-NAYKI, Nil: B.A., M.A. Ph.D., METU.
ÖZTABAK- AVCI, Elif: B.A., M.A., METU; Ph.D. University of Wisconsin-Milwaukee.
SÖNMEZ, Margaret (*Vice Chairperson*): B.A., M.A., Oxford University; Ph.D., Durham University.
YALÇIN, Şenöm Tuğba: B.A., Hacettepe University; PhD., Indiana University, Bloomington.
YILDIZ-BAĞÇE, Hülya: B.A., M.A. METU; M.A., Ph.D., University of Texas at Austin.

INSTRUCTORS

ÇOPUR-ŞALLI, Deniz (*Coordinator of the SUNY Dual Programme*): B.A., M.A., PHD, METU.
GÜNSELİ KAÇAR, Işıl: B.A., M.A., Ph.D. METU.
ONARAN, Sevil *(Coordinator of the German Minor Programme)*: B.A., M.A., Ph.D., Ankara University.
PIPES, Ashleigh: B.A., Georgetown University; M.A., University of West Florida.
TEZGİDEN, Yasemin: B.A. Boğaziçi University; M.A. Bilkent University; Ph.D., METU.

EMERITUS FACULTY

BEAR, Joshua M.: B.A., University of California, Berkeley; Ph.D., Hacettepe University.
COŞKUNOĞLU BEAR, Ayten: B.A. Ankara University; M.A., Bryn Mawr College;
　　　Ph.D., İstanbul University.
ÇİLELİ, Meral: B.A., M.A., Ankara University; Associateship, University of London;
　　　Ph.D., Ankara University.
ENGİNARLAR, Hüsnü: B.A., Ankara University; M.A., METU; Ph.D., Hacettepe University.
İÇÖZ, Nursel: B.A., M.A., Ph.D., Ankara University.
KAŞ, Ali: B.A., Ankara University; B.A., Sciences Politiques (IEP) ; M.A., Ph.D., Université de Provence,
　　　Marseille-France.
KÖNİG, Wolf: M.A., Ph.D. Phil. Universitaet Göttingen, Habil Universitaet Osnabrück.

GENERAL INFORMATION: The Department of Foreign Language Education offers a B.A. program in English Language Teaching. Taking into consideration the latest developments in the field, students are provided with a solid foundation in the English language, English literature, methodology, educational sciences and linguistics in order to make them fully qualified teachers of English in secondary schools. The Department also offers a wide selection of elective courses in literature and linguistics to students in other Faculties.

UNDERGRADUATE CURRICULUM

FIRST YEAR

		First Semester					Second Semester	
FLE	133	Contextual Grammar I	(3-0)3		FLE	134	Contextual Grammar II	(3-0)3
FLE	135	Advanced Reading and Writing I	(3-0)3		FLE	136	Advanced Reading & Writing II	(3-0)3
FLE	137	Listening and Pronunciation	(3-0)3		FLE	138	Oral Communication Skills	(3-0)3
FLE	129	Introduction to Literature	(3-0)3		FLE	140	English Literature I	(3-0)3
EDS	200	Introduction to Education	(3-0)3		FLE	146	Linguistics I	(3-0)3
TURK	103	Written Communication	(2-0)2		FLE	178	Second Foreign Language II	(3-0)3
FLE	177	Second Foreign Language I	(3-0)3		TURK	104	Oral Communication	(2-0)2
IS	100	Introduction to Information Technologies and Applications	NC					

SECOND YEAR

		Third Semester					Fourth Semester	
FLE	241	English Literature II	(3-0)3		FLE	221	Drama Analysis	(3-0)3
FLE	261	Linguistics II	(3-0)3		FLE	280	Oral Expression & Public Speaking	(3-0)3
FLE	238	Approaches to ELT	(3-0)3		FLE	262	ELT Methodology I	(3-0)3
FLE	277	Second Foreign Language III	(3-0)3				Departmental Elective I	(3-0)3
EDS	220	Educational Psychology	(3-0)3		FLE	270	Contrastive Turkish-English	(3-0)3
CEIT	319	Instructional Technology & Materials Development	(3-0)3		FLE	200	Instructional Principles & Methods	(3-0)3

THIRD YEAR

		Fifth Semester					Sixth Semester	
FLE	307	Language Acquisition	(3-0)3		FLE	308	Teaching English to Young Learners	(3-0)3
FLE	304	ELT Methodology II	(3-0)3		FLE	324	Teaching Language Skills	(3-0)3
FLE	311	Adv. Writing & Research Skills Departmental Elective II	(3-0)3		HIST	2202	Principles of Kemal Atatürk II	NC
HIST	2201	Principles of Kemal Atatürk I	NC		EDS	304	Classroom Management	(3-0)3
FLE	352	Community Service	(1-2) 2		FLE	352	Community Service	(1-2) 2
FLE	315	Novel Analysis	(3-0)3		EDS	416	Turkish Educational System & School Management	(3-0)3
		Non-Departmental Elective I	(3-0)3				Non-Departmental Elective II	(3-0)3

FOURTH YEAR

Seventh Semester				Eighth Semester		
FLE	405	Materials Adaptation and Development	(3-0)3	FLE	404 Practice Teaching	(2-6)5
FLE	413	English Language Testing & Evaluation	(3-0)3	FLE	426 English Lexicon	(3-0)3
FLE	425	School Experience	(1-4)3	EDS	424 Guidance	(3-0)3
FLE	423	Translation	(3-0)3		Departmental Elective IV	(3-0)3
		Departmental Elective III	(3-0)3			

MINOR PROGRAMS

The aim of the minor program is to give students of METU the possibility to study a second foreign language. Basic knowledge of French or German is a precondition in entering the minor program. One objective of the minor program is to reinforce and develop knowledge of French or German. The academic objectives of the program are to give the students, according to their inclinations and interests, knowledge about French or German linguistics, French or German culture and literature, French or German for special purposes, translation, and methods of French or German language teaching.

MINOR PROGRAM IN GERMAN

				FLE	471 Survey of German Literature	(3-0)3
FLE	371	Comparative Grammar: German- Turkish I	(3-0)3	FLE	472 Introduction to German Linguistics	(3-0)3
FLE	372	Comparative Grammar: German- Turkish II	(3-0)3	FLE	473 Translation into German	(3-0)3
FLE	373	Translation from German	(3-0)3	FLE	474 Advanced Literary Texts in German	(3-0)3
FLE	374	Readings in German Contributions to Humanities	(3-0)3	FLE	475 Methods of German Language	(3-0)3
FLE	375	History of German Culture	(3-0)3	FLE	476 Lexical Structure and Word Formation in German	(3-0)3
FLE	376	Development of Communicative Competence in German	(3-0)3	FLE	478 German in Business and Administration	(3-0)3
FLE	377	Practice Teaching in German	(3-0)3	FLE	479 Logic and Methodology of Sciences	(3-0)3
FLE	378	German Scientific Texts	(3-0)3			

DESCRIPTION OF UNDERGRADUATE COURSES

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 in Graeco/Latin philosophy and the Western church, this is where course 120 begins, it ends with Galileleo Galilei and the beginnings of a new scientific age.

FLE 121 ENGLISH GRAMMAR I (3-0)3
Developing students` linguistic competence in English, increasing awareness of how meaning is created through structure and how structure and vocabulary are related.

FLE 122 ENGLISH GRAMMAR II (3-0)3
A continuation of FLE 121, improving students` use of linguistic structures at the discourse level, focusing on relation between form and text type; producing texts that increase sensitivity to grammar in context.

FLE 123 ENGLISH COMPOSITION I (3-0)3
Paragraph writing; organization of paragraphs; developing skills of summarizing, outlining, paraphrasing, and answering exam questions at paragraph level.

FLE 124 ENGLISH COMPOSITION II (3-0)3
A continuation of FLE 123, developing expository essay writing skills, focusing on example essays, comparison-contrast essays and cause-effect essays.

FLE 125 READING SKILLS I (3-0)3
Enabling students to read unfamiliar, authentic texts accurately and efficiently, focusing on awareness of the relations between vocabulary, structure and meaning.

FLE 126 READING SKILLS II (3-0)3
A continuation of FLE 125, with emphasis on reading texts which are structurally and intellectually more complex.

FLE 127 SPOKEN ENGLISH I (3-0)3
Developing students` speaking and listening skills with a variety of activities; listening to authentic English passages, conversations, poems, etc. on tape with emphasis on interaction-based activities that involve students in active communication.

FLE 128 SPOKEN ENGLISH II (3-0)3
A continuation of FLE 127, aiming at further practice in listening and spoken skills, focusing on formal presentation skills.

FLE 129 INTRODUCTION TO LITERATURE (3-0)3
The course introduces students to the study of literature as a rigorous intellectual discipline introducing ways in which one might approach literature, through the practice of close reading and analysis. It seeks to develop basic strategies for critically reading and interpreting poetry, fiction, and drama, and to introduce the basics of literary analysis and critical methods associated with various literary concerns. The course also seeks to improve the students ability to understand, appreciate, and apply knowledge of plot, character, point of view, imagery, theme, setting, irony, tone, symbol, metaphor, metonymy, conceit, paradox, hyperbole, language and dramatic elements like hamartia and catharsis when reading fiction, poetry, or drama. Texts are selected from different periods (from classical time to the modernists) and cover three main genres of literature. The course proceeds through class discussions in which the students will demonstrate an understanding of the fundamentals of literary processes and focused writing assignments in which they employ their analytical and interpretative skills.

FLE 130 THE SHORT STORY:ANALYSIS AND TEACHING (3-0)3
The characteristics of the short story and its place in literature; techniques of analyzing the short story; analyzing various short stories by modern British and American writers. Classroom techniques for teaching the short story and practical applications.

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 133 CONTEXTUAL GRAMMAR I (3-0)3
This course aims to promote understanding the relation between language structures and lexical items as well as raising awareness about the attribution of meaning by means of these structures. Within the framework of a context, advanced language structures are analyzed so as to establish relations between form and text type. Synthesizing these structures, students produce advanced level texts employing these structures. The course also emphasizes interactive activities such as group and pair work.

FLE 134 CONTEXTUAL GRAMMER II (3-0)3

This course is a continuation of Contextual Grammar I. This course leads students to have a critical perspective into the advanced level structures (e.g. word classes, elements of the sentence, types of sentence, sentence fragments etc.) of different types of texts on a contextual level. Building upon analysis and synthesis, students evaluate the most problematic forms of English grammar with guidance in their function and usage using methods such as error analysis or discourse analysis. Besides presenting a descriptive review of the forms and function of advanced English grammar structure, this course encourages students to develop a critical stance toward the use of these structures in various contexts. The course also emphasizes interactive activities such as group and pair work.

FLE 135 ADVANCED READING AND WRITING I (3-0)3

This course presents a wide range of authentic reading materials including newspapers, journals, reviews and academic texts in order to comprehend contrasting viewpoints and to predict and identify main ideas and to decode intersentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as synthesizing information or analyzing a problem as well as reacting on the basis of evaluation are fostered. Such sub-skills of reading are employed by the students' in their writings. Students also analyze and produce different types of writings (e.g. expository paragraph, descriptive paragraph, narrative paragraph, etc.); build up writing skills emphasizing the organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at paragraph level. The use of spelling and punctuation conventions as well as non-alphabetic symbol use will be practiced as well.

FLE 136 ADVANCED READING AND WRITING II (3-0)3

This course is a continuation of Advanced Reading and Writing I. This course promotes higher level thinking skills. By processing a variety of different authentic reading texts, students will develop superior-level sub-skills of reading namely, making inferences and deductions, and reading between the lines. Students will relate inferences from the text to real life, and gain insights into the cultural similarities and differences. By means of the awareness gained from the texts, students will analyze, synthesize and evaluate information and therefore, in their compositions, react to readings. Students will also analyze and produce different types of essays (e.g. comparison and contrast, classification, process analysis, cause-and-effect analysis, and argumentative) that are unified, coherent and organized. In addition to the integration of reading with writing, research-based instruction will be adopted, so that students will develop basic research skills including library/internet search, and basic research report writing skills such as citing, paraphrasing and referencing.

FLE 137 LISTENING AND PRONUNCIATION (3-0)3

This course aims to develop students' listening and pronunciation skills while gaining confidence in communicating in English. To develop students' receptive listening skills, it employs authentic listening materials (i.e. academic and natural-setting samples) produced by diverse communities of practice to be analyzed as communication-oriented classroom activities. Starting from basic listening and phonetic skills such as discriminating minimal pairs and formulating phonetic transcriptions of problematic sounds focused in class, the course will focus on higher level listening skills and strategies such as note-taking, predicting, extracting specific and detailed information, guessing meaning from context, and getting the gist through content-based activities. Students will be provided with the fundamentals of listening and phonetics namely vowels, consonants, stress in words, rhythm and intonation as well as the usage of phonetic alphabet for learning and production purposes. Throughout the course, students will also be exposed to aural authentic listening materials such as interviews, movies, songs, lectures, TV shows and news broadcasts. This course also aims to equip student teachers with a strong sensitivity towards different accents of English language being spoken around the world. Collaborative learning through group and pair work will be encouraged.

FLE 138 ORAL COMMUNICATION (3-0)3

This course offers a variety of diff. communication-oriented speaking opportunities such as discussions, individual and group presentations and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. It offers extended communicative tasks such as debates, role-plays, individual and group presentations, impromptu speeches and other interactive tasks providing opportunity for students to improve their oral competence by developing effective language use both in formal and informal contexts. As in-class activities, for the promotion of interest and motivation in communication, the course also includes discussion topics, interesting facts, stimulating quotes as well as literary texts which are structurally and intellectually complex and thought-

provoking. Integrating different reading and listening texts into communication-oriented tasks, this course aims to develop students' productive skills beyond their receptive skills. By exploring components of communicative competence, this course aims to equip students with the necessary skills to become successful communicators as well as language teachers. Students will develop a good command in supra-segmental features (pitch, stress and intonation) as well as strategic competence in repairing communication breakdowns in communication on the basis of continuous feedback received throughout the course. Common pronunciation mistakes are listed by the instructor and discussed regularly so as to raise the awareness of students as future language teachers. By also utilizing theoretical and practical knowledge acquired in the listening and pronunciation course, students will be expected to deliver informative presentations individually and collaborate with a group to deliver a persuasive group presentation. Students will be acquainted with the use of audiovisual aids (OHP, power point, posters) and techniques.

FLE 140 ENGLISH LITERATURE I (3-0)3

Intensive study of advanced level literary texts representing different priods and genres of English literature.

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 146 LINGUISTICS I (3-0)3

This course is offered to help students have a general understanding of what language is, how language has been approached by different scholars, what the universals of language are, how languages diverge from each other structurally, how sign language contributes to the explanation of language universals, what the differences between animal communication and human languages are, how internal structures and rules that apply to these structures of words work, the relationship between brain and language, what lingusitic sounds are and how those sounds differ across languages.

FLE 147 SPOKEN ENGLISH (3-0)3

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

FLE 177 SECOND FOREIGN LANGUAGE I (3-0)3

Depending on the facilities of the department, student teachers may chose to learn one of the following languages to fulfill the second foreign language requirement: German, French, Italian.This course is an introduction to the basics of a second foreign language. It aims at providing student teachers with the skills required for basic communication. The aim for student teachers is to understand simple every day dialogues and basic reading texts, express themselves and ask questions in the basic spoken language. To fulfill these aims, dialogues and reading texts are utilized. Student teachers are exposed to the basic structures and vocabulary items of the target language in communicative contexts, but grammar is not the primary focus. Listening is an important component of the course and is integrated especially with speaking. Besides, some

insights into the target culture and life style will be given. *This course is prerequisite for Second Foreign Language II and III.

FLE 178 SECOND FOREIGN LANGUAGE II (3-0)3
This course is a continuation of "Second Foreign Language I". It aims at providing communicative tasks for student teachers to communicate in the target language. Student teachers will be exposed to commonly occurring grammatical patterns and vocabulary items in written texts such as newspapers, magazines and short stories. Simple writing tasks will also be integrated into the course. Both listening and speaking are important components of this course and more vocabulary items will be presented through longer dialogues and reading texts. More insights into the target culture and life style will be given through the use of authentic materials. *This course is prerequisite for Second Foreign Language III.

FLE 200 INSTRUCTIONAL PRINCIPLES AND METHODS (3-0)3
This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.

FLE 215 ADVANCED READ.&VOCABULARY DEVEL. (3-0)3
Developing further reading skills in understanding implications in a variety of text types; responding to ideas in texts, synthesizing information and implications in texts on the same topic and improving vocabulary development strategies with focus on different styles.

FLE 216 ADVANCE WRITTING SKILLS (3-0)3
The teaching of writing skills necessary for research and thesis writing; revising students` compositions, application of correction, evaluation, and grading strategies.

FLE 221 DRAMA ANALYSIS (3-0)3
This course studies the characteristics of drama as a type of literature, types of drama and major trends in modern drama through close reading and analysis of plays from the Renaissance through the modern period by such playwrights as Marlowe, Shakespeare, Chekhov, Beckett and Ayckbourn. In this course, students will study and identify the elements of drama that distinguish it from other genres, read and identify individual playwrights representative of diverse theatrical expressions, examine social, religious, and philosophical forces that developed each trend, compare the contents and structures of the selected plays and discuss them in relation to each other.

FLE 224 SURVEY OF ENGLISH LITERATURE II (3-0)3
Continuation of FLE 223.

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 SELECTIONS FROM 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 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 a source of social evidence and testimony, this course deals with literary works which provide a variety of commentaries on and insights into the problems which are at the root of the perennial conflicts and tensions within society.

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
The literary influences which shape modern life are discussed within the scope of selected novels which focus on the nature of human existence today.

FLE 237 SCHOOL EXPERIENCE I (3-0)3
The aim of this course is to make the trainee teachers familiar with various aspects of school, students and the teaching profession, under the supervision of an instructor at an early stage. The main activities suggested for this course are school organization and administration, daily activities in school, group activities, a student`s daily school life, a teacher`s daily school life, school-family corporation, observation of main and subsidiary courses school problems, materials and written sources and various other aspects of teaching profession.

FLE 238 APPROACHES TO ENG.LANG.TEACHING (3-0)3
Examining approaches and methods like Grammar Translation, Direct, Audiolingual Methods, Communicative Approach, the Natural Approach and techniques in English language teaching from a historical viewpoint; presentation of examples.

FLE 241 ENGLISH LITERATURE II (3-0)3
Intensive study of advanced level literary texts representing different periods and genres of English literature.

FLE 245 TURISH 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 248 INTRODUCTION TO LINGUSTICS II (3-0)3
Understanding the process of language acquisition, the connection between language acquisition theories and language teaching methods, and the functioning of language in society. (=FLE 309)

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 Larkins 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 Irwing, 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 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 Chakrovorty 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 261 LINGUISTICS II (3-0)3
Understanding the process of language acquisition, the connection between language acquisition theories and language teaching methods, and the functioning of language in society. (=FLE 309)

FLE 262 ELT METHODOLOGY I (3-0)3
This course is focuses on designing and conducting needs analysis on language learner needs (e.g.: situational, objective, subjective and language needs), writing objectives that reflect these needs and designing course syllabus at the macro level and writing lesson plans at the micro level. An overview of different lesson stages (i.e.: Presentation, Practice and Production) and approaches to lesson planning and course design will be presented. Student teachers will become familiar with various syllabus types and criteria for the selection of appropriate syllabus type according to the needs of the learners, age of the learners and aims of the course; standards-based teaching, proficiency descriptors, English language proficiency standards and guidelines, Common European Framework and the European Language Portfolio ; and identity issues.

FLE 264 HISTORY OF THE THEATER 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 Medival 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 European, English, and American writers is examined.

FLE 270 CONTRASTIVE TURKISH-ENGLISH (3-0)3
An introduction to the contrastive analysis of Turkish and English. Comparing English and Turkish with respect to their phonetic, morphological, syntactic and semantics systems. Phonetics: Consonants and vowels; word stress. Syntax: the structure of the simple clause; phrase structure; embedding. Semantics: tense, aspect and modality in Turkish and English; the perfective and non-perfective aspect; epistemic and deontic modality.

FLE 271 COMPARATIVE ENGLISH-GERMAN LANG.STRUC. (3-0)3
German grammar, German grammar compared to English grammar. Language training in German.

FLE 272 COMPARATIVE ENGLISH-GERMAN LANG.STRUC. (3-0)3
A continuation of FLE 271.

FLE 273 READING COMPRE. AND WRITING IN GERMAN I (3-0)3
Developing reading and writing skills. Textual practice of the grammatical knowledge.

FLE 274 READING COMPRE.&WRITING IN GERMAN II (3-0)3
A continuation of FLE 273.

FLE 275 MODERN GERMAN LANG. 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 GERMAN LANG. USE II (3-0)3
A continuation of FLE 275.

FLE 277 SECOND FOREIGN LANGUAGE III (3-0)3
This course is a continuation of Second Foreign Language II. It aims at further developing student teachers' reading and oral skills. Authentic texts of different genres will be studied in order to focus on more complex grammatical structures and advanced level vocabulary items. Student teachers are expected to make short oral presentations, produce role-plays, watch short extracts of movies in the target language and participate in simple discussions on a related topic in class and write letters and e-mails of greeting, complaint, response etc., diary entries and short paragraphs and essays. Further insights into the target culture and life style will be given through authentic classroom materials and research tasks.

FLE 279 INTRODUC.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 280 ORAL EXPRESSION AND PUBLIC SPEAKING (3-0)3
This course is an introduction to public speaking and focuses on development of practical skills for effective communication. It emphasizes fundamental stages of speech preparation and delivery including adopting and developing audio and visual aids. Throughout the course, students will deliver extended presentations as an outcome of extensive reading and research. Samples of successful presentations will be analyzed in terms of the appropriateness of content, form, and audiovisual aids. The course also aims to foster students' oral and written language skills in job-related situations such as interviewing, socializing, telephoning, presenting information, holding meetings as well as CV and application writing.

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, pluralingualism and verbal repertoire.

FLE 287 BEGINNER ITALIAN (3-0)3
Italian for beginners. The alphabet, pronunciation, simple 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 251. Italian language -as used in everyday situations. Further studies on Italian grammar taught through dictation, translation and reading exercises. *Prerequisite: FLE 251 Beginner Italian*

FLE 289 LANGUAGE AND SOCIETY (3-0)3
Basic sociolinguistic concepts; attention, perception, memory; the actual production and processing of language.

FLE 291 COMPARATIVE ENGLISH-FRENCH LANG.STRUC.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 COMP.ENGLISH-FRENCH LANG.STRUC.II (3-0)3
A continuation of FLE 291.

FLE 293 READING COMPRE.&WRITING IN FRENCH I (3-0)3
Developing reading and writing skills and textual practice of the grammatical knowledge.

FLE 294 READING COMPRE.&WRITING IN FRENCH II (3-0)3
A continuation of FLE 293.

FLE 295 POST-COLONIAL&THE THIRD WORLD LITERATU (3-0)3

Selections from contemporary writing in English from a wide variety of national and ethnic literatures. A new international group of writers has become prominent as English becomes increasingly the international language. Writers from former colonies are writing in English, and a new vitality in translation is opening heretofore unavailable literatures available to English readers.

FLE 303 ELT METHODOLOGY I (3-0)3

Developing students` awareness concerning the relationship between linguistics, psychology and educational psychology; enabling students to make presentations with major approaches, methods and techniques of teaching English.

FLE 304 ELT METHODOLOGY II (3-0)3

A continuation of FLE 303, enabling students to acquire skills necessary for teaching different language skills with special emphasis on learning and teaching strategies, lesson planning and class management.

FLE 305 THE ENGLISH RENAISSANCE (3-0)3

A survey of the major works of W. Shakespeare and his contemporaries.

FLE 307 LANGUAGE ACQUISITION (3-0)3

Theories, comparison, and illustration of native and foreign languages; stages of language development and acquisition; learning grammar and other components of language; models of foreign language learning; learner characteristics; using language and learning stages and processes in the teaching of a foreign language.

FLE 308 TEACHING ENGLISH TO YOUNG LEARNERS (3-0)3

The learning strategies of young children and the acquisition of the mother tongue as well as the learning of a foreign language; the classroom methods and techniques to be used when teaching English to young learners; the development of games, songs and visual materials and their use in teaching.

FLE 310 RESEARCH SKILLS (3-0)3

The teaching and application of scientific research methods and techniques; having students do small scale research in their own fields and evaluating their work.

FLE 311 ADVANCED WRITING RESEARCH SKILLS (3-0)3

Developing skills involved in writing a research paper; conducting library research and producing a full-length term paper.

FLE 313 DISCOURSE ANA. FOR LANG.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 LANGUAGE (3-0)3

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

FLE 315 NOVEL ANALYSIS (3-0)3

The years from the Great Exhibition (1851) to the Second Reform Bill (1867) were a period of enormous vitality in the English novel. Major works by Dickens, Thackeray, Charlotte Bronte, Trollope, George Eliot, Gaskell, and others capitalized on the burgeoning of serial publication and circulating libraries; on unprecedented growth of consumer capitalism at home and imperial dominance abroad; on worshipful audiences ranging from distinguished literary critics, to eminent leaders of society and politics, to vast numbers of middle and lower class readers. The result was a novel of confident power and narrative scope. By focusing on this period, we are able to survey many of the major authors of Victorian fiction while attending closely to a specific set of historical developments, class relations, and gender issues. 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 realist novel and to introduce them to the Victorian novel by close study of major texts from this period.

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 to the FLE students who are ready to do their practice teaching.

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 321 DRAMA ANALYSIS (3-0)3
The characteristics of drama as a type of literature; types of drama; analysis of drama; analysis of examples from English or American drama representing different trends in drama. Classroom techniques for teaching drama and practical applications.

FLE 322 THE NOVEL:ANALYSIS AND TEACHING I (3-0)3
The characteristics of the novel as a literary genre; approaches to analysing the novel; analysis of sample British and American novels that represent various literary periods. Classroom techniques for teaching the novel and practical applications.

FLE 323 ENGLISH-TURKISH TRANSLATION (3-0)3
Enabling students to acquire the skills necessary for a broad range of translation problems through practical work on graded English texts from diverse areas of human activity. (=FLE 306)

FLE 324 TEACHING LANGUAGE SKILLS (3-0)3
This course concentrates on building language awareness and teaching skills through a detailed study of techniques and stages of teaching listening, speaking, pronunciation, reading, writing, grammar and vocabulary to language learners at various ages and language proficiency levels. Student teachers will design individual and/or group micro-teaching activities focusing on the language skills above with adherence to principles of lesson planning and techniques of the specific skills for a variety proficiency levels.

FLE 325 SELECTIONS FROM THE ENGLISH NOVEL I (3-0)3
Close study of selected major British novels.

FLE 326 SELECTIONS FROM THE ENGLISH NOVEL II (3-0)3
A continuation of FLE 325.

FLE 327 WORLD MYTHOLOGY (3-0)3
World mythology and its relevance to appreciating great works of art, both ancient and modern. Egyptian, Assyro - Babylonian, Celtic, Teutonic, Indian, Greek and Roman mythology.

FLE 333 INTRODUCTION TO SYNTAX (3-0)3
Basic notions of generative syntax within the framework of Principles and Parameters and Minimalist program. The course will enable students to work with linguistic data from a variety of languages, including but not restricted to English, make generalizations over the data, form hypotheses that can explain the generalizations, and test the hypotheses on more data in order to reach a (tentative) conclusion.

FLE 351 ADVANCED TURKISH FOR FOREIGNERS II (-)3

FLE 352 COMMUNITY SERVICE (1-2)2
In cooperation with national non-governmental organizations, throughout this course student teachers participate in community service to meet certain educational and social needs of local communities in order to develop their critical thinking abilities, their commitment and values, and the skills they need for effective citizenship. Driven by a philosophy of experiential learning, student teachers may take a service or a project

option. For the former option, student teachers are to commit to a minimum 15 hours of community service during the term at the following approved non-profit community based agencies: TEGV: Türk Eğitim Gönüllüleri Vakfı (http://www.tegv.org/v2/default.asp) ÇYDD: Çağdaş Yaşamı Destekleme Derneği (http://www.cydd.org.tr/) TGV: Toplum Gönüllüleri Vakfı (http://www.tog.org.tr/) TEV: Türk Eğitim Vakfı (http://www.tev.org.tr/) AÇEV: Anne Çocuk Eğitim Vakfı (http://www.acev.org/) İLKYAR: İlköğretim Okullarına Yardım Vakfı (http://www.ilkyar.org.tr/) ZİÇEV: Zihinsel Yetersiz Çocukları Yetiştirme ve Koruma Vakfı (http://www.zicev.org.tr/) ÇEKÜL: Çevre ve Kültür Değerlerini Koruma ve Tanıtma Vakfı (http://www.cekulvakfi.org.tr/) TEMA: Türkiye Erozyonla Mücadele Ağaçlandırma ve Doğal Varlıkları Koruma Vakfı (http://www.tema.org.tr/) KIZILAY (http://www.kizilay.org.tr/) AKUT: Arama Kurtarma Derneği (http://www.akut.org.tr/) LÖSEV: Lösemili Çocuklar Vakfı (http://www.losev.org.tr/) For the latter option, with the guidance of a mentor, student teachers are expected to develop and implement small-scale educational problem-based projects in cooperation with primary and secondary level educational institutions in their local surroundings.

FLE 353 PHONOLOGY (3-0)3
The aim of the course is to raise an awareness of the sound systems of different languages, in particular, the importance of phonology of a foreign language. It aims to provide students with theoretical knowledge of phonology and practical skills in phonological analysis. It is a comprehensive survey of suprasegmentals, phonological processes, speech errors, dialect and language variations and phonologival development with a special emphasis on English and Turkish.

FLE 361 INTRODUCTION TO COMPUTER ASSISTED LANGUAGE LEARNING TOOLS (3-0)3
This course introduces pre-service teachers of English to Computer-Assisted Language Learning(CALL) tools. In addition to giving an overview of the uses of CALL tools in teaching/learning, the course will cover a review of interactive instructional evaluation of English language teaching software and use of Web 2.0 tools in the language classroom. Implications of CALL in language classrooms will also be discussed. Students will be provided with hands-on experience, and they will also develop their own multimedia CALL materials (e.g. web pages, wikis, blogs, etc.). Students will also review and evaluate current research in CALL.

FLE 371 COMPARATIVE GRAMMAR: GERMAN -TURKISH I (3-0)3
Comparison of the categories of finite verb, subject and predicate, tenses of the verb, modality, gender of verb, declination of nouns, article, pronoun, adverb, relative clauses, adjectival, nominal phrases, and related grammatical topics in the two languages under consideration.

FLE 372 COMPARATIVE GRAMMAR: GERMAN-TURKISH II (3-0)3
Comparison of the categories of subject, direct and indirect object, case, subject-and object-sentences, modal auxiliary verbs, sentence connectives, questions, indirect questions, temporal clauses, conditional clauses, infinitives, and related grammatical topics in the two languages under consideration.

FLE 373 TRANSLATION FROM GERMAN (3-0)3
Translations from German into Turkish and/or English. Special problems in translating literary, philosophical, scientific, and commercial texts, lexical and structural problems in the translation process.

FLE 374 READ.IN GERMAN CONTRIBU.TO HUMANITIES (3-0)3
Readings texts of a high intellectual level from representative writers of philosophy, humanities, and social sciences in different centuries.

FLE 375 HISTORY OF GERMAN CULTURE (3-0)3
German Civilization in the Middle Ages, in the epochs of Renaissance, Baroque, Enlightenment, Classicism, Romanticism, during the Second German Empire, between 1919-1945, after World War II, between 1965-1990 and after reunification.

FLE 376 DEV. OF COMMUNI. COMPETENCE IN GERMAN (3-0)3
Communicative grammar of German including speech acts, communicational routines, and discourse analysis.

FLE 378 GERMAN SCIENTIFIC TEXTS (3-0)3
Developing reading and writing skills in German for special purposes in the different fields of sciences and in the theory of science.

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 398 TRANSLATION FROM ITALIAN INTO TURKISH (3-0)3

Development of advanced translation, writing and speaking skills. A detailed review of grammar rules and explanation of translation technique. Close readings and extensive translation practice in a variety of genres, which may include autobiography, biography, jo9kes, letter, essay, poem, news article, comic strip, children’s book, and short story.

FLE 404 PRACTICE TEACHING (2-6)5

Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowlegde and skills through further reading, research and in class activities in order to develop a professional view of the ELT field.

FLE 405 MATERIALS ADAPTATION & DEVELOPMENT (3-0)3

Continuation of FLE 304, enabling students to acquire skills necessary for evaluating language teaching materials in current textbooks, adapting or developing materials for language teaching and language testing.

FLE 406 POETRY:ANALYSIS AND TEACHING (3-0)3

The characteristics of poetry as a literary genre; approaches to analysing poetry, the analysis of various poems by various British and American poets. Classroom techniques for teaching poetry and practical applications.

FLE 407 THE NOVEL: ANALYSIS AND TEACHING II (3-0)3

Continuation of FLE 322.

FLE 409 TURKISH-ENGLISH TRANSLATION (3-0)3

Enabling students to acquire skills necessary for dealing with a broad range of translation problems through analysis, discussion and practice with a variety of texts.

FLE 413 ENGLISH LANGUAGE TESTING AND EVALUATION (3-0)3

Types of tests; test preparation techniques for the purpose of measuring various English language skills; the practice of preparing various types of questions; evaluation and analysis techniques; statistical calculations.

FLE 417 SCHOOL EXPERIENCE II (1-4)3

This course aims to prepare students for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Students have observation and application tasks that they carry out in school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management. Micro-teaching skills include: Preparing and using worksheets; effective use of textbooks; full lesson questioning skills; explaining.

FLE 422 SENIOR RESEARCH SEMINAR (1-2)2

Writing a lengthy research paper under staff supervision; gaining experience in conducting professional research in the field.

FLE 423 TRANSLATION (3-0)3

This course includes the fundamental theories and approaches in the science of translation. Students translate a variety of different authentic English texts into Turkish and Turkish texts into English. Besides translation activities from diverse areas, within a contrastive analysis framework, students also engage in error analysis tasks in which they critically evaluate the appropriateness of the various translations of the same text paying attention to the idiosyncrasies regarding the unique nature of Turkish and English and its comparison to their own translation by employing different translation skills. Various aspects of translation will be evaluated including style, word selection, the role and importance of translation in language learning and teaching and cultural aspects of translation. The practical aspect of the course will go hand in hand with readings covering

theoretical grounds pertinent to current issues in the field of translation. Exposure to and translation of ELT-related materials will also be strongly encouraged.

FLE 425 SCHOOL EXPERIENCE (1-4)3
This course aims to prepare student teachers for full teaching practice. It gives them a structured introduction to teaching, helps them acquire teaching competencies and develop teaching skills. Student teachers have observation and application tasks that they carry out in a primary or secondary school under the supervision of a cooperating teacher. Some observation tasks include: practicing questioning skills, explaining; effective use of textbooks; topic sequencing and lesson planning; classroom management; preparing and using worksheets; effective use of textbooks; effective questioning skills; explaining.

FLE 426 THE ENGLISH LEXICON (3-0)3
An in-depth analysis of the relation between lexical semantics, clause structure and discourse in English, with a focus on aspects of English grammar that are problematic for second language learners. Argument structure: types of verbs and passivisation. Lexical aspect and discourse: types of lexical aspect; aspect in discourse; adverbial modification. The syntax and the semantics of the noun phrase in English: definiteness, quantifiers, subject-verb agreement; definiteness; specificity; genericness.

FLE 429 ADVANCED ENGLISH STRUCTURE (3-0)3
Reviewing syntactic and semantic trouble spots in English grammar at advanced level, with emphasis on techniques of teaching grammar.

FLE 433 ADVANCED SYNTAX (3-0)3
The course is a continuation of FLE 333 Introduction to Syntax, in which students are introduced to the ideas underlying the generative tradition and where they attain basic knowledge of generative syntax, including the notions of phrase structure (head, complement, specifier), structural relations between elements in a syntactic structure, constituency, lexical and functional categories/projections, subcategorization (selection), Theta theory, head movement. The topics covered in FLE 433 include more advanced concepts in syntactic theory, such as Binding theory, Case theory, passivization, local and long distance (A and A') movement, and related notions such as syntactic locality, successive cyclicity, islandhood, quantifier raising. The course will advance students' proficiency in syntactic analysis, with an emphasis on individual research, as well as provide them with the basics of syntax-semantics interface.

FLE 471 A SURVEY OF GERMAN LITERATURE (3-0)3
German literature in the epoches of the Middle Ages, Renaissance, Baroque, Enlightenment, Classicism, Romanticism, Realism, Naturalism, Expressionism, Impressionism, and during the 20th century.

FLE 472 INTRODUCTION TO GERMAN LINGUISTICS (3-0)3
German and Germanic. The German dialects. The standardization of German. The influence of foreign languages. Language reform. `New-High-German`. Language and nationalism. German as a scientific language. Language development and urbanization. Contemporary normative linguistics. Language problems of foreigners.

FLE 473 TRANSLATION INTO GERMAN (3-0)3
Translations into German from Turkish and/or English. Special problems in translating literary, philosophical, scientific, and commercial texts. Lexical and structural problems in the translation process.

FLE 474 ADVANCED LITERARY TEXTS IN GERMAN (3-0)3
Reading literary texts of a high level from representative writers in different centuries. FLE 471 is recommended.

FLE 476 LEXICAL STRUC.&WORD FORMATION IN GERMA (3-0)3
The morpho-syntactic structure of German including morpho-phonemic structure, derivation and composition of words, semantic structure, and loan influence.

FLE 478 GERMAN IN BUSINESS AND ADMINISTRATION (3-0)3
Developing reading and writing skills in German for special purposes in the field of Business and Administration.

FLE 479 LOGIC AND METHODOLOGY OF SCIENCES (3-0)3
Developing reading and writing skills in German for special purposes in the field of logic, theory of grammar, and cognitive sciences.

GRADUATE PROGRAMS IN ENGLISH LANGUAGE TEACHING

AIMS AND OBJECTIVES OF ELT GRADUATE PROGRAMS: The M.A. and Ph.D. programs in ELT (English Language Teaching) introduce major theoretical and methodological issues in language learning/acquisition and teaching and provide students with a firm foundation in the theoretical and applied aspects of the field. Both programs strive to provide a critical perspective on current issues in teaching and learning languages by putting a great deal of emphasis on fieldwork skills in relation to qualitative/quantitative and mixed-methods research as well as theoretical/applied linguistic, cross-linguistic/cultural analysis within the field of language teaching.

CAREER OPPORTUNITIES: The graduates of the English Language Teaching M.A. Program can work as instructors at national and international educational institutions. The graduates of the PhD program in ELT can work as academicians, researchers, advisors at national and international higher education institutions working on diverse fields within the language sciences. The graduates may also work as teacher educators of pre-service and in-service teachers in the field of English Language Teaching.

GRADUATE CURRICULUM

M.A. PROGRAM IN ENGLISH LANGUAGE TEACHING

Required Courses

ELT	506	Second Language Acquisition	(3-0)3
ELT	554	Quantitative Research Methods in Language Research	(3-0)3
ELT	555	Qualitative Research: Theory and Methods	(3-0)3

+4 electives

ELT	590	Seminar in English Language Teaching	NC
ELT	599	Master's Thesis	NC
ELT	801-850	Special Studies	NC

Elective Courses

ELT	507	Curriculum Development for English for Specific Purposes	(3-0)3
ELT	508	Research Methods in Applied Linguistics	(3-0)3
ELT	509	Literature in the Teaching of English	(3-0)3
ELT	513	Linguistics for English Language Teaching	(3-0)3
ELT	517	Materials Evaluation and Development in ELT	(3-0)3
ELT	518	English Language Testing	(3-0)3
ELT	520	English-Turkish Contrastive Analysis	(3-0)3
ELT	521	Cultural Aspects of Language Teaching	(3-0)3
ELT	522	Lexical Semantics	(3-0)3
ELT	525	Approaches Methods and Techniques in ELT I	(3-0)3
ELT	526	Approaches Methods and Techniques in ELT II	(3-0)3
ELT	528	Instructional Technology in ELT	(3-0)3
ELT	529	Brain-based Learning and Language Teaching	(3-0)3
ELT	530	Modern Theory of Grammar	(3-0)3
ELT	531	Cognitive Linguistics	(3-0)3
ELT	541	Language Acquisition	(3-0)3
ELT	542	Bilingualism and Bilingual Education	(3-0)3
ELT	561	Linguistics and Formal Languages	(3-0)3

Ph.D. PROGRAM IN ENGLISH LANGUAGE TEACHING

Required Courses

*ELT	506	Second Language Acquisition (3-0)3
*ELT	554	Quantitative Research Methods in Language Research (3-0)3
*ELT	555	Qualitative Research: Theory and Methods (3-0)3
ELT	613	Concepts and Theoretical Considerations in ELT (3-0)3
ELT	602	Approaches to English Language Teacher Education (3-0)3

+5 electives

| ELT | 699 | Ph.D. Dissertation | NC |
| ELT | 901-950 | Special Studies | NC |

*These courses (which are also required courses in the M.A in ELT program) are required in the PhD program if the student has not taken an equivalent course at a previous graduate program attended. Note that equivalence is subject to the approval of the ELT graduate programs coordinator. Newly admitted PhD students need to take ELT 506, ELT 554 and ELT 555 before taking any 600-level courses, if not otherwise instructed.

Elective Courses

ELT	601	Current Issues in English Language Teaching (3-0)3
ELT	602	Approaches to English Language Teacher Education (3-0)3
ELT	603	English Language Teaching Curriculum (3-0)3
ELT	604	Seminar in Applied Linguistics (3-0)3
ELT	605	Sociolinguistics (3-0)3
ELT	606	Program Evaluation in English Language Teaching (3-0)3
ELT	607	Instructional Design in English Language Teaching (3-0)3
ELT	608	Pragmatics and Discourse Analysis (3-0)3
ELT	609	Classroom Research (3-0)3
ELT	610	Statistical Methods in English Language Teaching (3-0)3
ELT	611	Psycholinguistics (3-0)3

DESCRIPTION OF GRADUATE COURSES IN ENGLISH LANGUAGE TEACHING

ELT 506 SECOND LANGUAGE ACQUISITION (3-0)3
Surveying current research in language acquisition with special emphasis on similarities and differences between child and adult language, between native and foreign language acquisition

ELT 507 CURRICULUM DEVELOPMENT FOR ENGLISH FOR SPE.PURPOS (3-0)3
Curriculum development and course design as applied to ESP; language functions, notions and speech acts; principles of functional /notional or communicative syllabus strategies and techniques; designing structural interviews and questionnaires; discourse analysis and teacher training for ESP.

ELT 508 RESEARCH METHODS IN APPLIED LINGUISTICS (3-0)3
The course aims to provide a comprehensive introduction to the research methods and techniques used in the field of applied linguistics and to help students develop skills necessary to design and implement research in the field. The first section of the course provides a brief review of the main concepts in the area while the second part focuses on quantitative methodology and scrutinises experimental, quasi-experimental and non-experimental research designs as well as the data collection and analyses procedures appropriate for this brand of research. The third part of the course is devoted to qualitative research designs and examines case studies, ethnographies, action research, grounded theory and phenomenology. It also walks the students though the

basics of gathering and interpreting qualitative data. The course ends by discussing topics such as mixed research designs, writing the research and practicalities in applied linguistics research.

ELT 509 LITERATURE IN THE TEACHING OF ENGLISH (3-0)3
Significant contributions of literature to the process and purpose of learning English as a foreign language; poetry, prose and drama in the EFL classroom; approaches to selecting texts for different levels of learners.

ELT 513 LINGUISTICS FOR ENGLISH LANGUAGE TEACHING (3-0)3
Contributions of linguistics to the field of foreign language teaching; current approaches to the linguistic analysis of English.

ELT 517 MATERIALS EVALUATION AND DEVELOPMENT IN ELT (3-0)3
Reviewing methods of evaluating language teaching materials and adaptation techniques and applying evaluation and adaptation criteria to materials currently employed; determining appropriate discovery procedures for developing effective language teaching materials through applied research.

ELT 518 ENGLISH LANGUAGE TESTING (3-0)3
Major aspects of English language testing: item analysis and interpretation of test scores; subjective and objective tests; procedures in preparing different kinds of test items appropriate for testing different language skills; practice in item writing and statistical methods.

ELT 520 ENGLISH-TURKISH CONTRASTIVE ANALYSIS (3-0)3
Introducing current approaches to contrastive analysis; comparing and contrasting English and Turkish in the areas of phonetics and phonology, syntax and semantics with special emphasis on problem areas in language teaching and learning.

ELT 521 CULTURAL ASPECTS OF LANGUAGE TEACHING (3-0)3
Providing language teachers with a basis for introducing a cultural component into their teaching; significance of culture in teaching English as a foreign language; perspectives on how language and culture interact, and on the significant distinction between understanding and participating in a foreign culture.

ELT 522 LEXICAL SEMANTICS (3-0)3
History of lexical semantics, arguments and theta-roles; lexical conceptual structures; verb classes and alternations; lexical aspects; events; unaccusativity; ergativity; linking from lexicon to syntax.

ELT 523 USING CORPORA FOR LANGUAGE RESEARCH (0-0)3
The course aims to investigate language using corpora. Special emphasis is given to the usage of corpora with a linguistic and cognitive science perspective. The topics include: Definition and varieties of corpora; building a corpus: sampling ,representativeness, encoding and annotation; characteristics of major available corpora; necessary statistics to interpret corpus data; using corpora: corpora in psycholinguistics, syntax, semantics, discourse, etc.; using tools for corpus-based language studies. The course includes conducting research projects using available tools.

ELT 525 APPROACHES, METHODS AND TECHNIQUES IN ELT (3-0)3
Examining major approaches to, methods and techniques of English language teaching; studying linguistic and psychological theories behind them; practical applications on techniques for teaching various language skills, specifically listening and speaking.

ELT 526 APPROACHES, METHODS AND TECHNIQUES IN ELT (3-0)3
A continuation of ELT 525, practical work on English language teaching by focusing on the techniques in teaching grammar, vocabulary, reading and writing; discussion and evaluation of applications of approaches, methods and techniques.

ELT 528 INSTRUCTIONAL TECH. IN ENG.LANG.TEACH. (3-0)3
Current developments in the use of instructional technology in language teaching; use of computers, interactive video, television and video in language teaching; approaches to the design, evaluation, development and application of English language teaching courseware by using instructional technology.

ELT 529 BRAIN-BASED LEARN.AND LANGUAGE TEACHING (3-0)3

Introducing a new paradigm, known as brain-compatible or brain-based learning, providing language teachers with research from the discipline of neuroscience, biology and psychology to design brain-compatible materials and brain-based curriculum that encompass the role of emotions, patterns, meaningfulness, enriched environments, body rhythms, attention span of the brain and rest, attitudes, stress and relaxation, learner states, trauma, multiple ways of brain-compatible assessment, music, movement, memory, retrieval of information, perception, meaning construction, cognition, nonconscious learning, motivation, creativity, nutrition and brain-gym in the language classroom.

ELT 530 MODERN THEORY OF GRAMMAR (3-0)3

This course will examine the theory of generative grammar in its minimalist version. The empirical adequacy of generative grammar as a system of mental representations is one of the main topics of investigation in the course.

ELT 531 COGNITIVE LINGUISTICS (3-0)3

The course will examine models for acquisition, processing and application of knowledge as the object of cognitive linguistics, and investigate the cognitive aspects of the different branches linguistics.

ELT 532 EFFECTIVE COMMUNICATION SKILLS AND NEURO-LINGUISTIC PROGRAMMING FOR TEACHERS (3-0)3

The course aims to help teachers and teacher trainers to raise their self-awareness in their academic and personal lives; to equip them with effective verbal/non-verbal communication skills and powerful Neuro-Linguistic Programming principles and techniques to improve the quality of their interactions with their students, trainees and colleagues in the educational settings and in their daily lives.

ELT 541 LANGUAGE ACQUISITION (3-0)3

The nature of child language; universal grammar; theories and research methods in the acquisition of phonology, morphology, syntax, and semantics; an overview of second language acquisition.

ELT 542 BILINGUALISM AND BILINGUAL EDUCATION (0-0)3

Issues of Bilingualism with across-disciplincry perspective.Linguistic, psychalinguistic, sociolinguistic and educational aspects of bilingualism

ELT 551 THE PRAGMATICS OF SPOKEN INTERACTION (3-0)3

Introduction to discourse analysis; structure of spoken interaction; socio-pragmatic constraints on interaction; speech act analysis; cross-cultural speech act analysis; interlanguage pragmatic development; coherence in spoken discourse; prosody and non-verbal communication; backchanneling; introduction to the conversation analytic approach; speech events and classroom discourse; corpus-based approaches to cross-cultural speech act and speech event analysis.

ELT 554 QUANTITATIVE RESEARCH METHODS IN LANGUAGE RESEARCH (0-0)3

Focusing on the foundations of quantitative inquiry, this course aims to introduce graduate students to the design and implementation of quantitative research projects. Course participants will explore various quantitative research traditions such as designing and executing experiments, preparing and analyzing surveys and data elicitation tasks that give way to quantitative analysis.

ELT 555 QUALTATIVE RESEARCH: THEORY AND METHODS (0-0)3

Focusing on the epistemological foundations of qualitative inquiry, this course aims to introduce graduate students to the design and implementation of qualitative research projects. Course participants will explore various qualitative research traditions such as Interviewing, Case Study, Action Research, Ethnography, Narrative Inquiry, Phenomenological Studies, and Grounded Theory.

ELT 561 LINGUISTICS AND FORMAL LANGUAGES (3-0)3

The course aims at investigating language as a knowledge-based process. It elaborates the relationship between formal language theory and natural language and relates language theory to its computational machinery.

ELT 590 SEMINAR IN ELT (0-0)0
Preparation towards M.A. thesis proposal through prescribed readings; written or oral presentation of the work developed.

ELT 599 MASTER'S THESIS NC

ELT 801-850 SPECIAL STUDIES NC

ELT 601 CURRENT ISSUES IN ENGLISH LANGUAGE TEACHING (3-0)3
Concerns of the language teaching profession worldwide as currently being discussed and debated in professional literature. The political and intellectual roots of ELT, social, economic and cultural influences on ELT, the debate over communicative language teaching, and the relation of current theory and research to actual classroom practice.

ELT 602 APPROACHES TO ENG.LANG.TEACHER EDUC. (3-0)3
Overview of major issues in teacher education through promoting research on the design and implementation of teacher education and training programs; action research, and models of teacher supervision; training the trainers.

ELT 603 ENG.LANGUAGE TEACHING CURRICULUM (3-0)3
Current approaches to ELT curriculum design and development. The procedures involved in designing and developing syllabuses for teaching English as a foreign language. Practical work on aspects of syllabus design with special emphasis on primary and secondary education EFL curricula.

ELT 604 SEMINAR IN APPLIED LINGUISTICS (3-0)3
Current understanding of applied linguistics; use of linguistic theories in understanding language of actual use; linguistic accounts to real world problems.

ELT 605 SOCIOLINGUISTICS (3-0)3
A survey of sociolinguistic theories and research findings which illuminate the learning and use of English as a foreign language, with particular emphasis on practical applications.

ELT 606 PROGRAM EVALUATION IN ENGLISH LANGUAGE TEACHING (3-0)3
Concepts of measurement and evaluation; preparation and use of measurement tools in evaluation and decision-making; models of program evaluation; processes of evaluation; standards for the evaluation of effectiveness of instruction, courses, syllabuses, materials; applying these to hypothetical/real cases with a view of accountability in English language education.

ELT 607 INSTRUCTIONAL DESIGN IN ENGLISH LANGUAGE TEACHING (3-0)3
Current theory and practice in the field of instructional design and practice in creating effective designs for instruction in English language teaching by selecting and using current techniques according to the specific needs of the learners. Research work, applications and paper presentations.

ELT 608 PRAGMATICS AND DISCOURSE ANALYSIS (3-0)3
Current theories, issues, concepts and research techniques specific to pragmatics and discourse analysis with a view of language as an interactive process.

ELT 609 CLASSROOM RESEARCH (3-0)3
A comprehensive overview of recent classroom-centered research and its implications for teaching and learning of languages; classroom research methods; teacher talk; learner behavior; teacher and student interaction; learning outcomes; directions in research and teaching.

ELT 610 STATISTICAL METHODS IN ELT (3-0)3
Basic statistical concepts and tools such as types of variables and data in ELT studies; ways of measuring differential outcomes of empirical/comparative language studies through applying these to projects and interpreting the results for their implications to ELT. Statistical packages on computer.

ELT 611 PSYCHOLINGUISTICS (3-0)3
Current issues and theories in psycholinguistics focusing mainly on language and cognition, language acquisition, language processing, biological foundations of language, language disorders, and bilingualism.

ELT 612 COMPUTERASSISTED LINGUISTIC ANALYSIS (3-0)3
This course familiarizes with the basic methods of empirical linguistic research as: audiovisual recording of verbal and non verbal communication, constellation and its description, transcribing and transcription systems, segmentation of transcripts, morphological transliteration, translation, prosody, patterns of action, style of speaking, discourse types etc. Basic unit of analysis is the ‘utterance’. A computer program with several components is applied to various steps of linguistic analysis. Computer assisted techniques of corpus linguistics of spoken language(s) in various institutional settings will be dealt with. Some exemplary analyses of selected phenomena of spoken language(s) will be spelled out.

ELT 613 CONCEPTS AND THEORETICAL CONSIDERATIONS IN ELT (0-0)3
This course is designed to provide a thorough account of concepts, theories and research related to English Language Teaching (ELT). It aims to explore theoretical considerations and empirical findings dealing with English language learning and teaching with reference to both the global world and the immediate local context. Issues in English Language Teaching arising from linguistic, socio-political, cultural and cognitive perspectives will also be discussed. This course not only aims to offer a review of main aspects of ELT but also to help students design and conduct a research study exploring one aspect of ELT.

ELT 614 FUNDAMENTAL CONCEPTS IN LANGUAGE STUDIES (3-0)3
The course will cover the fundamental concepts in major areas of Linguistics (phonetics and phonology, morphology, syntax, semantics, and pragmatics), and provide students with hands-on experience in language data analysis. Students will be familiarized with recent advancements in theoretical and applied linguistics providing them with a broad knowledge base which will prepare them for conducting research in a wide variety of language-related fields.

ELT 699 PH.D. DISSERTATION NC

ELT 901-950 SPECIAL TOPICS NC

GRADUATE PROGRAMS IN ENGLISH LITERATURE

AIMS AND OBJECTIVES OF ELIT GRADUATE PROGRAMS: The MA and PhD programs in ELIT aim to educate researchers in the field of English Literature. Our courses focus on both canonical and non-canonical texts of English Literature from the Middle Ages onward, locating them within relevant historical, cultural, philosophical and psychological contexts. Students are expected to develop a critical approach to literature; they study ancient and modern literary criticism and learn how to use literary theory in textual analysis.

CAREER OPPORTUNITIES: Our graduates from ELIT can work as instructors of English in prep-schools of various universities and in private language schools. They can work as cultural researchers and consultants in public and international relations departments of national and international companies and institutions. They can work as academics in Humanities and Social Sciences departments of various universities.

M.A. PROGRAM IN ENGLISH LITERATURE

Required Courses

ELIT	590	Seminars in English Literature	NC
ELIT	599	Master's Thesis	NC
ELIT	801-850	Special Studies	NC

Elective Courses

ELIT	503	Milton	(3-0)3
ELIT	504	Spencer	(3-0)3
ELIT	505	20th Century British Novel I	
			(3-0)3
ELIT	506	20th Century British Novel II	
			(3-0)3
ELIT	507	20th Century British Drama	
			(3-0)3
ELIT	508	Shakespearean Drama	(3-0)3
ELIT	509	Approaches to Literary	
		Criticism	(3-0)3
ELIT	510	The Rise and Development of	
		the English Novel	(3-0)3
ELIT	511	The Romantic Period	(3-0)3
ELIT	512	Postcolonial Theory and Literature	
			(3-0)3
ELIT	513	20th Century British Poetry	
			(3-0)3
ELIT	514	Chaucer	(3-0)3

ELIT	515	The Victorian Novel	(3-0)3
ELIT	516	Literature in the Middle Ages	
			(3-0)3
ELIT	517	Literature in the Renaissance	
			(3-0)3
ELIT	518	Literature in the 17th Century	
			(3-0)3
ELIT	519	Literature in the Restoration	
		and the 18th Century	(3-0)3
ELIT	520	The Victorians	(3-0)3
ELIT	521	Literature in the 20th Century	
			(3-0)3
ELIT	522	Backgrounds of Modern	
		Criticism	(3-0)3
ELIT	523	Highlights of American	
		Literature	(3-0)3
ELIT	529	Psychological Aspects of	
		Literature	(3-0)3

Ph.D. PROGRAM IN ENGLISH LITERATURE

Required Courses

ELIT	699	Ph.D. Dissertation	NC
ELIT	901-950	Special Studies	NC

Elective Courses

ELIT	604	Interactions Between English and	
		Other European Literatures	(3-0)3
ELIT	606	Psychology and Literature	(3-0)3
ELIT	607	Non-Western Contemporary	
		Literatures	(3-0)3
ELIT	609	Research Methodology in	
		Literary Studies	(3-0)3
ELIT	610	Literary Genres and Inter-	
		Generic Relations	(3-0)3
ELIT	611	Contemporary Literary Theory	
			(3-0)3
ELIT	618	Women and Writing	(3-0)3
ELIT	619	Literature and Science	(3-0)3
ELIT	620	Selected Works from Turkish	
		and English Literatures	(3-0)3
ELIT	621	Fiction: Selected Works	(3-0)3
ELIT	622	Drama: Selected Works	(3-0)3
ELIT	623	Poetry: Selected Works	(3-0)3

DESCRIPTION OF GRADUATE COURSES IN ENGLISH LITERATURE

ELIT 503 MILTON (3-0)3
A critical study of selected works of John Milton including Paradise Lost, Pradise Regained, L'Allegro, IL Penseroso, and Comus.

ELIT 504 SPENSER (3-0)3
Spencers works, especially, The Faerie Queene, will be discussed as representative specimens of Elizabethan poetry.

ELIT 505 20TH CENTURY BRITISH NOVEL I (3-0)3
Significant novels of Conrad, Woolf, Joyce, Lawrence and Forster will be examined critically.

ELIT 506 20TH CENTURY BRITISH NOVEL II (3-0)3
Works of significant novelists from the thirties through the Post-War period to the present day will be studied.

ELIT 507 20TH CENTURY BRITISH DRAMA (3-0)3
In-depth study of trends and works in modern British drama, including plays by Osborne, Bond, Pinter, Arden, and other significant dramatists.

ELIT 508 SHAKESPEAREAN DRAMA (3-0)3
In-depth study of selected major Shakespearean plays.

ELIT 509 APPROACHES TO LITERARY CRITICISM (3-0)3
After a brief review of approaches to literature before the twentieth century, this course concentrates upon developments in literary criticism in the twentieth century. The approach used is conceptual rather than historical; the concepts of literature in the major contemporary movements of literary criticism and the assumptions concerning the study of literature underlying these movements are studied in representative texts. Examples of applications of the approaches discussed to literary texts are also included in the course.

ELIT 510 THE RISE&DEVELOPMENT OF THE ENGLISH NOVEL (3-0)3
After an introduction to the background of the English novel and its beginning in the eighteenth century, novels by Defoe, Richardson, Fielding, Sterne and other significant writers are studied in-depth.

ELIT 511 THE ROMANTIC PERIOD (3-0)3
Significant characteristics of the Romantic period and Romanticism will be discussed and selected works of prose and poetry will be studied. Among the authors to be considered are Burns, Coleridge, Wordsworth, Lamb, Hazlitt, Blake, Scott, De Quincey, Byron, Shelley, Keats.

ELIT 512 POSTCOLONIAL THEORY AND LITERATURE (3-0)3
This course aims to serve as an intensive study of major authors in postcolonial theory and literature. Through lecture, discussion, research, and writing, students will practice applying postcolonial theory to works of literature. The course aims to establish some of the important concepts in the study of postcolonial şiterature, discuss colonialism, call attention to major research tools, and exemplify the interplay between the colonialist and the colonized. The course will focus on the conceptual work that postcolonial thinking allows in relation to historical periodizing logic, on the relation of postcolonial to comparable designations such as third world, transnational, global and neoliberal. We will ponder the usefulness of notions of mimicry, hybridity, orientalism, resistance, and migrancy in understanding postcolonial subjectivity. the intersections of these categories with the broder conceptual categories of race, class, gender, sexuality, and notion will be a critical area of inquiry.

ELIT 513 20TH CENTURY BRITISH POETRY (3-0)3
Significant characteristics of modern English poetry will be studied with emphasis on selected works of T.S. Eliot, Yeats, Lawrence, Graves, Betjeman, Auden, Dylan Thomas, Larkin, Heaney, etc.

ELIT 514 CHAUCER (3-0)3
Chaucers role in the development of English literature and a study of his major works including Canterbury Tales.

ELIT 515 THE VICTORIAN NOVEL (3-0)3
Representative examples of the Victorian novel are studied and criticized as a means of achieving a complete understanding of selected authors' attitudes towards the basic human and social issues of the Victorian Period in English Literature.

ELIT 516 LITERATURE IN THE MIDDLE AGES (3-0)3
Representative texts are used to study the courtly love and romance traditions, verse romances and Medieval drama.

ELIT 517 LITERATURE IN THE RENAISSANCE (3-0)3
Characteristics of the Renaissance spirit as reflected in English literature are studied in selected works of drama, poetry and prose. (Works to be selected from Sidney, Spencer, Marlowe, Decker, Middleton, Shakespeare).

ELIT 518 LITERATURE IN THE 17TH CENTURY (3-0)3
Representative works and genres are studied in the context of social and intellectual trends of the period. (Works to be selected from Milton, Donne, Marvell, Johnson, etc.)

ELIT 519 LIT. IN THE RESTORATION AND THE 18TH CENTURY (3-0)3
Representative works and genres are studied in the context of the social and intellectual trends of the period. (Works to be selected from Pope, Dryden, Swift, Johnson, Fielding, Defoe, etc.)

ELIT 520 THE VICTORIANS (3-0)3
Representative examples of the poetry and prose of the Victorian Age are studied as a means of understanding and evaluating the social, moral and scientific issue of this period. (Works to be selected from Arnold, Huxley, Ruskin, Dickens, G. Eliot, Oscar Wilde, Tennyson, Browning, Butler, etc.)

ELIT 521 LITERATURE IN THE 20TH CENTURY (3-0)3
Major works of the significant writers of the 20th century are studied as a means of acquiring a complete understanding of these writers' attitudes towards basic human and social issues of the period. (Works of Conrad, Woolf, Lawrence, Forster, Yeats, T.S. Eliot, Auden, Orwell, Osborne, Pinter, etc.)

ELIT 522 BACKGROUNDS OF MODERN CRITICISM (3-0)3
This is the course that concentrates on the development of Literary Theory from the Classical Age of Greece to the Modern Period. The approach used is historical as well as conceptual. Major texts necessary for an understanding of modern criticism are read and discussed. The focus is on the theoretical aspect. Practical criticism is not a part of this course.

ELIT 523 HIGHLIGHTS OF AMERICAN LITERATURE (3-0)3
Texts by major literary figures of the 19th and 20th century are studied with a critical approach to give the students a taste of American Literature with its specifically American themes and concerns. The approach used is cultural as well as literary.

ELIT 529 PSYCHOLOGICAL ASPECTS OF LITERATURE (3-0)3
After basic concepts, theories and trends of psychology are introduced, representative literary works are studied in the light of these trends.

ELIT 590 SEMINAR IN ENGLISH LITERATURE (0-0)0
Preparation towards M.A. thesis proposal through prescribed readings; written or oral presentation of the work developed.

ELIT 599 MASTER'S THESIS NC

ELIT 801-850 SPECIAL STUDIES (4-2)NC

ELIT 604 INTERACTIONS BETWEEN ENGLISH AND OTHER EUROPEAN LITERATURES (3-0)3
Interactions between English literature and Spanish, Italian, French, German and Russian Literatures from the Middle Ages to 20th century. This interaction is be studied in the light of social, political economic changes and philosophical and literary trends.

ELIT 606 PSYCHOLOGY AND LITERATURE (3-0)3
Analysis of the literary text as a key to the mechanisms of the psyche, the relationship between the text and author and reader. The texts are also studied as a part of a more general problem of dealing with the constitution of the self and its relationship with the other.

ELIT 607 NON-WESTERN CONTEMPORARY LITERATURES (3-0)3
An introduction to contemporary Non-Western literatures with an emphasis on multicultural and multiethnic writers. The texts include the works of writers who write in English to reach a wider audience, as well as those translated into English. Emphasis on different authors in different semesters.

ELIT 609 RESEARCH METHODOLOGY IN LITERARY STUDI (3-0)3
Development of a disciplined and consistent approach to literary research, with emphasis on problems of locating, analyzing and interpreting data.

ELIT 610 LITERARY GENRES AND INTER-GENERIC RELATION (3-0)3
Major narrative literary genres and inter-generic relations. Non-literary causes behind genres, and common formal literary devices among genres and their transformations.

ELIT 611 CONTEMPORARY LITERARY THEORY (3-0)3
Recent literary theoretical concerns and their bearing upon writing, reading and criticism of literature. It examines, among others, the theoretical positions of new psychoanalytic, Marxist, feminist, deconstructionist, pheno- menological and new historicist criticism.

ELIT 614 LITERARY THEORY IN PRACTICE (3-0)3
The course begins with further readings from a number of critics/philosophers who paved the way for contemporary theory. Against the background of these critics, the students will apply their critical perspectives (structuralism, Marxist theory, psychoanalytical criticism, post-structuralism, postcolonial theory, feminist, gay and lesbian theory, and cultural theories) to different texts.

ELIT 615 OLD ENGLISH LANGUAGE AND LITERATURE (0-0)3
This course provides postgraduate students of English with basic Old English skills to enable them to translate selected authentic texts from the period 600-1100, and from the start it supplements the language component with information about Anglo Saxon history and culture, and with study and interpretation of their literary productions.

ELIT 617 NARRATOLOGIES: CLASSICAL AND POSTCLASSICAL APPROACHES (0-0)3
Focusing on major classical and postclassical theories of narrative, this course aims to provide students with a through account of both formalist/descriptivist and interpretative/evaluative paradigms in studies of narrative.Students will explore major issues in recent scholarship on narrative such as narrativity, (trans)mediality, worldmaking, binocularity and digital textuality in connection with some earlier classical narratological questions regarding narrative constituency, storys autonomy and transferability, narrative grammar, deep/surface narrative structure and so on. This course not only focuses on theories of verbal narratives but also of visual/verbal, visual, filmic and multimodal/multimedia/digital narratives.Students will be encouraraged to explore critically the relationship between tools of narrative analysis and narrative media and seek answers to questions such as how narrativity as well as narrative analysis might be changing as the media of telling stories change. This course also aims to help students design a research paper analyzing (a) narrative text(s) in any medium or media in the light of narrative theories studied in class.

ELIT 618 WOMEN AND WRITING (3-0)3
The relationship between women and the idea of "author" and "authority". How women writers try to find a space for writing in their own terms and the strategies they develop to be recognized in the male-dominated world of writing and publishing. The work of prominent feminist theorists as well as a wide selection of creative writers are examined.

ELIT 619 LITERATURE AND SCIENCE (3-0)3
The impact of scientific discoveries and theories on literature studied with an interdisciplinary approach.

ELIT 620 SELECTED WORKS FROM TURKISH AND ENGLISH LITERATURE (3-0)3
A study of Turkish and British works evincing similar generic and content features. Emphasis on different

genres in different semesters.

ELIT 621 FICTION: SELECTED WORKS (3-0)3
A study of fiction as a literary genre through representative works from different periods.

ELIT 622 DRAMA: SELECTED WORKS (3-0)3
A study of drama as a literary genre through representative works from different periods.

ELIT 623 POETRY: SELECTED WORKS (3-0)3
A study of verse forms and types through representative works from different periods.

ELIT 699 PH.D. DISSERTATION NC

ELIT 901-950 SPECIAL TOPICS NC