



Course Syllabus
ELT 201 – English Literature
Faculty of Education
Department of English Language Teaching
Fall, 2013-2014

Instructor Information

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Course Identification

Course Number : ELT 201
Course Title : English Literature
Credits / ECTS : 4 / 5
Course Location :
Class Times :
Prerequisites : ELT 105 Reading and Writing Skills

Course Description/Overview

The present course is designed to familiarize the students with the basic concepts of different genres ranging from novel to poetry through a close analysis of selected pieces that are renowned for their literary merits. By comparison with other similar courses, it puts more emphasis on the field of literature itself rather than history of it. The reading materials are composed of works not only from different genres but also from different historical periods, therefore history is not excluded but it is inserted into the materials.

The pieces are intentionally selected to provoke questioning and lateral thinking, which are the distinctive abilities of human beings though they are deliberately knocked out of the individuals attempting to gain a foothold in a vicious circle. Therefore, the course with such a social mission gets you to question even the mostly well-accepted norms dictated by the mainstream society. Wait and see! ☺

Course Learning Objectives

Upon the successful completion of the present course, the students should be able to;

- ✓ define the basic literary terms such as genre, movement, literary devices etc.
- ✓ question the mainstream habit of reading.
- ✓ orientate the position of reader, author, and text.
- ✓ get rid of the belief in a fixed point of view from which a text could be interpreted.
- ✓ identify the distinctive features of the different eras of English Literature.
- ✓ question the communication between the literary realm and the outer world,
- ✓ penetrate the deeper meanings of a work,
- ✓ produce some basic interpretations of a text,
- ✓ come up with various answers to the questions related to the constructor of the meaning in a text.
- ✓ evaluate literary texts in the context of other disciplines the most leading of which are psychology, sociology, philosophy, and other social sciences.
- ✓ enumerate the central concepts of a novel, play, poem, short story etc.

Instructional Methods & Techniques & Strategies

Our classes will be heavily based on debate, discussion; brainstorming and questioning that stimulate in-class participation of the students. As the field of literature and the related areas that constitute the core of the course are unfamiliar to many –maybe all- of you; I give some lectures on the new concepts, terminology, unorthodox aspects and some other complex issues etc. so as to raise your awareness. But please make sure that I will not bring anything ready-made and let you just listen and repeat or waste your time with typing; rather what I expect you are to do extensive research on the topic beforehand by scanning the databases to select materials and bring your questions to the class. The students themselves construct their own knowledge and perception of “literature.” Above all, you must be aware of the fact that there are no single answers to the questions in that course, hence as long as you can provide your thesis with specific textual evidences, your answer could also be true; the more your ideas/interpretations/answers are original, peculiar to you; definitely the more successful you will be.

Since being in the classroom setting or attending the classes means in-class participation to the fullest extent possible –it goes without saying that this means in-class participation is compulsory independent of the degree of your willingness-, the first and foremost criterion to attend the classes is a close reading of the course materials not in time but *on time!* If you have a serious excuse that precludes you from accomplishing your task throughout the process, please let me know it; otherwise you cannot anticipate indulgence & tolerance.

Course Resources

Beneficial Websites to Be Referred

- Google Academics - <http://scholar.google.com.tr/>
- Google Books - <http://books.google.com/>
- JSTOR - <http://www.jstor.org/> (Can only be reached within the campus!)
- Anthology of English Literature - <http://www.luminarium.org/>
- Purdue University Writing Lab - <http://owl.english.purdue.edu/>
- Research and Citation Resources - <http://owl.english.purdue.edu/owl/section/2/>
- Project Gutenberg - <http://www.gutenberg.org/>
- ProQuest - <http://search.proquest.com/index> (Can only be reached within the campus!)
- EBSCO Host - <http://search.ebscohost.com/Community.aspx?community=y&authtype=ip&id=-382965775&ugt=723731663C1635473746358632953E2229E362D36013679366E329E337133503&return=y&IsMobile=N&sWidth=Unknown&sHeight=Unknown&sPlatformVendor=Microsoft> (Can only be reached within the campus!)
- If you need, please contact me to learn about other numerous research websites...

Required Course Text

- Bronte, Emily. Wuthering Heights. New York: Oxford World's Classics, 2009. Print.
- Pinter, Harold. Plays 1. London: Faber and Faber, 1997. Print.
- Shakespeare, William. Romeo and Juliet. London: Penguin Popular Classics, 1994. Print.
- Other documents compiled by the instructor.

Notes on the Required Texts

- First of all, please make sure you have the same version to the one indicated above! As we do close reading in the classroom, it's very important that all the students look at the same version of the text, otherwise it would be challenging and distracting.
- No photocopies will be accepted other than the papers compiled by me!
- Some different ways might be possible to obtain the materials but to me, the best way is to visit the online bookstores and purchase the materials online using your credit or debit card.
- Obtain all the required course materials by September 23, 2013.
- Please be sure that the related text/s is/are with you throughout the class time!

Grading Scheme

Grading System

Letter Grade	Percentage	Grade points/credit	Rating
AA	90% & above	4.00	Excellent
BA	85% - 89%	3.50	Very good
BB	80% - 84%	3.00	Good
CB	75% - 79%	2.50	Above average
CC	65% - 74%	2.00	Average
DC	58% - 64%	1.50	Below average
DD	50% - 57%	1.00	Inferior
FF	49,99% and below	0.00	Failure
GR	Given those not taking the final test without any formal excuses.		
DZ	Given those who do not maintain regular attendance. For the present course, those who miss more than 25% of the class hours will be graded a DZ, and they do not have a right to take the make-up examination at the end of the semester, that is to say a DZ means absolute failure!		

Grading Policy

Grades will be based on the following:

Midterm	20%
Response Papers	2 x 10%
Performance / In-Class Participation	10%
Final / Make-Up	50%
Total	100%

Late Assignments

Due dates are absolute and no extension is provided, so any late assignments will not be accepted under any circumstances! The student who does not hand in the assignment on time gets zero on the particular task.

Announcement Intervals

Under normal circumstances, I will announce your grade on a task within two weeks following its due date. You can learn your grade on OBIS on each work. I also hand your papers back to you to allow you to have feedback on what you have done. Furthermore, if you need to analyze your paper in depth, you'll always be welcome during the office hours, so do not hesitate to visit me for consultation.

Course Requirements

Response Papers

Each student is required to compose **two response papers** typed in accordance with the rules of *MLA Formatting & Style*. They encourage you to do a close reading of the materials and produce your own interpretations/responses. Thus, they promote questioning and lateral thinking. Furthermore, they help you raise an awareness of the academic writing etiquette. Each paper should include 900-1100 words. The further instructions on a response paper will be provided two weeks prior to its due date.

Midterm

Through the middle of the semester, you'll take a midterm test that is made up of open-ended questions. It may either be take-home or sit-on. It lasts approximately two hours and again requires you to use your knowledge to comment on certain issues.

Performance Work / In-Class Participation

After each class session, I will assign you either a plus or a minus based on your in-class participation. Through the end of the semester, the number of plusses and minuses you have will settle your performance score that constitutes 10% of the overall arithmetic mean.

Final

In your final, you will answer optional questions the answers to which will require you to write essays to discuss your points. It covers everything we have studied in the classroom setting and most likely lasts 2.5 hours. Other instructions for the final test will be provided a week in advance of the finals week. Just a reminder, to do well in the final, you have to complete all the readings.

Notes on the Submission of the Papers

Firstly, as stressed above, each assignment is submitted on the due date. You will print out your assignment and submit it *in class*. Also I expect you send me a soft copy of it via e-mail. ***Solely emailed papers and papers under my office door are not accepted!***

Course Policies

Attendance

The very first criterion to do well in that course is to maintain a regular attendance so attendance is **mandatory**! A student missing more than 25% of the all class hours –for the present course 12 hours and it is equal to 6 class sessions since each session lasts two hours- will lose the chance of taking the final and be graded a DZ. Those graded a DZ cannot take the make-up exam organized following the end of the semester for the failed students, therefore as indicated above it means absolute failure!

Plus, just sitting in the classroom does not mean that you maintain attendance. To get information on that, please refer to the section, “Instructional Methods & Techniques & Strategies” on the second page.

A student attending the first half of a class session is supposed to remain for the second half too; otherwise s/he will be considered absent from the whole session. But if you have an excuse, please see me during the break to inform about it and ask for permission.

Lateness

A student can attend the class if s/he is not late more than 10 minutes. But if you exceed the limit, please wait for the break to attend the class. Please bear it in mind that repeated lateness will also count towards the attendance limit.

Forged Signature

Heaven forbid that I should ever detect a forged signature on the attendance sheet! Honesty is above everything, so if I see you doing that, my impression of you will be deeply affected and trust I put in you will be annihilated. The first time I will warn you; if you persist in repeating your action, I will deliberately inform the administration on your illegal behavior.

Use of Technological Devices

Throughout the class time, no student is allowed to use mobile phone or any other technological devices including laptops, netbooks, tablets, iPods etc. This prohibition includes utilizing your mobile phone as a dictionary. Each student is supposed to bring a comprehensive dictionary along with him/her, so an electronic one is not necessary. That rule will be strictly applied since the aforementioned tools are driving you to distraction.

ALL THESE POLICIES WILL BE STRICTLY ENFORCED!!!

Collaboration/Plagiarism Rules & Academic Dishonesty

Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

While some rhetorical traditions may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American academic rhetorical tradition do. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing. (Purdue University)

Penalties of plagiarism vary from failure of the assignment to failure of the course to university reprimand, so cite work using the MLA style. You can refer to the following websites to learn about the cases considered plagiarism and some basic tips to avoid it. If you cannot make sure whether you plagiarize or not, please consult me during the office hours *before the due date of the assignment*.

Links to be referred about plagiarism and academic dishonesty:

https://docs.google.com/viewer?a=v&q=cache:3oSxBLRvG78J:www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf+wpa+best+practices&hl=en&gl=us&pid=bl&srcid=ADGEESgada7GOZkdp0heMYBqABCq4z04p6ZeSlbV7LaSqjQNct5iKxgOf11CCrXZnhsFHvhBGb4yAI03Sq3g6zHe2dAQJ4HPWFqKF6EafaVHHA1VxUsHvkrLz0-_7ms84eDdx4kEQb6S&sig=AHIEtbQj6bsPCMWj2L2GBf296bnMzYOnaA

<http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

<http://owl.english.purdue.edu/owl/resource/589/01/>

University Policies

For the issues determined by the administration of Sakarya University, please refer to the following websites to have information of the related issues. As the lecturer, I assume that you are aware of the items of the regulations, so I do not take the responsibility of informing you about them.

- Regulations for the Issues of Education, Instruction and Examination

http://www.hukuk.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_lisans

- Disciplinary Regulations

http://www.ogrisl.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_disiplin

Tentative Schedule

Week 1

Identification of the Course / Syllabus Review / Discussion of Principles

A Very Brief Survey of English Literature

From Old English Literature to the Twentieth Century

Thornley, G.C. and Gwyneth Roberts. An Outline of English Literature.

China: Longman, 2003. Print.

Week 2

A Very Brief Survey of English Literature

From Old English Literature to the Twentieth Century

Thornley, G.C. and Gwyneth Roberts. An Outline of English Literature. China: Longman,

2003. Print.

Elizabethan Drama, William Shakespeare

Romeo and Juliet

Elements of Shakespearean Tragedy

Week 3

Romeo and Juliet

Elements of Shakespearean Tragedy (Continued)

Close Reading of Selected Quotes

Romeo and Juliet

Close Reading of Essential Passages

Exploration of Themes/Motifs and Symmetrical Design

Week 4

No Classes. Religious Festival.

Week 5

Romeo and Juliet

Different Perspectives of the Arrangement of Events and Characters

19th Century English Literature: An Outline of the Period, Primary Issues

The Industrial Revolution, Its Effects & Consequences

Norton Anthology of English Literature Vol. 2: the 19th Century

An Outline of English Literature. Ch. 11, Pg. 115-135

Urgan, Mina. İngiliz Edebiyatı Tarihi. İstanbul: Yapı Kredi Yayınları, 2004.

Week 6

Bronte, Emily. Wuthering Heights.

Close Analysis of the Selected Quotes

Bronte, Emily. Wuthering Heights. (Continued)

Narration in a Novel

Two Narrators in Wuthering Heights,

Characterization

Evaluation of Certain Quotes

Week 7

Bronte, Emily. Wuthering Heights. (Continued)

Themes in the Novel: Nature vs. Human Nature, Revenge, Love & Passion etc.

Circular Structure, Its Importance

Unnatural Wildness

Week 8

The Turn of the Century: To the Modernism

Norton Anthology of English Literature Vol. 2 (Pg. 1897-1904)

T.S. Eliot, His Representative Views, Complex Issues in Literature

“The Love Song of J. Alfred Prufrock”

The Paradoxical Title, Its Connection to the Prevailing Chaos

Norton Anthology of English Literature Vol. 2 (Pg. 2360-2363)

A Close Analysis of "The Love Song of J. Alfred Prufrock"
What is Epilogue? The Epilogue's Connection to the Poem; Inferno by Dante
The Implementation of the Views in "Tradition and Individual Talent"
Norton Anthology of English Literature Vol. 2 (Pg. 2395-2401)

Week 9

Midterms Week. No Classes.

Week 10

Twentieth Century English Poets Thomas Hardy: "Hap," "The Darkling Trash"
W.B. Yeats: "Easter 1916," "The Circus Animals' Desertion"

Twentieth Century English Poets (Continued) W.H. Auden: "Musée des Beaux Arts" Dylan
Thomas: "The Force That Through the Green Fuse Drives the Flower" Stevie Smith: "Is It
Wise?," "Our Bog Is Dood"

Week 11

Twentieth Century English Poets (Continued) Philip Larkin: "Aubade" Thom Gunn:
"Considering the Snail," "Black Jackets"
Revision of the Twentieth Century Poets

Week 12

The Theatre of the Absurd
The Dumb Waiter by Harold Pinter

Week 13

Close Reading of the Selected Parts from the Dumb Waiter

Week 14

The Dumb Waiter is continued.

Week 15

Revision

Finals Week

Jan. 6-18 2014

Make-Up Tests

Jan. 27-Feb. 1 2014