

Dentistry (English)			
Bachelor	TR-NQF-HE: Level 6	QF-EHEA: First Cycle	EQF-LLL: Level 6

Course Introduction and Application Information

Course Code:	UNI270		
Course Name:	Introduction to English Literature		
Semester:	Spring		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	English		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	<div> <div>Bachelor</div> <div>TR-NQF-HE:6. Master`s Degree</div> <div>QF-EHEA:First Cycle</div> <div>EQF-LLL:6. Master`s Degree</div> </div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Dr. Öğr. Üy. HATİCE YURTTAŞ		
Course Lecturer(s):	Dr. Öğr. Üy. HATİCE YURTTAŞ		
Course Assistants:			

Course Objective and Content

Course Objectives:	This course focuses on prose fiction as a main literary genre in the contemporary world. The course addresses the elements of prose fiction such as plot, character, setting, and point of view through a selection of short stories of various sub-genres.
Course Content:	This course examines the concept of genre in order to introduce some of the thematic structures and critical perspectives that underpin English literary studies. The course mainly focuses on the

structure and components of prose fiction- mainly on short story and discusses the elements of prose fiction such as plot, character, setting, symbol, allegory, point of view, and theme. The lecturers will explore a range of texts to illustrate particular formal and stylistic qualities, and to question the relationship between literary genre and social, historical, or cultural context. The course will also revise writing research paper and documentation (APA). It introduces some key critics and theorists of genre and reflect on the role of criticism in the formation of literary canons and traditions.

Learning Outcomes

The students who have succeeded in this course;

- 1) To develop awareness of the critical frameworks and categories relevant to the study of short story.
- 2) To locate specific literary genres in historical and cultural context
- 3) To acquire a critical vocabulary relevant to the discussion of prose fiction
- 4) To gain interpretative skills in reading a selection of illustrative texts- short stories from different periods in literary history
- 5) To write essays using a documentation style (APA)

Course Flow Plan

Week	Subject	Related Preparation
1)	Meet & Greet Introduction of the syllabus What is literature? What is fiction? Genres and Subgenres	The Norton introduction to literature, pp. 1-9. "The elephant in the village of the blind" pp. 13-14.
2)	Writing about literature: Writing an essay and documentation	Norton, pp. 12-19; 29-51 Linda Brewer's "20/20" pp. 16-17
3)	Writing about literature: Writing a response paper and documentation (APA and MLA)	Raymond Carver's "Cathedral" pp. 32-42
4)	Writing a response paper and documentation	Perrine's literature, ss. 38-43 The Norton introduction pp. 1885- 1970
5)	Writing a response paper and documentation	Nadine Gordimer, "Once upon a time", ss 234- 239 Perrine's Literature, pp. 234- 239
6)	Forms and elements of short story: Plot: A Family Supper	Perrine's literature, pp. 97- 104; 133- 141 Norton, pp. 85-145
7)	Characterization	Perrine's literature: Katherine Mansfield, "Miss Brill" pp. 155- 159
8)	Point of view	Norton: Edgar Allan Poe "The Cask Amontillado" pp. 178-

		184 Perrine's Literature Chapter 5 Midterm assignment deadline
9)	Theme	Gabriel Garcia Marquez, "A Very Old Man with Enormous Wings: A Tale for Children," Norton Chapter 5 Perrine's Literature Chapter 4
10)	Setting	Anton Chekhov, "The Lady with the Dog" Norton Chapter 4
11)	Symbol	Perrine's literature: Charlotte Perkins Gilman, "The Yellow Wallpaper" pp. 310-323 Norton Chapter 5
12)	Symbol and fantasy	Nathaniel Hawthorne, The Birthmark, Perrine's Literature p. 415.
13)	Tone	D. H. Lawrence's The Rocking-Horse Winner Perrine's Literature p. 297
14)	Revision Deadline for the final assignment	

Sources

Course Notes / Textbooks:	Mays. K.J. (2017). The Norton introduction to literature. New York: W.W. Norton & Company (ss. 1-466) Johnson, G and Thomas R. Arp (2018). Perrine's literature: structure, sound and sense. Boston: Cengage Learning (ss. 1-387)
References:	Robert, Edgars V & Robert Zweig. Literature: An Introduction to Reading and Writing. Longman. Klarer M. (1999). An introduction to literary studies. London: Routledge.

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5
Program Outcomes					
1) Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.					
2) Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.					
3) Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.					

4) Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.	1	2	3	4	5
5) Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.					
6) Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.					
7) Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.					
8) Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.					
9) By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.					
10) During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data.					
11) Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.					
12) In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society					
13) Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes.					
14) Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority.					
15) Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team.					

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	Has basic and up-to-date knowledge in the field of dentistry, follows scientific publications, and applies evidence-based data to his/her professional practice.	
2)	Knows well and effectively uses devices, tools, and materials specific to diagnosis and treatment in the field of dentistry.	
3)	Evaluates the knowledge in the field of dentistry critically, integrates it with the knowledge of disciplines in the field of health, uses it by analyzing and synthesizing it.	
4)	Produces projects related to the field of dentistry, can work with other health disciplines, takes part as a member of the research team and evaluates and reports the results obtained at a scientific level.	
5)	Uses information that will contribute to the dentistry profession during practice, takes responsibility, and produces solutions in unforeseen situations.	
6)	Shares, compares, and exchanges dental knowledge with professional colleagues in social and scientific environments in written, verbal, and visual forms.	
7)	Within the framework of social, scientific, and ethical values including patient privacy, communicates with patients and their relatives, knows all the characteristics of the patient, and recommends the most appropriate treatment with a patient-centered approach.	
8)	Follows technological developments, participates in national and international studies, and shares and presents own observations, experiences, and research to further advance dental practices.	
9)	By adopting the principle of lifelong learning throughout the dentistry profession, follows current evidence-based dental knowledge and uses it during his professional practice.	
10)	During dental practice, in cases such as abuse and addiction, performs the treatment by exhibiting the behaviors required by social ethics and legal rules, and collects and records the relevant data.	
11)	Uses basic and current knowledge in the field of dentistry during professional practice for the benefit of society within the framework of national values and country realities.	
12)	In natural disasters and emergency cases, takes the protective measures required by the dentistry profession; performs professional practices that benefit patients and society	

13)	Generates ideas regarding health policy in dentistry, prioritizes individual and public health, and carries out preventive and therapeutic medical practices within the framework of scientific, ethical, and quality processes.	
14)	Differentiates the signs and symptoms commonly encountered in the dentistry profession, makes a treatment plan and refers when necessary, and manages diseases and clinical situations regarding their urgency and patient priority.	
15)	Can assume the leadership responsibility of the team he/she works for, manage it following scientific criteria, and support the professional development of the team.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Attendance	1	% 20
Midterms	1	% 30
Final	1	% 50
total		% 100
PERCENTAGE OF SEMESTER WORK		% 50
PERCENTAGE OF FINAL WORK		% 50
total		% 100