

TRA 301 COMPREHENSION TECHNIQUES: READING EDUCATION						Name of the Programme: Turkish Language Teaching Programme		
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab.	Project/Field Work	Other	Total	Credit	ECTS Credit
3/1	2	2	-	-	-	4	2	4
Course Language	Turkish							
Compulsory \ Elective	Compulsory							
Prerequisites	None							
Course Content	Reading, reading habit, reading comprehension, types of reading skills and techniques, factors hindering effective reading, reading and note taking, critical reading, visual reading, transferring the material read, relation of reading with other learning methods, increasing reading speed and efficiency							
Course Objectives	At the end of the course, the students will; be able to read aloud and silent, have critical reading, visual reading skills be able to transfer what they have read be able to increase their reading speed and efficiency.							
Learning Outcomes and Competences	Pursues his/her reading education by gaining the ability of reading and reading comprehension.							
Textbook and /or References	Alemdar Yalçın Türkçe Öğretim Yöntemleri Akçağ 2002 Ank. Sedat Sever Türkçe Öğretimi Anı Yay. 2004 Mustafa Cemiloğlu İlköğretim Okullarında Türkçe Öğretimi Aktüel 2004 Mehmet Gedizli Okuyabilmek Richard Bamberger Okuma Alışkanlığını Geliştirme Kültür Bak.Yay. 1991 Şükrü Ünalın Türkçe Öğretimi Nobel M.Feyzi Öz Uygulamalı Türkçe Öğretimi A.Kırkkılıç, Hayati Akyol İlköğretimde Türkçe Öğretimi PegemA Yay. 2007 Emin Özdemir Eleştirel Okuma Bilgi Yay. 2000 2005 Türkçe Öğretim Programı							
Assessment Criteria							Number	Percentage (%)
	<i>Mid-terms</i>						1	40
	Quizzes							
	Homework							
	Projects							

	Term Paper		
	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Inst. Burcu ÖZTÜRK		
Week	Subject		
1	General information about the concept of reading and introduction to the course		
2	Place and importance of reading in human life		
3	Physical and mental elements of reading		
4	Concepts in reading related to teacher and student		
5	Concept of reading habit and reading habit in our country		
6	How can we have our students \ citizens have reading habit? Precautions for families and teachers.		
7	Reading aloud and teaching reading aloud with passages		
8	Silent reading and teaching silent reading with passages		
9	Midterm		
10	Speed reading and speed reading techniques		
11	Visual reading and teaching visual reading with passages		
12	Relation of reading with other learning types		
13	Selective reading and teaching selective reading		
14	Critical reading and teaching critical reading skill		

TRA 303 COMPREHENSION TECHNIQUES: LISTENING EDUCATION I						Name of the Programme: Turkish Language Teaching Programme		
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab.	Project \ Field Work	Other	Total	Credit	ECTS credit
3/1	2	2	-			4	2	5
Course Language	Turkish							
Compulsory \ Elective	Compulsory							
Prerequisites	None							
Course Content	Do studies on improving listening skill. Having the process and productivity of listening activity become clear by benefiting from the researches on psychology. Defining attention spans. Emphasizing memorization and comprehension activities. Sampling selective listening-comprehension and universal listening-comprehension activities by using a variety of audiovisual communication tools. Demonstrating, introducing and providing opportunities for primary school teacher candidates with a variety of listening and comprehension activities that can be utilized during Turkish courses. Doing a variety of listening activities in the classroom.							
Course Objectives	Becoming a good listener by improving listening skill.							
Learning Outcomes and Competences	Can comprehend and retell the subject of a material he/she has listened to.							
Textbook and /or References	<p>1-Özbay, Murat,Bir Dil Becerisi Olarak Dinleme Eğitimi,AkçağYay.,Ankara,2005</p> <p>2-Adalı,Oya,(1983).Anadili Olarak Türkçe Öğretimi,Dil Öğretimi Özel Sayısı,TDK. Sayı:379-380</p> <p>3-Ağca,Hüseyin.(2001).Sözlü Ve Yazılı Anlatımda Türkçenin Kullanımı9.Ankara:AYK Atatürk Kültür Merkezi Başkanlığı</p> <p>4-Akyol,Hayati.(2001).Türkçe İlkokuma Yazma Öğretimi.Ankara:Gündüz Eğitim Ve Yayıncılık</p> <p>5-Altunel,Yusuf.İnsan Beyninin Yapısı ve Dil</p> <p>6-Aşlıoğlu,Bayram.(1993).Ortaokullarda Türkçe Öğretimi.Ankara:Ankara Üniversitesi Sosyal Bilimler Enstitüsü (Yayımlanmamış Doktora Tezi)</p> <p>7-Aydın,Ayhan(1999).Gelişim ve Öğrenme Psikolojisi.Ankara:Anı ;Yay.</p> <p>8-Baştürk,Mehmet.(2004)Dil Edinim Kuramları ve Türkçenin Ana Dili Olarak Edinimi,Pegama Yay.,Ankara</p> <p>9-Baykul,Yaşar.(1999)İlköğretimde Ölçme ve Değerlendirme.İlköğretimde Etkili Öğretme ve Öğrenme Öğretmen El Kitabı.Modül 3. Ankara: TC MEB Projeler Koordinasyon Merkezi Başkanlığı</p>							

- 10-Baymur,Fuat.(1944-a). Yeni Kültür.S.81,4-7
- 11- Baymur,Fuat(1944-b). Yeni Kültür.S.82,25-29
- 12-Bayrav,Süheyla;Yergüz,İsmail(2001)Okuma –Anlama-Yorumlama ,İstanbul:Multilingual
- 13-Caine,Geoffrey(2002)Beyin Temelli Öğrenme .(çev:Gülten Ülgen),AnkaraÇNobel Yay.
- 14-Cemiloğlu,Mustafa(1995)İlköğretim Okullarında Türkçe Öğretimi,İstanbul,Alfa Yay.
- 15-_____ (2001)İlköğretim Okullarında Türkçe Öğretimi. İstanbul,Alfa Yay
- 16-Çiftçi,Musa(2001)Dinleme Eğitimi ve Dinlemeyi Etkileyen Faktörler.Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi.2(2),165-177
- 17-Demirel ,Özcan (1996) Türkçe Programıve Öğretimi.Usem Yay.Ankara
- 18-_____ (1999)İlköğretim Okullarında Türkçe Öğretimi.İstanbul:MEB Basımevi
- 19-İlkokulProgramı (1948)MEB basımevi. İstanbul:s.90(Türkçe Dersi”Amaçlar”Başlığı altında)
- 20-Dökmen,Üstün(1994)Okuma Becerisi,İlgisi ve Alışkanlıkları Üzerine Psiko-sosyal Bir Araştırma.İstanbul:MEB
- 21-Güneş,Firdevs.(1997).Okuma Yazma Öğretimi ve Beyin Teknolojisi Ankara: Ocak Yay.
- 22-(1995).Anlama Eğitimi.Yaşadıkça Eğitim(43)
- 23-Ergenç,İçlal(1994)Dil-Beyin İlişkisi,Bilim ve Teknik Dergisi
- 24-Erkan,Ahu Gökdemir(1999)Dört Temel Dil Becerisi Üzerine .Ankara:Dil Dergisi(76)50-63
- 25-Erten Sinem Atasoy(1996)Dinleme –Anlama Becerisinin Önemi ve Geliştirmenin Yolları.İzmir Ana Dili Dergisi:1.

Assessment Criteria		Number	Percentage (%)
	<i>Midterms</i>		1
Quizzes			
Homework			
Projects			

	Term Paper		
	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Inst. Yudum KIRMIZI		
Week	Subjects		
1	Resources on introduction to listening education.		
2	The program of listening education and teaching Turkish.		
3	Language skills and brain, brain structure and parts of the brain and their functions.		
4	Memory, types of memory, coding processes, parts of memory, comprehension, listening, watching and reading.		
5	Listening skills, what is listening? Listening and hearing, relation of listening with other language skills, the importance listening in the daily life.		
6	Listening forms and types.		
7	Midterm		
8	Types of listeners.		
9	Listening and note taking while listening.		
10	Listening education, listening education in the Turkish programme.		
11	Listening span, factors effecting listening.		
12	Acquiring listening skills and improving listening skills.		
13	Measurement and evaluation in the teaching of Turkish and Measurement and evaluation in the teaching of listening.		
14	Final Exam		

GNK 301 Practice of Social to Public						Name of the Programme: Turkish Language Teaching Programme		
Semester	Education Methods						Credits	
	Lecture	Recite	Lab.	Project \ Field Work	Other	Total	Credit	ECTS Credit
3/1	1	2	-		-	3	3	5
Course Language	Turkish							
Compulsory \ Elective	Compulsory							
Prerequisites	None							
Course Content	The importance of social work practices, preparing projects on determining and solving current social issues. Participating in panel, conference, congress, symposium and so on as audience, speaker or organizer. Participating in a variety of projects voluntarily in the framework of social responsibility. Acquiring basic information and skills on the application of social works at schools.							
Course Objectives	Raising individuals who aim at finding solutions to the current problems of the society.							
Learning Outcomes and Competences	At the end of the course, the students will be able to; prepare projects, participate in such scientific activities as panels, conferences, congresses, and symposiums as audience, speaker or organizer, volunteer for a variety of projects in the framework of social responsibility, acquire basic information and skills on the application of social works at schools.							
Textbook and /or References								
Assessment Criteria							Number	Percentage (%)
	<i>Midterms</i>						1	40
	Quizzes							
	Homework							
	Projects							
	Term Paper							
	Laboratory							
	Other (Participation)							

	Final Exam	1	60
Course Instructors	Associate Prof. Dr. Hülya AŞKIN BALCI		
Week	Subjects		
1	1-6. weeks practice works 8.- 14. weeks practice works		
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EMB 303 SDomain-Specific Teaching Methods I						Name of the Programme: Turkish Language Teaching Programme		
Semester	Education Methods						Credits	
	Lecture	Recite	Lab.	Project \ Field Work	Other	Total	Credit	ECTS Credit
3/1	2	2	-		-	4	3	5
Course Language	Turkish							
Compulsory \ Elective	Compulsory							

Prerequisites	None		
Course Content	Teaching skills and techniques in the field and administration of general teaching methods to the field of trainees. A critical analysis of course books in the field.		
Course Objectives	To acquire the teaching methods and principles of Turkish Language Teaching for the graduating trainee.		
Learning Outcomes and Competences	Know the general and specific teaching methods and put them in practical application.		
Textbook and /or References	Fuat Baymur, Türkçe Öğretimi, Tan Matbaası, İstanbul, 1959. Özcan Demirel, Türkçe Öğretimi: Türkçe ve Sınıf Öğretmenleri İçin, PegemA Yay., Ankara. Erdal Ceyhan ve Birol Yiğit, Konu Alanı Ders Kitabı İncelemesi, Anı Yayıncılık, 2003.		
Assessment Criteria		Number	Percentage (%)
	<i>Midterms</i>	1	40
	Quizzes		
	Homework		
	Projects		
	Term Paper		
	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Inst. Ahmet Yaşar ZENGİN		
Week	Subjects		
1	Fundamental concepts of language teaching		
2	Fundamental concepts of language teaching		
3	Fundamental concepts of language teaching		
4	Teaching processes and methods in the field.		
5	Teaching processes and methods in the field.		
6	Teaching processes and methods in the field.		

7	Midterms
8	Administration of general teaching methods to the field of teaching methods
9	Administration of general teaching methods to the field of teaching methods
10	Administration of general teaching methods to the field of teaching methods
11	A critical analysis of course books in the field
12	A critical analysis of course books in the field
13	A critical analysis of course books in the field
14	Final Exam

TRA 305 CHILDREN LITERATURE						Name of the Programme: Turkish Language Teaching Programme		
Semester	Education Methods						Credits	
	Lecture	Recite	Lab.	Project \ Field Work	Other	Total	Credit	ECTS Credit
3/1	2	-	-		-	4	2	4
Course Language	Turkish							
Compulsory \ Elective	Compulsory							
Prerequisites	None							
Course Content	Definition of the child. The physical, cognitive and language development of the child. Interests and needs of the child Publishings on children and basic elements that should be in them Publishings on children depending on the age groups The development of childrens's interest in literary works Turkish Children's Literature, children's literature in developed countries.							
Course Objectives	<p>At the end of the course, the students will be able to;</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognize the source books on children's literature, <input type="checkbox"/> determine cognitive and emotional needs and interests of the child, <input type="checkbox"/> identify the variables in children's publications according to age groups, <input type="checkbox"/> evaluate the quality of and determine the suitability of children's books according to their levels and development stages, <input type="checkbox"/> recognize the publishing houses, authors and painter in the field of child books in 							

	<p>Turkey,</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate the children’s books in terms of their physical properties and content, <input type="checkbox"/> understand the types and features of children’s literature, <input type="checkbox"/> feel the difference between children’s literature and literature, <input type="checkbox"/> recognize the historical development stages of children’s literature in Turkey, <input type="checkbox"/> recognize the historical development stages of children’s literature in the world, <input type="checkbox"/> comprehend the place and importance of children’s literature in the development of the child’s intellectual and cognitive development, <input type="checkbox"/> comprehend the current state of children’s literature and understand the prospective aims of children’s literature.
<p>Learning Outcomes and Competences</p>	<p>At the end of the course, the students will be able to;</p> <ul style="list-style-type: none"> <input type="checkbox"/> understand the relationship between the child’s mental and language development, <input type="checkbox"/> recognize the function of literary works in the development of the child, <input type="checkbox"/> determine the cognitive and emotional interests and needs of the child, <input type="checkbox"/> determine the relationship between children’s literature and literature, <input type="checkbox"/> earn theoretical foundations of children’s literature, <input type="checkbox"/> determine the importance of children’s literature in the cognitive and emotional development of the child, <input type="checkbox"/> determine the changing physical and content properties in the children’s literature according to the age levels of the children, <input type="checkbox"/> comprehend the types and characteristics of oral and written children’s literature types, <input type="checkbox"/> have enough information about the historical development of children’s literature in Turkey and in the world, <input type="checkbox"/> develop their evaluation skills related to visual and literary children’s literature types, <input type="checkbox"/> reach a stage where he\she has an idea about the current situation of children’s literature and can make interpretations on the future of children’s literature,

know literary sources related to children's literature,

Ateş, Kemal (1998) Gülten Dayıoğlu'nun Çocuk Romanları. Ankara: TC Kültür Bakanlığı Yayını:2153.

Alpay, Meral ve Robert Anhegger (1975) Çocuk Edebiyatı ve Çocuk Kitapları. İstanbul: Cem Yayınevi.

Baymur, Fuat ve Kemal Demiray. Çocuk Edebiyatı Antolojisi İstanbul: Milli Eğitim Basımevi, 1961.

Demiray, Kemal (1973). Türkçe Çocuk Edebiyatı. İstanbul: Milli Eğitim Basımevi.

Dilidüzgün, Selahattin.(2003.) Çağdaş Çocuk Yazını. İstanbul: Morpa Yayını.

Kantemir, Enise (1982) "Çocuk Edebiyatının Sorunları" Basılmamış Doçentlik Tezi. Ankara: AÜ Eğitim Bilimleri Fakültesi,.

Kavcar, Cahit(1999) Edebiyat ve Eğitim. Ankara: Engin Yayımevi,

Neydim, Necdet(2003)Çocuk ve Edebiyat. İstanbul: Bu Yayını.

Oğuzkan, A.Ferhan(2000) Çocuk Edebiyatı. Ankara: Anı Yayıncılık.

Onur, Bekir(1997) (Yayıma Hazırlayan). 'I.Ulusal Çocuk Kültürü Kongresi Bildirileri.' Ankara: AÜ ÇOKAUM Yayını.

Onur, Bekir(1993) (Yayıma Hazırlayan). Cumhuriyet ve Çocuk. "I.Ulusal Çocuk Kongresi" Ankara. AÜ ÇOKAUM Yayını, 1999. Sever, Sedat. "Çocuk Kitaplarında Dil Sorunları", MEB Eğitim Dergisi, Ankara: Sayı 3, s. 14–21.

Sever, Sedat. "Çocuk Kitaplarında Bulunması Gereken Yapısal ve Eğitsel Özellikler." ABECE Eğitim, Ekin ve Sanat Dergisi. Ankara: Sayı 107, s. 14–15, 1995.

Sever, Sedat(1997)"Tevfik Fikret ve Çocuk Şiirleri." AÜ Eğitim Bilimleri Fakültesi Dergisi. Ankara: Cilt 29, Sayı: 1, Ayrı Baskı, s. 31–47.

Sever, Sedat(1998)"Demokratik Kültür Bilinci Edinimi Sürecinde Dil ve Edebiyat

Textbook
and /or
References

Öğretimi.” Yaşadıkça Eğitim. İstanbul: Sayı: 56, s. 2–6.

Sever, Sedat(2000)“Çocuk Kitaplarında Dilsel ve Görsel Duyarlık.” 1.Uhusal Çocuk Kitapları Sempozyumu (Sorunlar ve Çözüm Yolları) (Yayıma Hazırlayan: S. Sever). Ankara: AÜ Basımevi, s. 631–646.

Sever, Sedat(2001) ((Yayıma Hazırlayan). Roman Kahramanı Fadiş’in Doğumunun 30. Yılı Sempozyumu. Ankara: AÜ Eğitim Bilimleri Fakültesi Yayını.

Sever, Sedat (2003)“Çocuk Kitaplarına Yansıtılan Şiddet” (Milli Eğitim Temel Yasası ve Çocuk Haklarına Dair Sözleşme Bağlamında Bir Değerlendirme), AÜ Eğitim Bilimleri Fakültesi Dergisi. Cilt: 35, Sayı: 1, s. 25–37,

Sever, Sedat(2003) Çocuk ve Edebiyat, Ankara, Kök Yayınevi.

Sever, Sedat (2004) “Anadili Öğretiminin Temel Bir Aracı: Yazınsal Nitelikli Çocuk Kitapları” , Disiplinlerarası Bakışla Türkiye’de Çocuk ‘IV. Ulusal Çocuk Kültürü Kongresi’ (Yayıma Hazırlayan: M. Artar). Ankara: Ankara Üniversitesi Çocuk Kültürü Araştırma ve Uygulama Merkezi Yayını, s. 223–23 6

Şimşek, Tacettin, Çocuk Edebiyatı, Rengarenk Yayınları, Ankara, 2002.

Şirin, M.Ruhi (1998)(Yayına Hazırlayan). Çocuk Edebiyatı. İstanbul: Çocuk Vakfı Yayını.

Şirin, M.Ruhi.(2006) Dersimiz Çocuk.İstanbul.İz Yayıncılık.

Şirin, M.Ruhi(2007) Çocuk Edebiyatına Eleştirel Bir Bakış, Ankara, Kök Yayınevi.

Şirin, M.Ruhi(2007) Çocuk Edebiyatı Kültürü, Ankara, Kök Yayınevi.

Yalçın, Alemdar; Aytaş, Gıyasettin, Çocuk Edebiyatı, Akçağ Yayınları, Ankara, 2002

Zengin, Ahmet Yaşar; Zengin, Nesrin, Eğitim Fakülteleri İçin Çocuk Edebiyatı, Bizim Büro Basımevi, Ank.2002

Assessment Criteria	Number	Percentage (%)
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	<i>Midterms</i>	1	40
	Quizzes		
	Homework		
	Projects		
	Term Paper		
	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Inst. Burcu ÖZTÜRK		
Week	Subjects		
1	Books related to children's literature in Turkey.		
2	Child's cognitive and emotional interests and needs.		
3	Variables in children's literature according to age groups.		
4	Suitable books for the children who read and use children's books according to their levels and development stages.		
5	Evaluate the children's books in terms of their physical properties and content		
6	Types and properties of children's literature and its relation to literature.		
7	The historical development stages of children's literature in Turkey and in the world.		
8	Place and importance of children's literature on the cognitive and mental development of the child.		
9	Midterm		
10	Current state of and prospective aims of children's books.		
11	Evaluating children's books. (Practice)		
12	Evaluating children's books. (Practice)		
13	Evaluating children's books. (Practice)		
14	Evaluating children's books. (Practice)		

EMB 301 Classroom Management						Name of the Programme: Turkish Language Teaching Programme		
Semester	Education Methods						Credits	
	Lecture	Recite	Lab.	Project Field Work	Other	Total	Credit	ECTS Credit
3/1	2	-	-		-	2	2	3
Course Language	Turkish							
Compulsory Elective	Compulsory							
Prerequisites	None							
Course Content	Basic terms related to classroom management, the classroom atmosphere and interaction, the definition of classroom management, the differences between discipline and classroom management, factors affecting class environment in the class and out of the class, models of classroom management, developing and applying rules in the class, arranging the classroom, the management of unwanted behaviours in the class, time management, classroom organization, creating a suitable atmosphere for learning.							
Course Objectives	To provide teacher candidates with the required information about classroom management and discipline to carry out an effective teaching.							
Learning Outcomes and Competences	The students will be able to; Create a tidy and secure classroom environment, Increase student motivation, Develop student responsibility in his/her students, Help students organize their behaviours.							
Textbook and /or References	Classroom Management (Sınıf Yönetimi) (Editor: Emin Karip)							
Assessment Criteria							Number	Percentage (%)
	<i>Midterms</i>						1	40
	<i>Quizzes</i>							
	<i>Homework</i>							
	<i>Projects</i>							
	<i>Term Paper</i>							

	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Associate Prof. Dr. Muammer Ergün		
Week	Subjects		
1	Definition and theories of classroom management.		
2	The abilities the teacher should possess in classroom management.		
3	Discipline issues.		
4	Classroom rules.		
5	Arranging the classroom.		
6	Arranging the classroom.		
7	The management of teaching process.		
8	Communication in the classroom.		
9	Student motivation in the classroom environment.		
10	Preventing unwanted behaviour.		
11	Preventing unwanted behaviour.		
12	School and Family relationship.		
13	Problem solving techniques in the classroom.		
14	Problem solving techniques in the classroom.		

TRA307 World Literature						The Department of Turkish Education		
Semester	Education Methods						Credits	
	Lecture	Recite	Lab.	Project \ Field Work	Other	Total	Credit	ECTS Credit
3/1	3	-	-		-	3	3	4
Course Language	Turkish							
Compulsory \ Elective	Compulsory							
Prerequisites	None							

Course Content	Reading and analyzing the meticulously translated and well-known books in the world literature. Analyzing a selected book from world literature in the framework of modern literature analysing techniques without utilizing traditional memorizing and summarizing methods. Critical reading practices.
Course Objectives	Having a general knowledge about the developments in world literature from beginning up to now. Making analysis on the famous literary works selected from world literature. Determining the effect of world literature on Turkish literature.
Learning Outcomes and Competences	At the end of the course, the students will be able to; Make analysis on the famous literary works of world literature, Determine the effect of world literature on Turkish literature.
Textbook and /or References	<ol style="list-style-type: none"> 1. İsmail Çetişli (2001) Batı Edebiyatında Edebî Akımlar; Ankara: Akçağ Yayınları. 2. Ahmet Hamdi Tanpınar (1992) Edebiyat Üzerine Makaleler, İstanbul: Dergah Yayınları. 3. Ali İhsan Kolcu (2007) Batı Edebiyatı, Erzurum: Salkımsöğüt yayınları. 4. İnci Enginün (1992) Mukayeseli Edebiyat, İstanbul: Dergah Yayınları. 5. Ali İhsan Kolcu (2006) Çağdaş Türk Edebiyatı, Erzurum: Salkımsöğüt Yayınları. 6. Yeni Türk Edebiyatı El Kitabı(2005), ed. Ramazan Korkmaz, Ankara: Grafiker Yayınları. 7. Türk Dünyası El Kitabı(1998) IV.Cilt, Edebiyatı: Türkiye Dışı Türk Edebiyatları, Ankara: TKAE Yayınları. 8. Abraham H. Lass (1995) 100 Büyük Roman, çev. Nejat Muallimoğlu, İstanbul: MEB Yayınları 9. Durali Yılmaz (1997) Roman Kavramı ve Türk Romanının Doğuşu, Ankara: Akçağ yayınları 10. Şerif Aktaş (1991) Roman Sanatı ve Roman İncelemesine Giriş, Ankara: Akçağ yay. 11. Mehmet Önal (2005) En Uzun Asrın Hikâyesi; Ankara: Akçağ yayınları. 12. Robert P. Finn (1984) Türk Romanı, çev. Tomris Uyar, Ankara: Bilgi Yayınevi. 13. Türk Dünyası Edebiyatı(2002) Ankara: Tika Yayınları. 14. Nurullah Çetin(2008) Roman Çözümleme Yöntemi, Ankara: Öncü Kitap. 15. Türk Dili Yazın Akımları Özel Sayısı, Ocak 1981, Sayı: 349.

Assessment Criteria		Number	Percentage (%)
	<i>Midterms</i>	1	40
	Quizzes		
	Homework		
	Projects		
	Term Paper		
	Laboratory		
	Other (Participation)		
	Final Exam	1	60
Course Instructors	Inst Dr. Gülten KÜÇÜKBASMACI		
Week	Subjects		
1	The concept of “ <i>World Literatures</i> ” scope of the course and introducing the method to be followed.		
2	Literature culture of ancient Greek Civilization and its effects on the formation of western literature.		
3	Latin civilizations effect on the formation of western literature.		
4	Romanstan Romana Cervantes: Don Quixote		
5	Romanticism Heading towards history: Walter Scott: Black Knight, Alexander Dumas Pere: The Three Musketeers, Pushkin: The Captain's Daughter		
6	Romanticism and individual: Goethe: <i>The Sorrows of Young Werther</i> Romanticism and society: Hugo, <i>Les Misérables</i>		
7	Midterm		
8	Realism: Balzac: Le Lys dans la vallée Flaubert: Madam Bovary		
9	Dostoyevsky: <i>The Brothers Karamazov</i> Tolstoy: War and Peace		
10	Critical Reality: Maxim Gorki: <i>The Mother</i>		

	Naturalism: Emile Zola: Germinal
11	From classical to modern novel: Virginia Woolf: Mrs. Dalloway Franz Kafka: The Metamorphosis Jean Paul Sartre: Nausea
12	Postmodern Novel: Umberto Eco: The Name of the Rose
13	The literature of Turkish World: Cengiz Dađcı: Onlar da İnsandı, Korkunç Yıllar Chinghiz Aitmatov: The Day Lasts More Than a Hundred Year, Kasandra Damgası, Hikâyeler
14	Final Exam