

| COURSE INFORMATION | | | | | | | | |
|-----------------------------|-------------------|----------|----------|--------------|-------------------|--------|------|--|
| Course Name | Course Type | Code | Year | Semester | Weekly T+P+L Hour | Credit | ECTS | |
| Medieval English Literature | Departmental Must | ELIT 270 | 2nd Year | 4th Semester | 3+0+0 | 3 | 5 | |

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| Department | English Language and Literature |
| Course Level | Undergraduate |
| Course Language | English |
| Course Type | Must |
| Teaching System | Formal Education |
| Prerequisite(s) | None |
| Other Issues for Course | None |
| Course Coordinator | Department Members |
| Instructor(s) | Department Members |
| Internship | None |
| Learning and Teaching Strategies | Lecture Discussion Question and Answer Team/Group Work Preparing and/or Presenting Reports Drill and Practice |
| Course Objective | The aim of this course is to enable the student to acquire the knowledge, skills and competence required to understand the development of Old and Middle English literature from the Anglo Saxon period to the Renaissance and to discuss representative texts and writers of these periods in historical, social and cultural contexts. |
| Learning Outcomes | The student, <ol style="list-style-type: none"> 1. perceives Anglo Saxon literature within the cultural, social and historical contexts, 2. differentiates the religious and epic literature produced in the Old English period, 3. analyses the differences between Old English literature and Middle English literature, 4. explains and discusses the literary forms and genres of Medieval English literature in historical, social and cultural contexts, 5. discusses the romance tradition and the writers who wrote in this tradition, points out the genre characteristics and compares and contrasts it with epic tradition, |

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| | <ol style="list-style-type: none"> 6. discusses the dream vision convention and allegory in relation to some specific writers and their works, points out the genre characteristics, 7. analyses the differences between mystery, morality and miracle plays, 8. explains and discusses medieval women writers and their works, 9. analyses and explains Chaucer's works and the frame tale convention, points out the generic qualities, compares and contrasts the work with its predecessors. |
| Course Content | This course introduces the Old English period and its literature, and continues with Medieval English literature and its historical, social and cultural contexts. |

Course Contents Weekly

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| 1- | Introduction to Middle Ages: Old English Literature, Culture and History |
| 2- | Epic Tradition |
| 3- | Old English Language and Literature |
| 4- | Middle English Literature and Culture |
| 5- | Romance Tradition |
| 6- | Romance Tradition and Analysis of a Selected Romance |
| 7- | Mid-Term Exam |
| 8- | Dream Vision Convention and Allegory |
| 9- | Analysis of a Selected Allegory and Dream Vision Poem |
| 10- | Medieval Drama: Liturgical Drama and Churches |
| 11- | Mystery Plays/Cycles, Miracle and Morality Plays |
| 12- | Medieval Woman Writers |
| 13- | Chaucer and His Works: Analysis of one of Chaucer's Works |
| 14- | General Evaluation |
| 15- | Final Exam |
| 16- | |

| COURSE OUTLINE WEEKLY | | |
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| Week | Topics | Preliminary Work |
| 1 | Introduction to Medieval literature and its major terms: Old English literature and culture | None |
| 2 | Old English epic tradition and <i>Beowulf</i> | Studying this week's topics in relevant sources by starting from one week before |
| 3 | Old English religious literature | Studying this week's topics in relevant sources by starting |

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| | | from one week before |
| 4 | Medieval English literature, culture and literary genres | Studying this week's topics in relevant sources by starting from one week before |
| 5 | Romance tradition, writers and their works | Studying this week's topics in relevant sources by starting from one week before |
| 6 | Romance tradition and <i>Sir Gawain and the Green Knight</i> | Studying this week's topics in relevant sources by starting from one week before |
| 7 | Mid-Term Exam | Preparation for exam |
| 8 | Dream vision convention and allegory | Studying this week's topics in relevant sources by starting from one week before |
| 9 | Allegory and dream vision writers and their works | Studying this week's topics in relevant sources by starting from one week before |
| 10 | Medieval Drama: Liturgical Drama and Churches | Studying this week's topics in relevant sources by starting from one week before |
| 11 | Mystery Plays/Cycles, Miracle and Morality Plays | Studying this week's topics in relevant sources by starting from one week before |
| 12 | Medieval English women writers and their works | Studying this week's topics in relevant sources by starting from one week before |
| 13 | Chaucer and frame-tale convention | Studying this week's topics in relevant sources by starting from one week before |
| 14 | Course review and general evaluation | Preparation for exam |
| 15 | Final Exam | Preparation for exam |
| 16 | | |

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| REFERENCES | |
| Course Materials | Stephen Greenblatt, et al, ed. <i>The Norton Anthology of English Literature</i> . Vol 1. |
| Suggested Materials | J. B. Trapp. <i>Medieval English Literature</i> . |
| Other Materials | W. R. J. Barron. <i>English Medieval Romance</i> . Derek Brewer and Jonathan Gibson. <i>A Companion to the Gawain-Poet</i> . Helen Cooper. <i>The Oxford Guides to Chaucer: The Canterbury Tales</i> . Other relevant books and/or articles. |

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| MATERIAL SHARING | |
| Documents | Course notes |
| Assignments | Feedback |
| Exams | Exam questions |

| ASSESSMENT METHODS | | |
|------------------------|----------|------------|
| COURSE ACTIVITIES | NUMBER | PERCENTAGE |
| Mid-term exam | 1 | 30 |
| Assignment | 1 | 10 |
| Quiz | 0 | 0 |
| Project | 0 | 0 |
| Presentation | 1 | 10 |
| In-class Contribution | 0 | 0 |
| Application / practice | 0 | 0 |
| Laboratory | 0 | 0 |
| Final exam | 1 | 50 |
| Total | 4 | 100 |

| MATRIX OF THE COURSE LEARNING OUTCOMES VERSUS PROGRAM OUTCOMES | | | | | | |
|--|---|--------------------|---|---|---|---|
| No | Key Learning Outcomes | Contribution level | | | | |
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | The student has basic up-to-date theoretical and applied knowledge in English literature and culture. | | | | | X |
| 2 | The student has basic up-to-date theoretical and applied knowledge in literary genres, literary terms and concepts, and literature in general. | | | | | X |
| 3 | The student is equipped with theory and praxis to explain and analyse the characteristics of the genres of English literature and their representative texts with reference to historical, social, cultural, economic, political and ecological backgrounds. | | | | | X |
| 4 | The student has advanced knowledge of English language, its systematic structure, function, and its spoken and written forms. | | | | | X |
| 5 | The student has critical, creative, and analytical thinking skills. | | | | | X |
| 6 | The student is able to collect information and data individually and/or in groups about English language, literature and culture through up-to-date information technologies and research methods and techniques, and shares these in national and international educational and other professional environments. | | | | X | |
| 7 | The student analyses literary and cultural texts using related theories and an interdisciplinary approach. | | | | | X |
| 8 | The student has up-to-date theoretical and applied knowledge and ability required for the translation of texts from English into Turkish and from Turkish into English. | X | | | | |
| 9 | The student does research independently using critical, creative and analytical skills, solves problems, and effectively expresses the outcomes in national and international professional and social environments. | | | | X | |
| 10 | The student develops an unbiased, respectful and open attitude to his/her own culture and other cultures by studying English literature, history and society, and by attending curricular and extracurricular activities. | | | | X | |
| 11 | The student develops an unbiased, respectful and open attitude towards different languages, races, sexes, religions, and social classes. | | | | X | |

| TABLE OF ECTS / WORKLOAD | | | |
|---|-----------|-----------------|-----------------------|
| Activities | NUMBER | Duration (Hour) | Total Workload (Hour) |
| Course Duration | 14 | 3 | 42 |
| Reading | 0 | 0 | 0 |
| Study Hours out of Class (Preliminary Work, Reinforcement and others) | 14 | 2 | 28 |
| Library Visit – Net Search | 0 | 0 | 0 |
| Assignments | 1 | 15 | 15 |
| Reports | 0 | 0 | 0 |
| Presentation / Seminar Preparation | 1 | 10 | 10 |
| Material Design, Application | 0 | 0 | 0 |
| Mid-Term Exam | 1 | 20 | 20 |
| Application (Modelling, Design, Simulation, Experiment and others) | 0 | 0 | 0 |
| Oral Exams | 0 | 0 | 0 |
| Internship | 0 | 0 | 0 |
| Field Work | 0 | 0 | 0 |
| Project | 0 | 0 | 0 |
| Final Exam | 1 | 35 | 35 |
| | | | |
| Total Workload | 32 | 85 | 150 |
| Total Workload / 30 (h) | | | 5 |
| Course ECTS | | | 5 |