

COURSE INFORMATION								
Course Name	Course Type	Code	Year	Semester	Weekly T+P+L Hour	Credit	ECTS	
Irish Novel	Departmental Elective	ELIT 385	3rd Year	5th Semester	3+0+0	3	5	

<b>Department</b>	English Language and Literature
<b>Course Level</b>	Undergraduate
<b>Course Language</b>	English
<b>Course Type</b>	Elective
<b>Teaching System</b>	Formal Education
<b>Prerequisite(s)</b>	None
<b>Other Issues for Course</b>	None
<b>Course Coordinator</b>	Department Members
<b>Instructor(s)</b>	Department Members
<b>Internship</b>	None
<b>Learning and Teaching Strategies</b>	Lecture Discussion Question and Answer Preparing and/or Presenting Reports Brain Storming Other: Textual analysis
<b>Course Objective</b>	The aim of this course is to enable the students to acquire the knowledge, skills and competence required to analyse Irish novel from the 18th century to the present with reference to the works of the novelists such as Laurence Sterne, Maria Edgeworth, Lady Morgan, Bram Stoker, James Joyce, Samuel Beckett, Patrick McCabe, John McGahern within the context of social, political, cultural and aesthetic developments that appeared throughout the centuries.
<b>Learning Outcomes</b>	The student <ol style="list-style-type: none"> <li>1. recognises social, cultural and political features of the 18th century Ireland,</li> <li>2. analyses the 18th century Irish Novel in terms of form and content and discusses to what extent the novel reflects that background,</li> <li>3. recognizes 19th century Irish novel in terms of content and form,</li> <li>4. discusses the development in the genre,</li> <li>5. observes social realism as parallel to the stylistic changes in the genre,</li> <li>6. knows the common points between the Modernist English novel,</li> <li>7. analyses how World War I and II created an impact on the Irish novel,</li> <li>8. knows about the social and literary dynamics that influence the present state of the Irish Novel.</li> </ol>

<b>Course Content</b>	The course includes the analyses of the Irish novels starting with the 18th century to the present by referring to the social, political, cultural and aesthetic developments of each century with reference to the novelists such as Laurence Sterne, Maria Edgeworth, Lady Morgan, Bram Stoker, James Joyce, Samuel Beckett, Patrick McCabe, John McGahern.
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### Course Contents Weekly

1-	Introduction to Irish Novel
2-	Ireland in the 18th century with reference to the social and political situation of the country
3-	The features of the novel genre and "formal realism," the comparison of the theories of Ian Watt and McKeon.
4-	Analysis of the beginnings of satire in Irish fiction, (Jonathan Swift's Gulliver's Travels, Laurence Sterne's Tristram Shandy.)
5-	First Irish themes in fiction in the 19th century (the analysis of the selected works from Maria Edgeworth and Lady Morgan)
6-	First Irish themes in fiction in the 19th century (the analysis of the selected works from Maria Edgeworth and Lady Morgan)
7-	Mid-Term Exam
8-	First examples of Irish Gothic (selected works from Maturin, Le Fanu, Bram Stoker)
9-	First examples of Irish Gothic (selected works from Maturin, Le Fanu, Bram Stoker)
10-	Analysis of the examples of Irish Modernist fiction (selected works from Samuel Beckett, James Joyce and Brian O'Nolan)
11-	Analysis of the examples of Irish Modernist fiction (selected works from Samuel Beckett, James Joyce and Brian O'Nolan)
12-	Analysis of the contemporary social condition and the novels that represent the change in countryside and city.
13-	Analysis of the contemporary social condition and the novels that represent the change in countryside and city.
14-	Overall Evaluation
15-	Final Exam
16-	

<b>COURSE OUTLINE WEEKLY</b>		
<b>Week</b>	<b>Topics</b>	<b>Preliminary Work</b>
1	Introduction to Irish Novel	None
2	Ireland in the 18th century with reference to the social and political situation of the country	Studying this week's topics in relevant sources by starting from one week before
3	The features of the novel genre and "formal realism," the comparison of the theories of Ian Watt and McKeon.	Studying this week's topics in relevant sources by starting from one week before
4	Analysis of the beginnings of satire in Irish fiction, (Jonathan Swift's Gulliver's Travels, Laurence Sterne's Tristram Shandy.)	Studying this week's topics in relevant sources by starting from one week before
5	First Irish themes in fiction in the 19th century (the analysis of the selected works from Maria Edgeworth and Lady Morgan)	Studying this week's topics in relevant sources by starting from one week before

6	First Irish themes in fiction in the 19th century (the analysis of the selected works from Maria Edgeworth and Lady Morgan)	Studying this week's topics in relevant sources by starting from one week before
7	Mid-Term Exam	Preparation for exam
8	First examples of Irish Gothic (selected works from Maturin, Le Fanu, Bram Stoker)	Studying this week's topics in relevant sources by starting from one week before
9	First examples of Irish Gothic (selected works from Maturin, Le Fanu, Bram Stoker)	Studying this week's topics in relevant sources by starting from one week before
10	Analysis of the examples of Irish Modernist fiction (selected works from Samuel Beckett, James Joyce and Brian O'Nolan)	Studying this week's topics in relevant sources by starting from one week before
11	Analysis of the examples of Irish Modernist fiction (selected works from Samuel Beckett, James Joyce and Brian O'Nolan)	Studying this week's topics in relevant sources by starting from one week before
12	Analysis of the contemporary social condition and the novels that represent the change in countryside and city.	Studying this week's topics in relevant sources by starting from one week before
13	Analysis of the contemporary social condition and the novels that represent the change in countryside and city.	Studying this week's topics in relevant sources by starting from one week before
14	Overall Evaluation	Preparation for exam
15	Final Exam	Preparation for exam
16		

## REFERENCES

<b>Course Materials</b>	James Acheson. <i>The British and Irish Novel since 1960</i> . James Cahalan. <i>Irish Novel: A Critical History</i> .
<b>Suggested Materials</b>	Vera Kreilkamp. <i>The Anglo-Irish Novel and the Big-house</i> . Gerry Smith. <i>The Novel and the Nation: Studies in the New Irish Fiction</i> . K.D.M. Snell. <i>The Regional Novel in Britain and Ireland 1800-1990</i> .
<b>Other Materials</b>	Other relevant books and/or articles.

## MATERIAL SHARING

<b>Documents</b>	Course notes
<b>Assignments</b>	Feedback
<b>Exams</b>	Exam questions

## ASSESSMENT METHODS

COURSE ACTIVITIES	NUMBER	PERCENTAGE
Mid-term exam	1	30
Assignment	1	10
Quiz	0	0

<b>Project</b>	0	0
<b>Presentation</b>	1	10
<b>In-class Contribution</b>	0	0
<b>Application / practice</b>	0	0
<b>Laboratory</b>	0	0
<b>Final exam</b>	1	50
<b>Total</b>	<b>4</b>	<b>100</b>

<b>MATRIX OF THE COURSE LEARNING OUTCOMES VERSUS PROGRAM OUTCOMES</b>						
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	

<b>TABLE OF ECTS / WORKLOAD</b>			
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
<b>Total Workload</b>	<b>32</b>	<b>85</b>	<b>150</b>
<b>Total Workload / 30 (h)</b>			<b>5</b>
<b>Course ECTS</b>			<b>5</b>