**GAU, Faculty of Humanities**

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| **Course Unit Title** | | American Poetry 2 | | |
| **Course Unit Code** | | AME 304 | | |
| **Type of Course Unit** | | Compulsory, | | |
| **Level of Course Unit** | | Bachelors Degree | | |
| **National Credits** | | 3 | | |
| **Number of ECTS Credits Allocated** | | 6 ECTS | | |
| **Theoretical (hour/week)** | | 3 | | |
| **Practice (hour/week)** | | - | | |
| **Laboratory (hour/week)** | | - | | |
| **Year of Study** | | 2 | | |
| **Semester when the course unit is delivered** | | 2 | | |
| **Mode of Delivery** | | Face to Face | | |
| **Language of Instruction** | | English | | |
| **Prerequisities and co-requisities** | | None | | |
| **Recommended Optional Programme Components** | | None | | |
| **Objectives of the Course:** | | | | |
| * To appreciate poetry * To acquiremore vocabulary * To analize examples of good poetry * To compare different poems | | | | |
| **Learning Outcomes** | | |  | |
| When this course has been completed the student should be able to | | | Assesment. | |
| 1 | Identify types of poems | | 1 | |
| 2 | Find out the literary devices employed | | 1,5 | |
| 3 | Explain the meaning of the poem | | 1,5 | |
| 4 | See the main idea of the poem | | 1,5 | |
| Assesment Methods: 1. Written Exam, 2. Assignment | | | | |
| **Course’s Contribution to Program** | | | | |
|  |  | | | CL |
| 1 | Upon the successful completion of this program, students will be able to use their strong communication and organizational skills interculturally to complete successfully for professional careers as well as further academic pursuits, social development and personal satisfaction. | | | 3 |
| 2 | To read, interpret and evaluate the literary texts as the aesthetic works of the cultural production and change fields by comprehending critical and theoretical approaches towards literature, arts and language studies. | | | 5 |
| 3 | To learn their own culture by making comparison to other cultures, especially English culture, and contribute to their own cultures while applying their interpretations to the written text and the world beyond it | | | 1 |
| 4 | To conduct purposeful analysis of discourse, including discussion of the history, forms, and conventions of the different literary periods and genres, and analyze works of poetry, fiction and drama by demonstrating knowledge of critical techniques and terminology. | | | 5 |
| 5 | Be able to translate the texts from English to Turkish and from Turkish to English by developing effective translation methods and strategies for different text types and to earn the competence for translation in the other fields that require expertise. | | | 2 |
| 6 | To earn competence for translation in the fields that require expertise. | | | 1 |
| 7 | To comprehend theories developed in the scope of various scientific fields such as education and psychology, which have influenced the teaching of English language and their reflections on pedagogy | | | 4 |
| 8 | To make an in-depth analysis of mythology, Classic, and Neo-Classic art insights that form a base for Western Culture; in addition, perceive and assess those events which influenced the Western History such as Renaissance and Reformation | | | 3 |
| 9 | To read literary works with understanding of their background, structure, meanings, implications and relevance applying knowledge of the history, theory and methodologies of the discipline and its contexts in thoughtful discourse, get detailed information on the periods, writers and works of American and British Literature, comprehend the American and British Literature, its history and intellectual background | | | 2 |
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| CL: Contribution Level (1: Very Low, 2: Low, 3: Moderate 4: High, 5:Very High) | | | | |

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| **Course Contents** | | | | | | | | |
| Week |  |  | | | | | | Exam**s** |
| 1 |  | Stopping by Woods on a Snowy Evening by Robert Frost | | | | | |  |
| 2 |  | Birches by Robert Frost | | | | | |  |
| 3 |  | Nature by Henry Wadsworth Longfellow | | | | | |  |
| 4 |  | The weary Blues by Langston Huges | | | | | |  |
| 5 |  | Acquainted with the Night by Robert frost | | | | | |  |
| 6 |  | Fire and Ice by Robert Frost | | | | | |  |
| 7 |  | Review Week | | | | | |  |
| 8 |  | Invictus by William Ernest Henley | | | | | |  |
| 9 |  |  | | | | | | Mid Term |
| 10 |  | Lady Lazarus by Sylvia Plath | | | | | |  |
| 11 |  | Ozymandias by Shelly | | | | | |  |
| 12 |  | Beat Beat Drums by Walt Whitman | | | | | |  |
| 13 |  | Popies in October by Sylvia Plath | | | | | |  |
| 14 |  | Mirror by Sylvia Plath | | | | | |  |
| 15 |  | Review Week | | | | | |  |
| 16 |  |  | | | | | | Final |
| **Recommended Sources** | | | | | | | | |  | Revision session |
| **Textbook:** Any Poetry Books  **Supplementary Material (s):** | | | | | | | | |
| **Assessment** | | | | | | | | |
| Attendance | | |  |  | | | | |
| Laboratory | | |  |  | | | | |
| Midterm Exam (Written) | | | 40% |  | | | | |
| Quiz (Written) | | |  |  | | | | |
| Final Exam (Written) | | | 60% |  | | | | |
| Total | | | 100% |  | | | | |
| **ECTS Allocated Based on the Student Workload** | | | | | | | | |
| Activities | | | | | Number | Duration (hour) | Total Workload(hour) | |
| Course duration in class (including the Exam week) | | | | | 13 | 2 | 26 | |
| Labs and Tutorials | | | | |  |  |  | |
| Assignments | | | | | 5 | 5 | 25 | |
| Project/Presentation/Report Writing | | | | |  |  |  | |
| E-learning Activities | | | | |  |  |  | |
| Quizzes | | | | |  |  |  | |
| Midterm Examination | | | | | 1 | 18 | 18 | |
| Final Examination | | | | | 1 | 18 | 18 | |
| Self Study | | | | | 13 | 4 | 52 | |
| Total Workload | | | | | | | 162 | |
| Total Workload/30 (h) | | | | | | | 5.5 | |
| ECTS Credit of the Course | | | | | | | 6 | |