

**INTERNATIONAL BURCH UNIVERSITY  
FACULTY OF EDUCATION AND HUMANITIES  
ENGLISH LANGUAGE AND LITERATURE DEPARTMENT**



**SECOND CYCLE STUDY PROGRAM SPECIFICATION**

SARAJEVO

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## **1. PROGRAM DESCRIPTION**

### **1.1. Introduction**

English has always been a strong, award-winning teaching department, one committed to the symbiotic relationship of teaching, research and the larger concerns of society. The department structures its academic programs historically, a practice that has readily accommodated changes that reflect the development of English studies as a discipline and the changing mission of the university. Entirely new areas of study such as world literature in English, second language acquisition and English linguistics have been added to the curriculum. Even in courses with the most traditional titles such as Shakespeare or the Victorian novel, the selection of texts as well as the way they are taught undergoes regular reassessment and alteration. So too does the department's effort to improve the quality of the communication skills of the many students it teaches.

### **1.2. Mission**

Members of the department contribute to the teaching of interdisciplinary programs at the graduate level (comparative literature, drama, medieval studies). In less obvious, but perhaps even more important ways, members of the department bring their interdisciplinary interests to their English courses, addressing such areas as the relationship between English literature and literature in other languages; linguistics and literature and the other arts, sciences, history and philosophy; and the nature of literary language. In short, our concern is the place of a work of English studies in the culture of its time - and in ours - and with language and literature not only as a passive reflector, but as an active molder of culture.

As well as examining our cultures in the broadest sense, the study of English also focuses on training students to think and write critically. The skills involved in the analysis and evaluation of complex data, and the marshalling of evidence to present convincing arguments have always played a central role in English studies. Critical thinking and effective writing are the constant goals of a changing curriculum.

### **1.3. Merits and Principles**

- Excellence in teaching and research
- Loyalty to ethical issues
- Professional and dedicated working habits
- Eager to learn and expand knowledge

#### **1.4. Aims of the Program**

English Language and Literature Department Graduate Program aims to:

- To train students to carry out basic and experimental high-quality research in the field.
- To improve students' knowledge in the field of linguistics, literature and ELT and prepare them for their future career in those academic strands.
- To improve students' effective communication skills and their use of English fluently in a wide range of situations.
- To improve students' critical thinking skills and prepare them for the challenges facing them in their professional career.

Our English faculty strives to cultivate intellectual growth and to stimulate diverse scholarly interests. They are also committed to offering students the opportunity not only to master current knowledge but to contribute to this knowledge through research and original thinking. Our department is particularly known for its concentration on the burgeoning field of interdisciplinary studies. Graduate students are encouraged to participate in academic conferences and to publish in scholarly journals.

#### **1.5. Final Award**

Students who complete 120 ECTS will be eligible for the title 'Masters of Art in English Language and Literature.'

#### **1.6. Academic Program**

The Department of English, with its committed team of professional teachers is a vigorous hub of activity in the campus. Besides providing support to other departments in teaching courses like Technology Assisted Language Learning, Teaching Methods in Literature, and ELT through Literature, it offers its own full time M.A. Program in Language and Literature. The department has incorporated interactive and student-centered methods of teaching with areas of research and study, which make learning fun and teaching a challenge. The department strives to inculcate a sense of literary appreciation in the students by introducing them to new literary trends and theories.

We offer M.A in three major concentrations:

- English Linguistics
- English Literature
- Applied Linguistics

## **1.7. Curriculum and Concentrations**

The M.A. English, a two years program, offers a wide range of courses in diverse areas of English studies. Like most international universities, it offers a blend of language and literature. Students are taught courses that cover various periods and genres of British and American literature along with courses in language and linguistics touching interesting areas like Semantics, Pragmatics, Discourse Analysis, Stylistics, Language and Psychology, and social aspects of language. An additional feature of the M.A. program is that all students will write a dissertation or graduation work of 5000 – 6000 words on any area of literature or language, thus providing ample room for creativity, novelty and research-based activities.

## **1.8. Internships**

The strong writing and critical thinking skills that are honed in the English major are assets to employers in a wide range of professions. Some of the fields that are most popular among English majors include:

- School Experience
- Teaching Experience
- Publishing/Editing
- Translation and Interpretation
- Journalism
- Web development/new media
- Arts administration
- Higher education administration
- Nonprofit administration
- Government
- Library science

## **1.9. Assessment Protocols**

The purpose of English Language and Literature program is to improve and advance the learning and teaching in the department. In order to accomplish this, we hope to try the following:

- Create a process that will involve students, give us information about students' experience across the major, and encourage faculty conversations about what and how we teach as well as about our students' learning.
- Gather information that will be useful to us, not just fulfil external requirements for accountability.
- Offer a humanities-based model that uses our disciplinary expertise in close and contextual reading rather than relying on social-science methods that don't fit our disciplinary culture. The learning and teaching assessment is a process of exploring the English major from the perspective of both students and faculty, and it advocates for the value of ongoing critical

conversations about teaching and learning in the major. It also creates opportunities for discussion of what our students need to learn, how well they are learning, and how we can best help them learn

### **1.10. Intended Learning Outcomes**

The Master of Arts Program in English at International Burch University is an academic community of professors and graduate students who are intellectually engaged, committed to creative and critical work in English, and dedicated to advanced research in the discipline as well as the primary goals of a liberal education: the ability to reason, think critically, communicate effectively, and appreciate excellent writing and thinking. On successful completion of the program ELL graduates will be able to:

#### **KNOWLEDGE**

- English language and literature MA graduates will be able to interpret, evaluate and provide a careful explication of different texts within their specific historical and cultural contexts thus developing good critical thinking skills.
- ELL MA graduates will be able to deploy ideas from diverse works in the field of critical theory in their own reading and writing.
- ELL MA graduates will be able to conduct research in diverse fields independently within the field of humanities, write an academic paper and use sources ethically by properly citing them.

#### **SKILLS**

- ELL MA graduates will be able to apply critical thinking skills to solve different problems that arise in the field of English language learning and teaching and real-life situations.
- ELL MA graduates will be competent to apply the acquired language and research skills to contribute to the theory and practice of ELT.

#### **PROFESSIONAL COMPETENCIES**

- ELL MA graduates will be able to apply their knowledge of theoretical and applied linguistics, literature and research methods in their professional careers.
- ELL MA graduates will be able to apply collaborative learning and work as team members on different projects

#### **PERSONAL COMPETENCIES**

- ELL MA graduates will be able to apply different instructional design and different strategies as differentiation, individualisation, problem-based learning and create optimal learning environment.
- ELL MA graduates will obtain the ability of effective analysis and synthesis of different concepts and apply critical approach

### **1.11. Skills and other Attributes**

It is the expectation of the Program that its students will join this academic community and share these intellectual and disciplinary values. Upon completion of the Master of Arts degree, graduate students in English are expected to demonstrate the ability to do the following:

- Read carefully, with historical and contextual perspective
- Conduct research within the field of English
- Think analytically and critically about literature and language
- Recognize and analyze the perspectives and assumptions that they and other readers and critics bring to texts and interpretations
- Write well, with an understanding of audience and purpose
- Demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, or risk taking in thought, expression, or intellectual engagement

Moreover, though no specific pieces of knowledge can define the Master of Arts in English for every student, Master of Arts students in English should be able to demonstrate the acquisition of a substantial knowledge about literature and language, in the context of their area of concentration.

### **1.12. Assessment, Learning and Teaching**

The variety of teaching and learning methods which is used within a course is an important ingredient in creating a course with interest to students. A course with a large proportion of its teaching taking place in lectures will need to have a high level of intrinsic interest to students to keep them engaged. Over the past few years, a wide range of different teaching and learning methods have been introduced and tested, often with the aim of developing skills which more didactic methods are poorly adapted to do. There is a substantial literature on these methods and on how best to use them.

Learning and teaching methods used at English Language and Literature department:

- Lecture & In-Class Activities
- Land Surveying
- Group Work
- Reading
- Assignment (Homework)
- Project Work
- Seminar
- Internship

- Institutional Visit
- Web Based Learning
- Practice at a workplace
- Occupational Activity
- Social Activity
- Thesis Work
- Field Study

### **Methods for Evaluating and Improving the Quality and Standards of Teaching and Learning**

- Student Focus groups and the annual student survey
- Class room observation of Lecturers
- Advanced Professional Diploma in Teaching and Learning in Higher Education
- Membership of the Higher Education Academy
- External Examiners reports
- Accreditation Visits
- Curriculum Area Review
- Course Committees
- Annual and periodic review

### **Indicators of Quality and Standards**

- Student feedback
- Retention and success rates for each level for each course
- Student Module Evaluations
- Annual Student Questionnaires
- First Destination Statistics
- Professional accreditation
- External Examiner reports

### **Teaching/learning methods and strategies**

**Lectures/classes:** offer information, literature review and illustrative application and present and explore core ideas in the subject. A student will apply get the chance to obtain on a particular subject or topic that will be discussed in a class.

**Practical sessions:** students are given the opportunity to use the theoretical knowledge they obtained in classes and apply this knowledge to provide a solution to the problems put in front of them. It is an ample opportunity to turn theoretical knowledge into practical knowledge.

**Group project:** provides an opportunity to discover in-depth information on a given topic, getting together in groups and share their knowledge and experience to reach an intended goal.

**Individual project:** involves specific tasks given to a student. Student will get the chance to use his researching skills to complete the task within an allocated time-frame.

### **Assessment**

Assessment of intellectual skills is by:

- Written examinations
- Written essay assignments
- Assessment of practical work
- Group project report and team presentation
- Individual project report and short presentation/viva

### **1.13. Transferable skills**

Graduates of International Burch University's Department of English learn transferable skills that make them easily marketable. Students are encouraged to declare a minor that matches their career aspirations with the English major. Our graduates attain the following transferable skills and qualities:

- Accuracy, coherence and clarity in speech and writing
- Ability to understand jargon and make it accessible
- Problem solving
- Creativity
- Honesty and integrity
- Strong work ethic
- Teamwork skills
- Analytical skills
- Flexibility and adaptability
- Computer skills
- Attentive to details
- Abstract thinking and the ability to develop hypotheses
- Presentation skills
- Independent thinking

### **1.14. Criteria for Admission**

The applicants who have completed the first cycle study have right of admission to the second cycle study. An applicant who has met the requirements of previous sentences shall also have the right to enroll the programs from other fields which are different from the field of the first cycle study s/he completed, under the conditions set by the Graduate Study Unit.

Admission to second cycle study program is based on applicants' academic success in previous cycle, the score they got in the Graduate Education Entrance Exam (GEEE), their level of English language proficiency.

Structure of the GEEE is determined by the GSU. GEEE may contain written part or oral part. It will contain only an interview.

Applicants' level of English knowledge is evaluated according to the result of the IBU English Proficiency Examination (IBU EPE) or according to the equivalent results of other English language proficiency exams specified by the University Senate.

### **1.15. M.A. in English Language and Literature in Brief**

#### **What is M.A. in English Language and Literature?**

The MA in English Language and Literature offers an alternative to more traditional Humanities-based MAs by providing a unique combination of subject expertise and employability activities not offered elsewhere.

For this course, students will benefit from working under the guidance of both employment groups and academic tutors, as it combines academic expertise, field trips to heritage sites and mentoring schemes with Employability groups.

The course is designed to make students consider their own social and cultural identities, and thus provides substantial scope for reflection and personal development.

#### **What properties are asked for Candidates of M.A. in English Language and Literature?**

- Advanced Language Skills
- Foremost interest towards English Literature and Linguistics
- Ability to critically appreciate Language and Literature in various forms
- Capability to form personal views on the literary texts and concepts
- Ability to handle pressure and carry out tasks

#### **What skills and behaviors are earned at M.A. in English Language and Literature?**

Certain skills must be mastered before a student is eligible for graduation. Skills required in order to obtain an English literature diploma include the following:

- Reasoning
- Comprehension
- Philosophical understanding
- Creative thinking
- Reading proficiency
- Communication
- Interpretation of historical English styles

### **Which courses are essential at M.A. in English Language and Literature?**

- Literature in the Teaching of English
- Teaching English to Children
- Studies in English Semantics
- An Applied Linguistics
- Epic Poetry
- Content Based in the EFL Classroom
- History of English Poetry
- Literary Criticism

### **What are job opportunities?**

The strength of an English major lies in its emphasis on the skills of reading and writing. Taught to think clearly; to understand the uses of narrative, metaphor, tone, and figures of speech; and to write effectively, English graduates can not only obtain the jobs traditionally associated with English—they can be editors, teachers, journalists, public relations persons, speech writers, and ad writers—but can also leap into any number of mass media positions, government agencies, and business organizations. Lawyers, for instance, spend the majority of their time studying texts in order to write effective arguments about their meaning and significance. Advertising agents must demonstrate the ability to write smart copy. Business CEO's cannot persuade their stockholders to buy or sell unless they know how to communicate advice clearly and effectively. In short, English helps you to keep your professional options open, an extremely important aspect in a world where job opportunities that may seem compelling right now may not even exist five or six months from now. The ability to use language effectively—to read accurately and for meaning, to write compellingly and clearly—is the one skill never made obsolete by changes in the job market.

**2. ENGLISH LANGUAGE AND LITERATURE TEACHING  
II. CYCLE (MASTER) CURRICULUM**

II. CYCLE (MASTER) (4 + 1)

<b>1. Semester</b>					
<b>CODE</b>	<b>COURSE NAME</b>	<b>T</b>	<b>P</b>	<b>ECT S</b>	
ELT 5xx	Elective I	3	0	6	
ELT 5xx	Elective II	3	0	6	
ELT 5xx	Elective III	3	0	6	
ELT 5xx	Elective IV	3	0	6	
ELT 526	Seminar I	0	3	6	
		<b>Total</b>	<b>12</b>	<b>3</b>	<b>30</b>

<b>2. Semester</b>					
<b>CODE</b>	<b>COURSE NAME</b>	<b>T</b>	<b>P</b>	<b>ECT S</b>	
ELT 500	Master's Thesis	0	0	30	
		<b>Total</b>	<b>6</b>	<b>0</b>	<b>30</b>

## MA level elective courses

<b>COURSE CODE</b>	<b>COURSE NAME</b>	<b>T</b>	<b>P</b>	<b>ECTS</b>
ELT 500	Master's Thesis I	0	0	30
ELT 501	Master's Thesis II	0	0	30
ELT 502	Early Victorian England	3	0	6
ELT 505	Novel Analysis	3	0	6
ELT 506	The Rise and Development of The English Novel	3	0	6
ELT 509	Literature in The Teaching of English	3	0	6
ELT 510	The Theory and Practice of Translation	3	0	6
ELT 515	Literary Criticism	3	0	6
ELT 516	Modern British Drama	3	0	6
ELT 519	Teaching Methods of Literature	3	0	6
ELT 520	Technology Assisted Language Learning	2	2	6
ELT 521	Teaching English To Children	2	2	6
ELT 522	Instructional Technology In ELT	2	2	6
ELT 524	ELT Through Literature	3	0	6
ELT 525	Master's Thesis	0	0	18
ELT 526	Seminar I	0	3	6
ELT 527	Seminar II	0	3	6
ELT 528	Language and Linguistics	2	2	6
ELT 529	Sociolinguistics and the ESL Classroom	2	2	6
ELT 530	Language in Society	3	0	6
ELT 531	Second Language Acquisition Studies	2	2	6
ELT 532	Language Concepts for Second Language Learning and Teaching	2	2	6
ELT 536	Education Psychology of Language Learning	3	0	6
ELT 537	Scientific Research Methods	2	2	6

ELT 538	Introduction to TESOL Methods	2	2	6
ELT 539	Graduate Project I	0	0	6
ELT 540	Graduate Project II	0	0	6
ELT 538	Introduction to TESOL Methods	2	2	6
ELT 539	Graduate Project I	0	0	6
ELT 540	Graduate Project II	0	0	6

## II. CYCLE (MASTER) (3 + 2)

First Semester				
CODE	COURSE NAME	T	P	ECTS
ELT xxx	Elective I	3	0	6
ELT xxx	Elective II	3	0	6
ELT xxx	Elective III	3	0	6
ELT xxx	Elective IV	3	0	6
ELT 526	Seminar I	0	3	6
<b>Total</b>		<b>12</b>	<b>3</b>	<b>30</b>

Second Semester				
CODE	COURSE NAME	T	P	ECTS
ELT xxx	Elective V	3	0	6
ELT xxx	Elective VI	3	0	6
ELT xxx	Elective VII	3	0	6
ELT xxx	Elective VIII	3	0	6
ELT 527	Seminar II	0	3	6
<b>Total</b>		<b>12</b>	<b>3</b>	<b>30</b>

Third Semester				
CODE	COURSE NAME	T	P	ECTS
ELT 500	Master's Thesis I	0	0	30
<b>Total</b>		<b>0</b>	<b>0</b>	<b>30</b>

Fourth Semester				
CODE	COURSE NAME	T	P	ECTS
ELT 501	Master's Thesis II	0	0	30
<b>Total</b>		<b>0</b>	<b>0</b>	<b>30</b>

## COURSES

COURSE CODE	COURSE NAME	T	P	ECTS
ELT 500	Master's Thesis I	0	0	30
ELT 501	Master's Thesis II	0	0	30
ELT 502	Early Victorian England	3	0	6
ELT 505	Novel Analysis	3	0	6
ELT 506	The Rise and Development of The English Novel	3	0	6
ELT 509	Literature in The Teaching of English	3	0	6
ELT 515	Literary Criticism	3	0	6
ELT 516	Modern British Drama	3	0	6
ELT 519	Teaching Methods of Literature	3	0	6
ELT 520	Technology Assisted Language Learning	2	2	6
ELT 521	Teaching English To Children	2	2	6
ELT 522	Instructional Technology In ELT	2	2	6
ELT 524	ELT Through Literature	3	0	6
ELT 525	Master's Thesis	0	0	18
ELT 526	Seminar I	0	3	6
ELT 527	Seminar II	0	3	6
ELT 528	Language and Linguistics	2	2	6
ELT 529	Sociolinguistics and the ESL Classroom	2	2	6
ELT 530	Language in Society	3	0	6
ELT 531	Second Language Acquisition Studies	2	2	6
ELT 532	Language Concepts for Second Language Learning and Teaching	2	2	6
ELT 536	Education Psychology of Language Learning	3	0	6
ELT 537	Scientific Research Methods	2	2	6
ELT 538	Introduction to TESOL Methods	2	2	6
ELT 539	Graduate Project I	0	0	6
ELT 540	Graduate Project II	0	0	6

\*Adaptation Courses are given to the student who graduated from other graduate departments. The number of adaptation courses to be registered is determined by the Head of the Department. The courses are selected from the undergraduate lists.

### 3. COURSE DESCRIPTIONS

<b>Course Code :</b> ELT 502	<b>Course Name:</b> EARLY VICTORIAN ENGLAND			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	This course is elective. Representative examples of the poetry and prose of the Victorian Age are studied as a means of understanding and evaluating the social, moral and scientific issue of this period. (Works to be selected from Matthew Arnold, Aldous Huxley, John Ruskin, Charles Dickens, G. Eliot, Oscar Wilde, Alfred Lord Tennyson, Robert Browning, William Butler Yeats, etc.)			
<b>Course Objectives</b>	Become familiar with the literary trends and representative works (both novels and poetry) of the British Victorian era. Learn to appreciate literature within its proper historical context, connecting an era's social and philosophical characteristics to its literary products. Trace themes through major literary works, recognize their relevance to readers, and express those observations and conclusions through writing and discussion. Sharpen ability to identify literary devices and recognize their artistic/thematic significance.			
<b>Course Content</b> (weekly plan)	Introduction to Victorian Period Alfred Tennyson. "Mariana", "The Lotos-Eaters ", "Ulysses". John Ruskin. From <i>Modern Painters</i> , from <i>The Stones of Venice</i> . Matthew Arnold. "The Buried Life"; "Dover Beach" Robert Browning. "Porphyria's Lover", "My Last Duchess" Oscar Wilde. <i>The Importance of Being Earnest</i> Charles Dickens. <i>David Copperfield</i>			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	15 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: to foster historical perspective, especially on how Victorian writers viewed their own time; to promote an awareness of the wide stylistic variety in Victorian fiction; to develop an understanding of the main issues which preoccupied Victorian writers, and the general context in which these ideas were considered; to increase analytical skills through the writing of course assignments.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	James, L.: <i>The Victorian Novel</i> . Wiley- Blackwell.2007			
<b>Recommended Literature</b>	Greenblatt, Stephen, et al., eds. <i>The Norton Anthology of English Literature, Volume E: The Victorian Age</i> . 8th ed. New York: Norton, 2005. Dairdre, D.: <i>The Cambridge Companion to the Victorian Novel</i> . Cambridge University Press.2001			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				

Activities	Quantity	Duration	Workload
Lecture (15 weeks x Lecture hours per week)	15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		30	30
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 505	<b>Course Name:</b> NOVEL ANALYSIS			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	The origins and development of the English novel will be examined through the reading and analysis of three works representing the 18 <sup>th</sup> , 19 <sup>th</sup> , and 20 <sup>th</sup> centuries. Major critical schools – Historicism, Postmodernism, Structuralism, New Criticism, New Historicism – will be introduced and the novels analyzed through their lens.			
<b>Course Objectives</b>	<p>To understand and demonstrate writing and speaking processes thought invention, organization, drafting, revision, editing, and presentation.</p> <p>To understand the importance of specifying audience and propose and to select appropriately communication choices.</p> <p>To understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive, in written, visual, and oral communication.</p> <p>To understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.</p>			
<b>Course Content</b> (weekly plan)	Origins of the Novel 18 <sup>th</sup> century cultural environment Fielding and the picaresque novel Romanticism Austen and the Gothic novel The rise of the American novel Fitzgerald and the modern age Major critical schools			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %

	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	<p>After completion of this course, students should be able to:  to experiment with various forms of writing such as a character study  to demonstrate the ability to trace a coherent thought pattern  explore human experiences and values reflected in texts  understand the ideas, values and cultures of people past and present  read to stimulate imagination  recognize and appreciate the multiplicity of voices that make up World Literature.</p>			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Henry Fielding, <i>Joseph Andrews</i> Jane Austen, <i>Northanger Abbey</i>			
<b>Recommended Literature</b>	F. Scott Fitzgerald, <i>The Great Gatsby</i>			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
	<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
	Lecture (15 weeks x Lecture hours per week)	15	3	45
	Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
	Midterm Examination (1 week)	1	3	3
	Final Examination (1 week)	1	3	3
	Preparation for Midterm Examination	1	12	12
	Preparation for Final Examination	1	25	25
	Assignment / Homework / Project		32	32
	Seminar / Presentation		30	30
	<b>Total Workload</b>			150
	<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 506	<b>Course Name:</b> THE RISE AND DEVELOPMENT OF THE ENGLISH NOVEL		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45
<b>Course Description</b>	<p>This is a course designed to explore the recent theories and discussions surrounding the “rise of the English novel” and its development as the dominant literary form we know today. By looking at a short, yet representative list of English novels from the eighteenth century through the early twentieth century, we will consider the historical contexts of each work as we attempt to understand how political considerations, gender, class, commodity culture, or the developing notion of the profession of authorship impacts each work. This is a class where students will become authorities on particular novels and critical works; therefore, class discussions will not only be student centered, but they will also be (no doubt) quite lively and engaging.</p>		
<b>Course Objectives</b>	<p>To introduce the student to the origin and development of the novel in English over the eighteenth and nineteenth centuries, with a focus on the latter period. Representative texts will be studied and the possibilities of the form charted in terms of the forms and concerns of the novels themselves, as well as the wider historical, social and philosophical concepts which inform them.</p>		
<b>Course Content</b> (weekly plan)	<p>Introduction: The Rise of the Novel (philosophical and theoretical underpinnings of the form.)  Jane Austen, <i>Pride and Prejudice</i> (pro- and anti-feminist readings; irony; narrative style.)  Charlotte Bronte, <i>Jane Eyre</i> (biographical readings; role of women; novel and religion, imagery; psychological realism)</p>		

	Charles Dickens, <i>Hard Times</i> (philosophical and social contexts; satire, characterization)			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: analyze novels of the nineteenth century in terms of form and language, character and structural meaning; incorporate elements of the historical and social aspects of the period into an understanding of the texts; write analytical essays on topics drawn from the texts; evaluate the theoretical and philosophical concerns associated with the novel.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Watt, Ian. <i>The Rise of the Novel: Studies in Defoe, Richardson and Fielding</i> . London: The Hogarth Press.			
<b>Recommended Literature</b>	McKeon, Michael. <i>The Origins of the English Novel 1600-1740</i> . Baltimore: Johns Hopkins, 1987. Doody, Margaret Anne. <i>The True Story of the Novel</i> . New Brunswick: Rutgers UP.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		0	0	0
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25
Assignment / Homework / Project			32	32
Seminar / Presentation			30	30
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6

<b>Course Code :</b> ELT 509	<b>Course Name:</b> LITERATURE IN THE TEACHING OF ENGLISH		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45
<b>Course Description</b>	The characteristics of poetry and drama as a literary genre; example poems and plays from British and American and those which are originally produced in English, approaches to analyzing ways to use contemporary poetry and drama; activities that help students analyze literature as context and as content;		

	teaching of literature and language in these two genres and theoretical and practical dimensions of this integration; teaching cultural and social issues through poetry and drama in the following domains: comparison and contrast between objects or products that exist in the target and native culture; proverbs, idioms, formulaic expressions which embody cultural values.			
<b>Course Objectives</b>	To explore a range of strategies for developing for the teaching and learning of literature To investigate interactive strategies for working with literary texts in the language classroom To raise awareness of methodological options appropriate to a range of literary genres To examine related genres (e.g. songs, performance poetry, storytelling) To develop teacher training techniques with a view to disseminating the materials produced.			
<b>Course Content</b> (weekly plan)	What can teachers and learners do with literature? What can teachers and learners do with literature continued The language of literature and ways of teaching it The language of literature and ways of teaching it continued The teaching of poetry Teaching short stories Teaching the novel Teaching drama			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	15 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: To be able to criticize English literature from different perspectives; To be able to analyze literary works through literary perspectives; To make students expert on English drama, novel or poetry; To be able to develop better understanding of English language through literary texts.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Lazar, G.: Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge University Press, 1993			
<b>Recommended Literature</b>	Collie, Joanne, Slater Stephan. Literature in the Language Classroom: A Resource Book for Ideas and Activities, Cambridge University Press, 1988.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		0	0	0
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25

Assignment / Homework / Project		32	32
Seminar / Presentation		30	30
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 515	<b>Course Name:</b> LITERARY CRITICISM			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	This course examines the work of some major literary theorists and critics from the mid-19th century to more recent times; the focus is on British, American and European critics and theorists. The course will familiarize you with some of the main themes and currents of literary theory, and give some scope for students to explore issues of particular interest to them.			
<b>Course Objectives</b>	Students will be able to articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives; Students will demonstrate through written work and in-class comments their ability to apply various theories to works of literature and aspects of contemporary culture; Students will write a substantive paper (10+ pages) that demonstrates their ability to compare and synthesize the theories presented; Students will demonstrate their ability to articulate theoretical concepts orally by their class participation and formal presentation of their final paper			
<b>Course Content</b> (weekly plan)	Why literary theory? Russian Formalism and the New Criticism Reader response Structuralism Post-structuralism Psychoanalysis and literature Feminist literary theories Marxist literary theories Postcolonial literary theory			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: The broad development of literary theory from the early twentieth century to the present; Differences and similarities between several theories and critical schools; Some key concepts of individual theories; How theory has been applied to literary analysis; How to use theory when reading and analyzing literature			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			

<b>Mandatory Literature</b>	Bressler, E.C.: <i>Literary Criticism: An Introduction to Theory and Practice</i> . Prentice Hall; 4th edition. 2006		
<b>Recommended Literature</b>	Leitch, V., Cain, W., Finke, Laurie A. And Johnson Barbara (editors). <i>The Norton Anthology of Theory and Criticism</i> . W. W. Norton; 1 edition. 2001. Habib, M.A.R.: <i>A History of Literary Criticism: From Plato to the Present</i> . Wiley-Blackwell; Reprint edition (October 12, 2007)		
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		30	30
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 516	<b>Course Name:</b> MODERN BRITISH DRAMA			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	The course will focus on three British playwrights who wrote in the late 19th to mid- twentieth century: George Bernard Shaw, Oscar Wilde, and Noel Coward. Although all three are closely associated with the centuries-old British Comedy of Manners tradition of wit and social satire, each was an important innovator as artist, gadfly, and "presence" on the English literary scene of his day. The course will examine major (and some minor) works of each author in the context of British theatrical traditions and the authors' own times.			
<b>Course Objectives</b>	This course will offer graduate Journalism students an intensive study in Arts journalism in the context of British culture. Although it will concentrate primarily on specialising in theatre, there will be some consideration of how comparable themes are manifest in other art forms. As well as historical and theoretical information, there will be a strong practical element to the course. Students will be encouraged to relate class activities to their future plans as prospective journalists and to have a sound grasp of good journalistic practice. They will also be in a position to compare British and American journalistic practice.			
<b>Course Content</b> (weekly plan)	Ibsen's introduction of naturalism Shaw's play <i>Unpleasant, Plays Pleasant</i> Major Barbara, Experiment in drama: Breaking away from Realism : Kafka, Strindberg, Karel Chapek Kitchen Sink Realism: John Osborn's <i>Look Back in Anger</i> The Absurd: Samuel Becket's <i>Waiting for Godot</i>			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %

	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	<p>After completion of this course, students should be able to:  Define the characteristics of drama as a literary genre.  Explain the reasons behind the emergence of modern drama.  Discuss briefly the history of drama from the Restoration era till the end of the Victorian era with an emphasis on the major changes in religion, politics, philosophy, dramaturgy and public taste for drama.  Analyze the form and content of modern plays.  Make sound analogies and comparisons between different plays and different playwrights.</p>			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Innes, Christopher, <i>Modern British Drama 1890-1990</i> , Cambridge University Press, Cambridge, 1992.			
<b>Recommended Literature</b>	Page, A. : <i>The Death of the Playwright? Modern British Drama and Literary Theory</i> Palgrave Macmillan, 1992. Woddis, Carole, Unwin, Stephen, <i>A Pocket Guide to Twentieth Century Drama</i> , Faber and Faber (18 Jun 2001)			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
	<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
	Lecture (15 weeks x Lecture hours per week)	15	3	45
	Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
	Midterm Examination (1 week)	1	3	3
	Final Examination (1 week)	1	3	3
	Preparation for Midterm Examination	1	12	12
	Preparation for Final Examination	1	25	25
	Assignment / Homework / Project		32	32
	Seminar / Presentation		30	30
	<b>Total Workload</b>			150
	<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 519	<b>Course Name :</b> TEACHING METHODS OF LITERATURE		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45
<b>Course Description</b>	<p>This course is elective. This course contains teaching methods of novel, poetry, drama and short story analysis and acquisition of teaching skills in English Literature. Significant contributions of literature to the process and purpose of learning English as a foreign language; poetry, prose and drama in the EFL classroom; approaches to selecting texts for different levels of learners. The emphasis will be on using English literature as the basis for literature – oriented approach to language teaching and on the ways of teaching writing and incorporating student-generated texts into a syllabus.</p>		
<b>Course Objectives</b>	<p>To explore a range of strategies for developing for the teaching and learning of literature  To investigate interactive strategies for working with literary texts in the language classroom  To raise awareness of methodological options appropriate to a range of literary genres  To develop teacher training techniques with a view to disseminating the materials produced.</p>		

<b>Course Content</b> (weekly plan)	Aims and Objectives of Literature Readings Types of Practical Activities Working with Complete Texts Novels Plays Short Stories Poems Types of Assessment			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: criticize English literature from different perspectives; analyze literary works through literary perspectives; make students expert on English drama, novel or poetry; develop better understanding of English language through literary texts.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Collie, Joanne, Slater Stephan. Literature in the Language Classroom: A Resource Book for Ideas and Activities, Cambridge University Press, 1988.			
<b>Recommended Literature</b>	Lazar, G.: Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge University Press, 1993 Parkinson, B., Thomas, H. R. Teaching Literature in a Second Language .2001			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		0	0	0
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25
Assignment / Homework / Project			32	32
Seminar / Presentation			30	30
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6

<b>Course Code :</b> ELT 520	<b>Course Name:</b> TECHNOLOGY ASSISTED LANGUAGE LEARNING
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<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30	
<b>Course Description</b>	This course will explore the use of technology for second language learning with an emphasis on autonomous learners at intermediate to advanced levels of second language proficiency. A wide range of technologies will be explored, including personal computers, personal digital assistants (PDAs), the Internet, and various forms of terrestrial, satellite and cable radio and television. It will explore ways in which these widely available technological tools can be used to enhance language learning in the areas of (a) input (listening and reading), (b) output (speaking and writing), (c) interaction, (d) exercise and (e) assessment.			
<b>Course Objectives</b>	The primary objective of this course is to explore ways in which autonomous learners can use technology to facilitate second (foreign) language learning. This will involve stages of motivation, investigation, evaluation and dissemination for the areas of input, output, interaction, exercise and assessment.			
<b>Course Content</b> (weekly plan)	Introduction: Instructional Media and Technology and Language Learning The Media as a Second Language Principled Use of Media and Technology Listening- The role of the Aural in LT and LL Video: The What, The Why, and The How Computers in Language Learning (CALL) Computer Communication Tools. – Computers and Writing			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: create and critically compare full internet lessons; design and develop Electronic materials; design research data collection that considers research ethics; research how to give a presentation about their chosen lesson; use the Internet to undertake a review of internet sites; analyze CALL literature.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Meskill, Carla.: Teaching and Learning in Real Time: Media, Technologies and Language Acquisition. Asthelsan, Houston, TX, USA. 2002			
<b>Recommended Literature</b>	Son, Jeong-Bae (ed.). Computer-Assisted Language Learning: Concepts, Contexts and Practices.iUniverse, Inc. 2004 Zettersten, A. New Technologies in Language Learning. Pergamon; 1st edition. 1986			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>			<b>Quantity</b>	<b>Duration</b>
Lecture (15 weeks x Lecture hours per week)			15	2
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)			15	2
				<b>Workload</b>
				30
				30

Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 521	<b>Course Name:</b> TEACHING ENGLISH TO CHILDREN			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30	
<b>Course Description</b>	In this course the learning strategies of young children, the acquisition of the mother tongue as well as the learning of a foreign language, the classroom methods and techniques to be used when teaching English to young learners are covered. Young learner (K-6) course syllabuses (e.g.: story-based, content-based, theme-based, task-based), effective use of child literature within a chosen syllabus; video recordings of young learner classrooms with reference to classroom management, presentation of language and practice.			
<b>Course Objectives</b>	This course aims at equipping students with the ability to: Gain a theoretical and practical overview of how to teach ESL to children Examine the child development theories Investigate ways of incorporating ideas, and methodologies within to the school curriculum Gain a better understanding of how to teach phonics Learn where to find useful teaching resources and materials			
<b>Course Content</b> (weekly plan)	Special considerations for teaching English to children Investigation of theories of child development and learning Introduction to multiple intelligences and learning disabilities Approaches to planning units and structuring lessons for children Teaching specific skills: vocabulary, listening comprehension, speaking, reading, and literacy development Innovative and interesting activities specifically designed to keep children interested Examination of proactive classroom management techniques and classroom management issues specific to teaching children Critical review and evaluation of teaching resources (books and websites)			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>		<b>100 %</b>	
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Learn how to plan exciting lessons for young learners Teach with music and movement. Participate in individual and group work in planning lessons			

	Learn effective classroom management. Observe certified English teachers in real classroom settings
<b>Prerequisite Course(s)</b> (if any)	
<b>Language of Instruction</b>	English
<b>Mandatory Literature</b>	Scott, Wendy A. ,YtrebergLisbeth H.: Teaching English to Children. Addison Wesley Publishing Company (September 1990)
<b>Recommended Literature</b>	Vale, David,Feunteun, Anne: Teaching Children English:A Training Course for Teachers of English to Children.Cambridge University Press. 1995 Cameron, Lynne. Teaching Languages to Young Learners.Cambridge University Press (April 2, 2001)

**ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)**

<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	15	2	30
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 522	<b>Course Name:</b> INSTRUCTIONAL TECHNOLOGY IN ELT		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30
<b>Course Description</b>	This course is elective. The course includes the technology's role in improving teaching and learning for English-language learners (ELLs). Highlights include: problems associated with ELLs' academic underachievement; evidence of how technology can improve learning; a case study that illustrates difficulties teachers of ELL might have in implementing new technology; and how technology can change the teacher's role.		
<b>Course Objectives</b>	The basic objectives of the course are : To introduce the technology use in materials development, To be able to evaluate the technological materials in terms of instructional purposes, To be able to develop a website in which the content of the course is provided, To develop awareness of students for the importance of the technology use in instructional settings		
<b>Course Content</b> (weekly plan)	Presentation of the aims of the course, materials, course content, and evaluation principles Determining the content of final project, discussing the content of the projects. Designing the outline of the final Project. Discussing the contribution of technology to the instructional materials and learning, The place of instructional materials in the process of language learning and teaching, Effective use of teaching materials: the book, the tape recorder, the board, Developing online language course through Dreamweaver		
<b>Teaching Methods</b> <b>Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations		

<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15%	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		

**Learning Outcomes**  
(please write 5-8 outcomes)

After completion of this course, students should be able to:  
Identify different styles of learning and to design an adequate approach to each student;  
Combine different (re)sources and establish in-class participation among students; Planning teaching and learning process;  
Usage symbolic and graphical communication in classroom; Media support in classroom.

**Prerequisite Course(s)**  
(if any)

**Language of Instruction** English

**Mandatory Literature** Darbyshire, P. : Instructional Technologies: Cognitive Aspects of Online Programs. IRM Press. 2005

**Recommended Literature** Lewis, Gordon: Bringing Technology into the Classroom. Oxford University Press, USA, 2010.

**ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)**

<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	15	2	30
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

**Course Code :** ELT 524 **Course Name:** ELT THROUGH LITERATURE

**Level :** M.A. **Year :** 5 **Semester :** **ECTS Credits :** 6

**Status :** Elective **Hours/Week :** 3 **Total Hours :** 45

**Course Description**

Rationale for introducing literature in ELT classroom. The role of stories (preferably authentic, written by authors from English speaking countries) in teaching English at different ages and levels of knowledge. The nature of relevant activities varying from listening and understanding for the youngest beginners to creative story re-writing for the advanced. The role of poems: reading/comprehension/discussion. Expressing personal opinions about the topic, content and artistic merit of the poems. The importance of short stories and extracts from novels as means of introducing a particular problem. Problem-solving and expressing opinions, which contributes to developing both linguistic and communicative competence as well as shaping general world view. The use of plays with topics relevant to students. TV plays as language input and a source of topics for discussion. The nature of relevant activities varying from note-taking while watching to creative re-writing and performing.

<b>Course Objectives</b>	Obtaining an insight into ways of motivating students of different ages and levels of knowledge for reading and understanding a variety of literary texts in English; development of the ability to choose relevant and motivating texts that contribute to students' linguistic and communicative competence.			
<b>Course Content</b> (weekly plan)	Introduction Role of literature in ELT Stories in teaching English to learners of different age Listening to and creating stories in ELT Poems in ELT: reading, comprehension, discussion Using short stories and novel extracts Problem solving and expressing opinions Developing linguistic and communicative competence through literature Using plays in ELT Drama techniques in ELT			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works and Presentations			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %
	Project	0 %	Attendance	0 %
	Midterm Exam	20 %	Class Deliverables	0 %
	Presentation	15 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: To be able to criticize English literature from different perspectives; To be able to analyze literary works through literary perspectives; To make students expert on English drama, novel or poetry; To be able to develop better understanding of English language through literary texts.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Collie, Joanne, Slater Stephan. Literature in the Language Classroom: A Resource Book for Ideas and Activities, Cambridge University Press, 1988.			
<b>Recommended Literature</b>	Lazar, G.: Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge University Press, 1993			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		0	0	0
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25
Assignment / Homework / Project			32	32
Seminar / Presentation			30	30
<b>Total Workload</b>				<b>150</b>

<b>Course Code :</b> ELT 525	<b>Course Name:</b> MASTER'S THESIS			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 18	
<b>Status :</b> ELECTIVE	<b>Hours/Week :</b> 0		<b>Total Hours :</b> 0	
<b>Course Description</b>	Master's thesis is the mandatory research each student has to complete as part of the graduation process. While writing the thesis the students have to apply practically all of the skills they have acquired throughout the process of undergraduate and graduate education. The thesis is the final project for all graduate students ahead of the PhD study program. At the end of their research project each student should submit a Master's Thesis which will then be defended in an oral presentation in front of a committee containing minimum 3 juries.			
<b>Course Objectives</b>	The course aims to sharpen student's research skills that are immediately applicable to their current research. The students will acquire research skills and practices which will be applicable to their research in the future. Furthermore, the course aims to stimulate intellectual curiosity, develop independent thinking, as well as the willingness to question conventional wisdom in the current clinical research environment. Additionally, the course aims to teach students how to perform a literature review, identify important issues in a specific field and understand the scientific approach to research questions, carry out a scientific study and appropriately managing its data, appreciate the ethics involved in human research, and express oneself clearly in science (when speaking and writing).			
<b>Course Content</b> (weekly plan)	Independent work under the direction of a supervisor on a research problem in the student's designated area of research: Literature Review and Hypothesis Generation. Independent work under the direction of a supervisor on a research problem in the student's designated area of research: Literature Review and Protocol Development. A tentative title An introduction to the domain and why it is interaction design An introduction of the stakeholders The research problem A research question The planned type of result A briefly planned working process A brief time plan A brief consideration about ethical issues that may arise in the project			
<b>Teaching Methods Description</b> (list up to 4 methods)	Finalize a topic for the research paper requirement. Identify an appropriate research design. Conduct the appropriate research activities. Write an elaborate research paper.			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	0 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)				
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>				
<b>Mandatory Literature</b>				

Recommended Literature			
ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
Activities	Quantity	Duration	Workload
Literature review and consultations	1	30	30
Research / laboratory / field work	1	30	30
Data Analysis and Reporting	1	30	30
Thesis writing process	1	30	30
Seminar / Presentation (including defense)	1	30	30
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 526	<b>Course Name:</b> SEMINAR I			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> ELECTIVE	<b>Hours/Week :</b> 0		<b>Total Hours :</b> 0	
<b>Course Description</b>	Master's Seminar I is intended to give first-year Master's Program scholars a dedicated place to deepen their understanding of research methods and how these methods apply to their research interests. This is primarily achieved through the mentor-student relationship where the student constantly receives constructive critique. Other activities will include discussion of funding applications, protocols required for institutional review board approval, conference abstracts, and full manuscripts. The seminar will also dedicate time to more in-depth exploration of certain methodological topics relevant to scholars' current research interests.			
<b>Course Objectives</b>	The course aims to sharpen student's research skills that are immediately applicable to the performance of the scholar's current research. The students will acquire research skills and practices which will be applicable to their research in the future. Furthermore, the course aims to stimulate intellectual curiosity, develop independent thinking, as well as the willingness to question conventional wisdom in the current clinical research environment.			
<b>Course Content</b> (weekly plan)	Topics and fields; Hypotheses and research questions; Research methodologies; Choosing the right method; Quantitative vs Qualitative vs Triangulation; Collecting information; Reviewing results;			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive meetings and communications with students Discussions Presentations and regular reports			
<b>Assessment Methods Description (%)</b>	Work Progress	50 %	Lab/Practical Exam	0 %
	Final Report	50 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	0 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Write a good hypothesis and identify research questions; Differentiate between a variety of research methods and apply the suitable one; Prepare a research proposal and plan ahead;			

	Apply the research methodology and collect results; Review the results		
<b>Prerequisite Course(s)</b> (if any)			
<b>Language of Instruction</b>	English		
<b>Mandatory Literature</b>	American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. McMillan, J. H. (2000) <i>Educational Research: Fundamentals for the Consumer</i> . New York, NY: Longman		
<b>Recommended Literature</b>	Cone, J. D. & Foster, S. L. (1993). <i>Dissertations and theses from start to finish: Psychology and related fields</i> . Washington, DC: American Psychological Association.		
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Literature review	1	40	40
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	1	50	50
Reporting	1	20	20
Preparation for final presentation	1	30	30
Seminar / Presentation	1	10	10
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 527	<b>Course Name:</b> SEMINAR II		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> ELECTIVE	<b>Hours/Week :</b> 0		<b>Total Hours :</b> 0
<b>Course Description</b>	Master's Seminar II is intended to give first-year Master's Program scholars a dedicated place to deepen their understanding of research methods and how these methods apply to their research interests. This is primarily achieved through the mentor-student relationship where the student constantly receives constructive critique. Other activities will include discussion of funding applications, protocols required for institutional review board approval, conference abstracts, and full manuscripts. The seminar will also dedicate time to more in-depth exploration of certain methodological topics relevant to scholars' current research interests. Starting from the presumption that the students already have developed a number of research skills in Master's Seminar I, the second part focuses on a more in-depth and detailed view of research and academic writing.		
<b>Course Objectives</b>	The course aims to sharpen student's research skills that are immediately applicable to the performance of the scholar's current research. The students will acquire research skills and practices which will be applicable to their research in the future. Furthermore, the course aims to stimulate intellectual curiosity, develop independent thinking, as well as the willingness to question conventional wisdom in the current clinical research environment.		
<b>Course Content</b> (weekly plan)	Academic writing; Compiling and assessing results; Presenting and elaborating findings; Dealing with mistakes and errors; Hallmarks of a successful thesis; Viability and credibility; Research ethics; Publishing a paper;		
<b>Teaching Methods Description</b>	Interactive meetings and communications with students		

(list up to 4 methods)	Discussions Presentations and regular reports			
<b>Assessment Methods Description (%)</b>	Work Progress	50 %	Lab/Practical Exam	0 %
	Final Report	50 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	0 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Write a seminar paper; Compile results; Present and evaluate results; Write within ethical and scientific constraints; Publish papers and findings			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. McMillan, J. H. (2000) <i>Educational Research: Fundamentals for the Consumer</i> . New York, NY: Longman.			
<b>Recommended Literature</b>	Cone, J. D. & Foster, S. L. (1993). <i>Dissertations and theses from start to finish: Psychology and related fields</i> . Washington, DC: American Psychological Association.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>			<b>Quantity</b>	<b>Duration</b>
Literature review			1	40
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)			1	50
Reporting			1	20
Preparation for final presentation			1	30
Seminar / Presentation			1	10
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6

<b>Course Code :</b> ELT 528	<b>Course Name:</b> LANGUAGE AND LINGUISTICS		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30
<b>Course Description</b>	This course is an introduction to the nature of human language as a unique communication system. Students will gain an understanding of the structure of language and of how all languages are fundamentally alike.		
<b>Course Objectives</b>	The module has four main aims: (i) to provide students with an overview of theoretical models, experimental methods and current issues in linguistics in relation to foreign language teaching, (ii) to enable students to understand and assess current scientific debates in the field, (iii) to help students understand and appreciate the relationship between linguistic data and language learning and teaching theories and models, and (iv) to provide students with the necessary background for studying linguistics, discourse analysis or related topics at an advanced level.		

<b>Course Content</b> (weekly plan)	The Sounds of Language Words and Their Meanings The Structure of Sentences Meaning Discourse Child Language Acquisition Language and the Brain Language Change Language Variation			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations (at least 1 per student per semester)			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to conflict and peace. Secondly, it will enable you to assess existing research in an independent manner. Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Fasold R. W. An Introduction to Language and Linguistics. Linton. Cambridge University Press. 2006. Hockett. C.F. A Course in Modern Linguistics. New York. Indian Edition, 1958. Lyons, J. Language and Linguistics. Cambridge (UK): CUP. 1981.			
<b>Recommended Literature</b>	Radford A. M. Atkison, D. Britain, H. Clahsen and A Spencer. Linguistics and Introduction. Cambridge University Press. 1999. G. Tserdanelis & W.Y.P. Wong : <i>Language Files: Materials for an Introduction to Language &amp; Linguistics</i> . Ninth Edition, Ohio State University Press. 2004			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		15	2	30
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25
Assignment / Homework / Project			32	32
Seminar / Presentation			15	15
<b>Total Workload</b>				<b>150</b>

<b>Course Code :</b> ELT 529	<b>Course Name:</b> SOCIOLINGUISTICS AND THE ESL CLASSROOM			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30	
<b>Course Description</b>	This course introduces students to theoretical principles governing social and linguistic variation, the methodology used to study it, the patterns and systems that underlie language variation in use, and the ways in which alternations between different language varieties index personal style, social power, and national identity.			
<b>Course Objectives</b>	<p>These are very specific “objectives” for the course and are, in effect, substantive matters of the course. These are:</p> <p>To explore the educational consequences of linguistic and cultural diversity.</p> <p>Broad overview of sociolinguistics, introducing both early foundational work and current issues in the field.</p> <p>Introducing language contact and language prestige, multilingualism and language ecology, regional and stylistic variation</p> <p>To examine trends and patterns in the use of various research methods.</p> <p>To analyze and evaluate important research terms, concepts, and techniques.</p>			
<b>Course Content</b> (weekly plan)	<p>Multilingual Speech Communities</p> <p>Language Variation: focus on users</p> <p>Language variation: focus on uses</p> <p>Style, Context and Register</p> <p>Analysing Discourse</p> <p>Attitudes and Application</p> <p>Code-switching and Code-Mixing</p>			
<b>Teaching Methods Description</b> (list up to 4 methods)	<p>Interactive lectures and communications with students</p> <p>Discussions and group works</p> <p>Presentations (at least 1 per student per semester)</p>			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	<p>After completion of this course, students should be able to:</p> <p>Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to linguistics and society.</p> <p>Secondly, it will enable you to assess existing research in an independent manner.</p> <p>Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner.</p> <p>The expected learning outcomes of the last part of the course are available.</p>			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	<p>Holmes, Janet. (1992). An introduction to sociolinguistics. Essex, England: Longman.</p> <p>Tannen, Deborah. (1986). That’s not what I meant! Dallas: Ballantine Books.</p>			
<b>Recommended Literature</b>	Ronald, Wardhaugh. (1986). An Introduction to Sociolinguistics. Basil Blackwell			
<b>ECTS (ALLOCATED BASED ON STUDENT’S WORKLOAD)</b>				

Activities	Quantity	Duration	Workload
Lecture (15 weeks x Lecture hours per week)	15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	15	2	30
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 530	<b>Course Name:</b> LANGUAGE IN SOCIETY			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	This course examines the ways in which relationships and structures in society and language and vice versa. It examines variations in language that are determined by region, sex, social level, and cultural groupings. The course is intended to encourage students to think about language issues in their own lives and to help them establish positions in the light of the findings of sociolinguistic research.			
<b>Course Objectives</b>	These are very specific “objectives” for the course and are, in effect, substantive matters of the course. These are: To give an overview of how language operates in society, with special reference to multilingual/multicultural societies. To integrate the inventory of language issues into the larger framework of society and culture. To become aware of some of the social and political implications of cross-cultural education (TESOL) and cross-cultural language research projects.			
<b>Course Content</b> (weekly plan)	Language Choice Language Shift and Death Sociolinguistic Patterns Gender Language and Gender Language Change in Social Perspectives Linguistic Problems as Societal Problems			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations (at least 1 per student per semester)			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to linguistics and society. Secondly, it will enable you to assess existing research in an independent manner.			

	Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.
<b>Prerequisite Course(s)</b> (if any)	
<b>Language of Instruction</b>	English
<b>Mandatory Literature</b>	Suzanne, Romaine. (1994). Language in Society. Oxford University Press. Agar, Michael. 2001. Language Shock: Understanding the Culture of Communication. New York: William Morrow.
<b>Recommended Literature</b>	Fought 1999b, Hill 1998, Cutler 1999, Crawford n.d. b., Toribio. Ethnicity, language contact and bilingualism.

**ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)**

<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	3	45
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		30	30
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 531	<b>Course Name:</b> SECOND LANGUAGE ACQUISITION STUDIES		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30
<b>Course Description</b>	This course is a general introduction to scientific research into how people learn a second language. Although the course is designed to be accessible to students from a wide variety of backgrounds, some knowledge of the linguistic structure of English will be assumed. Second language acquisition, or SLA, is a theoretical and experimental field of study which, like first language acquisition studies, looks at the phenomenon of language development -- in this case the acquisition of a second language. The term "second" includes "foreign" and "third", "fourth" (etc.). Since the early nineteen seventies, SLA researchers have been attempting to describe and explain the behavior and developing systems of children and adults learning a new language.		
<b>Course Objectives</b>	These are very specific "objectives" for the course and are, in effect, substantive matters of the course. These are: To give an overview of how language operates in society, with special reference to multilingual/multicultural societies. To integrate the inventory of language issues into the larger framework of society and culture. To become aware of some of the social and political implications of cross-cultural education (TESOL) and cross-cultural language research projects.		
<b>Course Content</b> (weekly plan)	First Language Acquisition, SLA Age Crosslinguistic Influences The Linguistic Environment Cognition Development of Learner Language		

	Foreign Language Aptitude Motivation Social Dimensions of L2 Learning			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations (at least 1 per student per semester)			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to linguistics and L2 acquisition. Secondly, it will enable you to assess existing research in an independent manner. Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Ortega, L. (2009). <i>Understanding Second Language Acquisition</i> . London: Hodder. Abrahamsson, N., & Hyltenstam, K. (2008). The robustness of aptitude effects in near-native second language acquisition. <i>Studies in Second Language Acquisition</i> , 30, 481–509.			
<b>Recommended Literature</b>	Bardovi-Harlig, K. (1994). Reverse-order reports and the acquisition of tense: Beyond the principle of chronological order. <i>Language Learning</i> , 44, 243-282. Brown, A., & Gullberg, M. (2008). Bidirectional crosslinguistic influence in L1-L2 encoding of manner in speech and gesture: A study of Japanese speakers of English. <i>Studies in Second Language Acquisition</i> , 30, 225–251.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>			<b>Quantity</b>	<b>Duration</b>
			<b>Workload</b>	
Lecture (15 weeks x Lecture hours per week)			15	2
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)			15	2
Midterm Examination (1 week)			1	3
Final Examination (1 week)			1	3
Preparation for Midterm Examination			1	12
Preparation for Final Examination			1	25
Assignment / Homework / Project				32
Seminar / Presentation				15
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6

<b>Course Code :</b> ELT 532	<b>Course Name:</b> LANGUAGE CONCEPTS FOR SECOND LANGUAGE LEARNING AND TEACHING		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6

<b>Status : ELECTIVE</b>	<b>Hours/Week : 2+2</b>	<b>Total Hours : 30+30</b>		
<b>Course Description</b>	This course focuses on presenting an overview of the field of SLA and on important research in second language acquisition (SLA). SLA research examines the way in which humans acquire second, third, fourth, etc., languages. In this course, you will examine and think about learner language, read summaries of published research on learner language, and consider the implications of published research for applied linguistics.			
<b>Course Objectives</b>	<p>These are very specific “objectives” for the course and are, in effect, substantive matters of the course. These are:</p> <p>Studying the complex pragmatic interactions between learners, and between learners and native speakers</p> <p>Examining how non-native language ability develops, stabilizes, and undergoes attrition (forgetting, loss)</p> <p>Carrying out an analysis and interpretation of all aspects of learner language with the help of current linguistic theory</p> <p>Developing theories that are specific to the field of SLA that aim to account for the many facets of non-native language and behavior</p> <p>Testing hypotheses to explain second language knowledge and behavior</p>			
<b>Course Content</b> (weekly plan)	<p>First Language Acquisition, SLA</p> <p>Age</p> <p>Crosslinguistic Influences</p> <p>The Linguistic Environment</p> <p>Cognition</p> <p>Development of Learner Language</p> <p>Foreign Language Aptitude</p> <p>Motivation</p> <p>Social Dimensions of L2 Learning</p>			
<b>Teaching Methods Description</b> (list up to 4 methods)	<p>Interactive lectures and communications with students</p> <p>Discussions and group works</p> <p>Presentations (at least 1 per student per semester)</p>			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	<p>After completion of this course, students should be able to:</p> <p>Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to language learning and teaching.</p> <p>Secondly, it will enable you to assess existing research in an independent manner.</p> <p>Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner.</p> <p>The expected learning outcomes of the last part of the course are available.</p>			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	<p>V.Cook. (2008). Second Language Learning and Language Teaching. London: Hodder.</p> <p>Chaudron, C. (2003). Data Collection in SLA Research. In The Handbook of Second Language Acquisition C.J. Doughty and M.H. Long (Eds). Malden, MA: Blackwell Publishing.</p>			
<b>Recommended Literature</b>	<p>DeKeyser, R. (2003). Implicit and explicit learning. In The Handbook of Second Language Acquisition C.J. Doughty and M.H. Long (Eds). Malden, MA: Blackwell Publishing, pgs. 314-348.</p>			

Epstein, S.D., Flynn, S., & Martohardjono, G. (1996). Second language acquisition: theoretical and experimental issues in contemporary research. Behavioral and Brain Sciences, Cambridge, UK: Cambridge University Press. 19, 667-758.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>			
<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	15	2	30
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 536	<b>Course Name:</b> EDUCATION PSYCHOLOGY OF LANGUAGE LEARNING			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 3		<b>Total Hours :</b> 45	
<b>Course Description</b>	This course will provide an introduction to the psychology of language. The purpose of the course is to introduce students to the scientific study of psycholinguistic phenomena. It will cover a broad range of topics from psycholinguistics, including the origin of language, the different components of language (phonology, morphology, syntax, and semantics), processes involved in reading, computational modeling of language processes, the acquisition of language (both under normal and special circumstances), and the brain bases of language.			
<b>Course Objectives</b>	By the end of the course, you should be able to describe; how students differ how students learn what motivates students' behavior how to best assess student progress student will be able to critique different teaching practices assess how well they facilitate and motivate students' foreign learning			
<b>Course Content</b> (weekly plan)	Concepts, language, and major theories of psychology Major perspectives of psychology: behavioral, cognitive, and sociocultural. Psychology in relation to other disciplines or interdisciplinary fields of study, particularly education. Theory and research in learning and cognition, individual differences, and developmental changes; overarching themes in psychology; applications of psychology. Research methods used by psychologists. Psychological theories and principles relate to everyday life.			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations (at least 1 per student per semester)			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %

	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to psychology of the individual and the language. Secondly, it will enable you to assess existing research in an independent manner. Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Slavin, R. (2008). Educational psychology: Theory into practice, (9th ed.). Boston: Allyn and Bacon. John W Santrock(2008). Educational Psychology. University of Texas at Dallas			
<b>Recommended Literature</b>	Woolfolk, A. E. (2003). Educational Psychology (9th ed.). Boston, MA: Allyn & Bacon			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
	<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
	Lecture (15 weeks x Lecture hours per week)	15	3	45
	Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	0	0	0
	Midterm Examination (1 week)	1	3	3
	Final Examination (1 week)	1	3	3
	Preparation for Midterm Examination	1	12	12
	Preparation for Final Examination	1	25	25
	Assignment / Homework / Project		32	32
	Seminar / Presentation		30	30
	<b>Total Workload</b>			150
	<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 537	<b>Course Name:</b> SCIENTIFIC RESEARCH METHODS		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30
<b>Course Description</b>	The course provides an introduction to science as a way of thinking and scientific research as a process of inquiry. The course introduces the nature of educational research and the steps in the process of research (research problem, variables and hypotheses, ethics and research, review of the literature, sampling, instrumentation, validity and reliability, internal validity, data collection), followed by basic of statistical data analysis (organizing data, descriptive statistics, statistical inference, inferential statistics) and data processing. The course covers the main qualitative and quantitative research methodologies.		
<b>Course Objectives</b>	These are very specific “objectives” for the course and are, in effect, substantive matters of the course. These are: To understand social science frameworks for scientific social inquiry. To understand the various methods for conducting empirical research. To examine trends and patterns in the use of various research methods. To analyze and evaluate important research terms, concepts, and techniques.		
<b>Course Content</b> (weekly plan)	Science as a Way of Thinking The nature of educational research The Steps in the Process of Research		

	Basic in Statistical Analysis of Data Organizing Data; Descriptive Statistics Statistical Inference, Inferential Statistics Quantitative research methodologies: experimental research, correlation research Qualitative research methodologies			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures and communications with students Discussions and group works Presentations (at least 1 per student per semester)			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to conflict and peace. Secondly, it will enable you to assess existing research in an independent manner. Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Jack R Fraenkel, Norman E. Wallen (2008). How to Design and Evaluate Research in Education, 7 <sup>th</sup> edition. McGraw Hill Higher Education.			
<b>Recommended Literature</b>	Anthony M. Graziano, Raulin, Michael L (2009). Research Methods: A Process of Inquiry, 7 <sup>th</sup> edition. Allyn& Bacon.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)		15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)		15	2	30
Midterm Examination (1 week)		1	3	3
Final Examination (1 week)		1	3	3
Preparation for Midterm Examination		1	12	12
Preparation for Final Examination		1	25	25
Assignment / Homework / Project			32	32
Seminar / Presentation			15	15
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6
<b>Course Code :</b> ELT 538	<b>Course Name:</b> INTRODUCTION TO TESOL METHODS			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 2+2		<b>Total Hours :</b> 30+30	

<b>Course Description</b>	This course is an introduction to the teaching of English to speakers of other languages (TESOL) intended for those who contemplate a career in TESOL or in the teaching of foreign languages. Through a program of lectures, readings, discussions, and practical teaching exercises we will explore the educational contexts in which English is taught and learned, some methods and materials that teachers have used to teach it, and the links between what teachers and learners do in class and what applied linguistic research tells us about how second languages are learned.			
<b>Course Objectives</b>	<p>These are very specific “objectives” for the course and are, in effect, substantive matters of the course. These are:</p> <p>To observe other teachers and their pedagogical practices; if possible, identify a central focus/theme and reflect upon these observations guided by your focus and how that theme impacts language acquisition and pedagogy.</p> <p>To reflect upon your own teaching and self-evaluation of your teaching, again trying to identify a focus/theme if possible that relates to language acquisition and pedagogy.</p> <p>To prepare a TESOL materials project with a pedagogical justification.</p> <p>To move from the realm of student into the realm of beginning professional, with a sense of the contribution of your services to learners and to the profession as a whole.</p> <p>To serve local communities as a teacher in ways that draw upon your developing expertise in TESOL, making a difference.</p>			
<b>Course Content</b> (weekly plan)	<p>Methods and Methodologies</p> <p>Teaching Listening Comprehension</p> <p>Teaching Oral Skills – Accuracy</p> <p>Teaching Oral Skills – Fluency</p> <p>Teaching Reading Comprehension</p> <p>Teaching Writing Skills</p> <p>Designing Curricula</p> <p>Teaching Grammar</p> <p>Teaching Vocabulary</p>			
<b>Teaching Methods Description</b> (list up to 4 methods)	<p>Interactive lectures and communications with students</p> <p>Discussions and group works</p> <p>Presentations (at least 1 per student per semester)</p>			
<b>Assessment Methods Description (%)</b>	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	40 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	<p>After completion of this course, students should be able to:</p> <p>Firstly, it will enable you to conduct independent scientific investigation of a broad spectrum of issues linked to TESOL and teaching methods.</p> <p>Secondly, it will enable you to assess existing research in an independent manner.</p> <p>Finally, it will develop your ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.</p>			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	<p>Celce-Murcia, M. (Ed.). (2001). Teaching English as a second or foreign language (3rd ed.). Boston, MA: Heinle&amp;Heinle. (TESFL). Available in the CIMC Professional Stacks. Call Number: PE1128.A2 T44 2001.</p> <p>Richards, J. C., &amp; Rodgers, T. S. (1986). Approaches and methods in language teaching: A description and analysis. New York: Cambridge University Press. Available in Memorial Library Stacks Regular Size Shelving. Call Number: P51 R467 1986.</p>			

<b>Recommended Literature</b>	Crookes, G., &Chaudron, C. (1991). Guidelines for classroom language teaching. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (2nd ed., pp. 46-67). New York: Newbury House.
	Dubin, F., &Bycina, D. (1991). Academic reading and the ESL/EFL teacher. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (2nd ed., pp. 195-215). New York: Newbury House. Enright, D. S. (1991). Supporting children's English language development in grade-level and language classrooms. In M. Celce-Murcia (Ed.), Teaching English as a second or foreign language (2nd ed., pp. 386-402). New York: Newbury House.

**ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)**

<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Lecture (15 weeks x Lecture hours per week)	15	2	30
Laboratory / Practice (15 weeks x Laboratory / Practice hours per week)	15	2	30
Midterm Examination (1 week)	1	3	3
Final Examination (1 week)	1	3	3
Preparation for Midterm Examination	1	12	12
Preparation for Final Examination	1	25	25
Assignment / Homework / Project		32	32
Seminar / Presentation		15	15
<b>Total Workload</b>			150
<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 539	<b>Course Name:</b> GRADUATE PROJECT I			
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6	
<b>Status :</b> Elective	<b>Hours/Week :</b> 0		<b>Total Hours :</b> 0	
<b>Course Description</b>	This course is divided into two parts. The first part is designed to guide students through the process of writing a graduate projects. Starting from the selection of topics and fields of interest, throughout the development of the research proposal and methodologies, this course covers all the initial stages of project development. The graduate project is the capstone requirement of a student's program, and, therefore, is normally conducted upon completion of core and specialization coursework. It is strongly suggested that students begin to identify their proposed project shortly after initial enrollment in the program with assistance of their mentor/supervisor.			
<b>Course Objectives</b>	The course aims to familiarize students with the process of academic research and writing. It assists the student in the development of critical thinking skills, research methodologies, academic writing, and the synthesis, integration, and application of concepts and principles acquired.			
<b>Course Content</b> (weekly plan)	Identifying an appropriate graduate project Identifying an appropriate site to conduct the graduate project Planning the graduate project, including completing a written project plan Obtaining approval from the advisor to conduct the graduate project Initiating the graduate project			
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures Discussions and group works Mentor-candidate communication			
<b>Assessment Methods Description (%)</b>	Research and Writing Process	50 %	Lab/Practical Exam	0 %
	Final Work	50 %	Term Paper	0 %
	Project	0 %	Attendance	0 %

	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	0 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Finalize a topic for the research paper requirement. Identify an appropriate research design. Conduct the appropriate research activities. Write an elaborate research paper.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Textbook choice depends on individual topics.			
<b>Recommended Literature</b>	American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. Cone, J. D. & Foster, S. L. (1993). <i>Dissertations and theses from start to finish: Psychology and related fields</i> . Washington, DC: American Psychological Association.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
	<b>Activities</b>	<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
	Literature review	1	40	40
	Research/laboratory/field work	1	50	50
	Reporting	1	20	20
	Seminar / Presentation (including defense)	1	40	40
	<b>Total Workload</b>			150
	<b>ECTS Credit (Total Workload / 25)</b>			6

<b>Course Code :</b> ELT 540	<b>Course Name:</b> GRADUATE PROJECT II		
<b>Level :</b> M.A.	<b>Year :</b> 5	<b>Semester :</b>	<b>ECTS Credits :</b> 6
<b>Status :</b> Elective	<b>Hours/Week :</b> 0		<b>Total Hours :</b> 0
<b>Course Description</b>	This course is divided into two parts. The first part is designed to guide students through the process of writing a graduate projects. Starting from the selection of topics and fields of interest, throughout the development of the research proposal and methodologies, this course covers all the initial stages of project development. The graduate project is the capstone requirement of a student's program, and, therefore, is normally conducted upon completion of core and specialization coursework. It is strongly suggested that students begin to identify their proposed project shortly after initial enrollment in the program with assistance of their mentor/supervisor.		
<b>Course Objectives</b>	The course aims to familiarize students with the process of academic research and writing. It assists the student in the development of critical thinking skills, research methodologies, academic writing, and the synthesis, integration, and application of concepts and principles acquired.		
<b>Course Content</b> (weekly plan)	Meeting regularly with the advisor and project supervisor throughout the Implementation of the project Reviewing results Providing a written report of the project Presenting an oral report of the project		
<b>Teaching Methods Description</b> (list up to 4 methods)	Interactive lectures Discussions and group works Mentor-candidate communication		

<b>Assessment Methods Description (%)</b>	Research and Writing Process	50 %	Lab/Practical Exam	0 %
	Final Work	50 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	0 %
	<b>Total</b>	<b>100 %</b>		
<b>Learning Outcomes</b> (please write 5-8 outcomes)	After completion of this course, students should be able to: Finalize a topic for the research paper requirement. Identify an appropriate research design. Conduct the appropriate research activities. Write an elaborate research paper.			
<b>Prerequisite Course(s)</b> (if any)				
<b>Language of Instruction</b>	English			
<b>Mandatory Literature</b>	Textbook choice depends on individual topics.			
<b>Recommended Literature</b>	American Psychological Association (2009). <i>Publication manual of the American Psychological Association</i> (6th ed.). Washington, DC: Author. Cone, J. D. & Foster, S. L. (1993). <i>Dissertations and theses from start to finish: Psychology and related fields</i> . Washington, DC: American Psychological Association.			
<b>ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)</b>				
<b>Activities</b>		<b>Quantity</b>	<b>Duration</b>	<b>Workload</b>
Literature review		1	40	40
Research/laboratory/field work		1	50	50
Reporting		1	20	20
Seminar / Presentation (including defense)		1	40	40
<b>Total Workload</b>				150
<b>ECTS Credit (Total Workload / 25)</b>				6