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

THIRD CYCLE STUDY PROGRAM SPECIFICATION

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September, 2017

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1. PROGRAM DESCRIPTION

1.1. Introduction

The Graduate Program provides students scholarly training in English language and literature. Encountering courses that span the full experience of writing in the English language--from Old Norse to Mark Twain and Gertrude Stein, and from Chaucer and Shakespeare to contemporary and post-colonial writing--students in the program have the chance to pursue specializations in a great variety of literary fields and in the study of rhetoric and composition as well.

Responsive to interdisciplinary interests and to all of the theoretical discourses that connect the study of English language and literature to other literatures and cultures, the program is committed to equipping students with the disciplines and methods of linguistic and literary analysis that will prepare them professionally for the careers they seek.

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 Programme

Primary aim of English department is to train students to be professional and proficient language teachers of English. In addition, a graduate of English department is expected to have skills of a bilingual translator and a fluent speaker and reader of English. A graduate can also be a good researcher in linguistics, literature and comparative grammar of languages. The goals of English department are as follows: To train students to be proficient skillful language teachers in all aspects of English language teaching. To provide opportunities for those who want to study in deeper subjects of the field.To conduct basic and experimental high quality researches and to apply linguistics and literature of English. To prepare a ground for the students so that they can learn how to use English fluently in daily life using the most advanced information technologies. To develop effective

communication abilities and joining into interdisciplinary teams. To give education to the students in a broad spectrum and their preparation for career in a wide range.

1.5. Final Award

Students who complete 180 ECTS will be eligible for the title 'PhD degree 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 PhD 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 PhD. in three major concentrations:
- Theoretical Linguistics
- English Literature
- Applied Linguistics

1.7. Curriculum and Concentrations

The Ph.D. in English Language and Literature requires a total of 180 credits, split between coursework (60) and dissertation research (120). Course requirements for Ph.D. candidates vary with each individual's chosen concentration in creative writing, English and American literature, linguistics, and language teaching. For the most part, these requirements aim to provide a generalist education, the flexibility needed for each candidate's concentration and research interests, and preparation for the Ph.D. comprehensive examinations. Before taking comprehensive exams, Ph.D. candidates must fulfill these course requirements and demonstrate proficiency in his or her intended field.

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

Upon graduation, Graduate students of English Language and Literature can

- Use their strong communication and organizational skills to compete successfully for professional careers as well as further academic pursuits, social development and personal satisfaction.
- Employ the rhetorical principles necessary to adapt their communicative skills to the changing demands of an information-driven society and workplace.
- Be reflective and life-long learners.
- Experience the intrinsic wonder and delight of imaginative literature and experiment with the writing of it.
- Interpret written text and, thus, learn about themselves, the text, and the culture it reflects while applying their interpretations to the world beyond the text.
- Communicate a critical perspective drawn from informed choices among a diversity of opinions and interpretations.
- Move from being novice to expert learners and develop an identity within communities of learners.
- Make connections between ideas and fields of knowledge.
- Learn from, and contribute to, their culture.
- Interpret written materials flexibly, understanding how multiple meanings are possible and, conversely, how individual interpretations sometimes can be wrong.
- Apply knowledge of the history, theory, and methodologies of the discipline and its contexts in thoughtful discourse.

1.11. Skills and other Attributes

At graduation, English majors demonstrate instrumental knowledge of reading and writing in the discipline. They can

- Grasp and interpret metaphor.
- Conduct purposeful analysis of literary discourse, including discussion of the history, forms, and conventions of the different periods and genres.

- Read literary works with understanding of their background, structure, meanings, implications, and relevance.
- Read scholarly works with understanding of their contexts, concerns, and terminology.
- Interpret written materials flexibly, understanding how multiple meanings are possible and, conversely, how individual interpretations sometimes can be wrong.
- Understand and use evidence to support interpretations.

They can use their understanding of the discipline and its contexts to
- Apply knowledge of the history, theory, and methodologies of the discipline and its contexts in thoughtful discourse.
- Apply the knowledge gained from literary, rhetorical, and linguistic study to everyday life.
- Integrate or synthesize knowledge from a range of disciplines as a means to interpret the text.

And they can communicate effectively in speech and writing:
- Speak and write academic discourse competently.
- Recognize a range of social, academic, and professional situations and adapt language accordingly.
- Write in a variety of forms (expository, argumentative, imaginative, academic, business/technical, literary, etc.) as appropriate to audience, purpose, and occasion.
- Comprehend the grammatical and syntactical patterns of the English language and use them as a tool in writing and revising.

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. PhD. in English Language and Literature in Brief

What is PhD. in English Language and Literature?

The doctoral program in English Language and Literature is designed to lead to the PhD minimum in six semesters after having attained B.A and M.A. degrees in English. Students can specialize in diverse fields of British or American and explore a wide range of critical, theoretical, and cultural perspectives on those literatures. They can also opt to seek expertise in linguistics and language teaching.

The program assures that students gain broad literary and cultural knowledge along with the research skills that will allow them to make innovative contributions to the world of ideas. It is committed to the idea that learning is a social process, and that one can learn a great deal from one's peers when lodged in a community that encourages students to share ideas.

What properties are asked for Candidates of PhD. 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 behaviours are earned at PhD. in English Language and Literature?

Certain skills must be mastered before a student is eligible for graduation. Skills required in order obtaining a diploma in English language and literature includes the following:
- Reasoning
- Comprehension
- Philosophical understanding
- Creative thinking
- Reading proficiency
- Communication
- Interpretation of historical English styles

Which courses are essential at PhD. in English Language and Literature?

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

What are the 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 III. CYCLE (PhD) CURRICULUM

III. CYCLE (PhD) (3)

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 631	Seminar I	0	3	6
	Total	12	3	30

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 632	Seminar II	0	3	6
	Total	12	3	30

THIRD SEMESTER				
CODE	COURSE NAME	T	P	ECTS
ELT 633	PhD Dissertation I	0	0	30
	Total	0	0	30

FOURTH SEMESTER				
CODE	COURSE NAME	T	P	ECTS
ELT 634	PhD Dissertation II	0	0	30
	Total	0	0	30

FIFTH SEMESTER				
CODE	COURSE NAME	T	P	ECTS
ELT 635	PhD Dissertation III	0	0	30
	Total	0	0	30

SIXTH SEMESTER				
CODE	COURSE NAME	T	P	ECTS
ELT 636	PhD Dissertation IV	0	0	30
	Total	0	0	30

COURSES

CODE	COURSE NAME	T	P	ECTS
ELT 601	Selected Works From English Literature	3	0	6
ELT 602	Criticism	3	0	6
ELT 603	Women And Writing	3	0	6
ELT 604	Texts Of Drama And Criticisim	3	0	6
ELT 605	History of English Poetry	3	0	6
ELT 606	Training English Language Teachers:Theory And Practice	3	0	6
ELT 607	Interrelations Between American Literature And English Literature	3	0	6
ELT 608	Cognitive Grammar I	3	0	6
ELT 609	Studies In English Semantics	3	0	6
ELT 610	Cognitive Grammar II	3	0	6
ELT 611	A History of The English Language	3	0	6
ELT 612	Studies in Applied Linguistics	3	0	6
ELT 613	Seminar In English Semantics	3	0	6
ELT 614	Sociolinguistics	3	0	6
ELT 615	Studies in Theoretical Linguistics	3	0	6
ELT 616	English Language Teaching Curriculum	3	0	6
ELT 617	Instructional Design In English Language Teaching	3	0	6
ELT 618	Program Evaluation In English Language Teaching	3	0	6
ELT 619	Pragmatics And Discourse Analysis	3	0	6
ELT 620	Scientific Research Methods	3	0	6
ELT 621	Epic Poetry	3	0	6
ELT 622	Content Based Instruction in the EFL Classroom	3	0	6
ELT 623	Methodology of Training Language Teacher	3	0	6
ELT 624	Teaching English for Specific Purposes	3	0	6
ELT 625	Psycholinguistics	3	0	6
ELT 626	Linguistics and the Teaching of English as a Second/Foreign Language	3	0	6
ELT 630	Literary Criticism	3	0	6
ELT 631	Seminar I	0	3	6
ELT 632	Seminar II	0	3	6
ELT 633	PhD Dissertation I	0	0	30
ELT 634	PhD Dissertation II	0	0	30
ELT 635	PhD Dissertation III	0	0	30
ELT 636	PhD Dissertation IV	0	0	30

3. COURSE DESCRIPTIONS

Course Code : ELT 601	Course Name: SELECTED WORKS FROM ENGLISH LITERATURE		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	Some major works from English Literature will be selected and analyzed under the supervision of the professor and the students will present their study during the classes. Topics may focus on society, individual, geography and social content.		
Course Objectives	The objective of this course is that you will survey in depth the important literature of England from 1660-1789. As a part of this study, students will be exposed to the significant political, religious, and philosophical ideas of the period and their connections literary themes and motifs. By the end of the course they should be able to articulate the major shifts that occurred in British literature between Shakespeare and Milton and Wordsworth.		
Course Content (weekly plan)	• William Shakespeare: Othello, • William Shakespeare: Hamlet, • John Donne: Selected Poems • John Milton:The Paradise Lost Bk. I • D. Defoe:Robinson Crusoe • Alexander Pope: The Rape Of The Lock • W. Wordsworth: The Prelude • John Keats: Selected Odes • Bacon, Ruskin, Carlyle:Selected Essays		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	20 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Study a diverse range of literatures and genres of writing for breadth and master some in depth. 2. Articulate the ways in which selected works of literature challenge and change our conceptions of society, culture, and art. 3. Articulate the intimate connections between works of literature and histories, cultures, and world views. 4. Make meaningful connections between literatures/writing and real-world problems. 5. Practice the study of literature and the craft of writing as a collaborative creative process, both in and out of the classroom.
Prerequisite Course(s) (if any)	
Language of Instruction	English

Mandatory Literature	• Abrams, M.H. *The Norton Anthology of English Literature, Volume 1 and 2.* W W Norton & Co Inc; 6th edition (April 1993)
Recommended Literature	• Zwicker, Steven N., ed. *The Cambridge Companion to English Literature, 1650-1740.*Cambridge University Press, 1998

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 602	Course Name: CRITICISM		
Level : PhD.	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course concentrates upon developments in literary criticism in the twentieth century. The approach used is conceptual rather than historical; the concepts of literature in the major contemporary movements of literary criticism and the assumptions concerning the study of literature underlying these movements are studied in representative texts. Examples of applications of the approaches discussed to literary texts are also included in the course.		
Course Objectives	• Examine a wide range of genres, styles and cultural literatures. • Examine the traditional canon and innovative nontraditional writers and writing. • Demonstrate analytical skills of reading literature. • Demonstrate a high level of research and writing skills. • Write and speak in a wide range of formats appropriate to major emphasis: fiction, non-fiction, poetry, critical essay, oral presentation.		
Course Content (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		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations		
	Quiz	0 %	Lab/Practical Exam	0 %

	Homework	0 %	Term Paper	0 %
Assessment Methods Description (%)	Project	0 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	20 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Engage intellectually with peers in both formal and informal environments 2. Demonstrate sustained intellectual engagement with ongoing scholarly discussions about the theories that inform the discipline of English 3. Develop superior research skills, with which they may filter and profit from a steady stream of complex academic readings. 4. Analyze literary works from multiple different critical perspectives, without dismissing or oversimplifying views which differ from theirs.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Bressler, E.C.: Literary Criticism: An Introduction to Theory and Practice. Prentice Hall; 4th edition. 2006
Recommended Literature	• Leitch, V., Cain, W., Finke, Laurie A. And Johnson Barbara (editors).The Norton Anthology of Theory and Criticism. W. W. Norton; 1 edition. 2001. • Habib, M.A.R.: A History of Literary Criticism: From Plato to the Present. Wiley-Blackwell; Reprint edition (October 12, 2007)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 603	**Course Name:** WOMEN AND WRITING		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course considers ways in which such major authors of the long 19th century as Jane Austen, Charlotte Bronte, George Eliot and Virginia Woolf go some way to making good the shortcomings of a narrative in which women's voices have been muted and their experience lost. Particular themes include: the matrimonial property law that recognized women only as property; the legalization of		

	fragile and potentially dangerous female minds and bodies; the withholding of education from women and the consequent lack of employment opportunities for them.
Course Objectives	• Becoming familiar with the major women writers of the twentieth century through reading some of their major works; • Understanding how these writers altered the creative and critical landscape of twentieth-century writing; • Becoming aware of the unique contribution of each writer in the corpus of work of the twentieth century and; • Learning to converse about the ideas introduced in the course in a discussion board format.
Course Content (weekly plan)	• Module One: Early Short Fiction; • Module Two: Later Short Fiction; • Module Three: The Personal Experience Essay; • Module Four: Drama; Module Five: Poetry; • Module Six: The Novel, Part One; • Module Seven: The Novel, Part Two
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions, group works and Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Ceitically read, recognize, and analyze the gendered identities presented to them in any text; 2. Understand how gender expectations function in culture, history, and social dynamics; 3. Investigate how gender constructs impact their everyday lives and issues within their major or current field of study; 4. Begin to appreciate/understand other cultures and peoples through investigation of the role that gender plays in their societies; 5. Initiate positive change in terms of gender definition/stereotypes.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Gilbert, S., and Gubar, G., eds. *The Norton Anthology of Literature by Women*, Volume Two, Third Edition, W. W. Norton & Company; 3rd edition,2007.
Recommended Literature	• Behar, R., Gordon , Deborah A.(1995). Women and Writing Culture. University of California Press.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 604	Course Name: TEXTS OF DRAMA AND CRITICISM		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course examines theories of drama, from the Greeks until the present, concerning the nature, function, and significance of drama as seen by major theorists, dramatists, and philosophers. The course relates these theories to dramatic and theatrical practice in specific historical periods, thereby seeking insights into the philosophical, artistic, and political underpinnings of the art forms in their own time and how they might relate to later periods, including the present.		
Course Objectives	• Acquaint you with key theoretical writings that have been influential in the history of theatre and drama; • Encourage you to deepen your understanding of theatrical genres and movements; • Help you understand contemporary uses of the concept of "performance"; • Enable you to develop and articulate your own personal philosophy about the purpose and meaning to theatre.		

Course Content (weekly plan)	• Introduction to the Course
	 • Greek Theatre : Aristotle's *Poetics*, Sophocles' *Antigone*, Aristophanes' *Lysistrata;*
	 • Elizabethan Theatre and Cultural Resonances: Shakespeare's *Othello*
	      • Ann-Marie MacDonald's *Goodnight Desdemona (Good Morning Juliet)*,
	      • Paula Vogel's *Desdemona, A Play About A Handkerchief;*
	 • Existentialism: Samuel Beckett's *Waiting for Godot* and *Rokaby*		

Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions, group works • Presentations		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	20 %
	Project	0 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Define and identify the different periods of theatre history. 2. Define, identify, and analyze a selection of plays using basic theatre terminology associated with the different types of theatre. 3. Define, identify, and apply dramatic literary critical theory and methods. 4. Identify historical, cultural, and biographical contexts for selected plays and their authors.

	5. Write a short play, act out and/or do dramatic readings from scenes of selected plays, and apply theatrical production techniques learned
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Dukore, Bernard F., Dramatic Theory and Criticism: Greeks to Grotowski. Holt, Rinehart and Winston, Inc.; 1st edition (February 1974)
Recommended Literature	• Cohen, Robert. Theatre: Brief Version. McGraw-Hill Humanities/Social Sciences Languages; 6th (or current) edition, 2002

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 605	**Course Name:** HISTORY OF ENGLISH POETRY		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course enables students to read the poems over and over, following the rhyme and rhythm, to create a sense of poetic interest within themselves. They are given the opportunity to express their thoughts and ideas and to build their own critical thinking. In this course, they are introduced to the history of English poetry starting from Chaucer and ending by the 20th century.		
Course Objectives	• To help students be involved in intensive discussions of poetic texts, such discussions enable them enrich their skills to communicate. • To introduce poetry in its oldest and most intense genres of literature. • To give them an idea of the historical background of each century, focusing on the emergence of certain literary schools or certain types of poetry. • To help students closely to paraphrase and to analyze poems, focusing on the figurative language, the sound values, tone and setting of the poem.		
Course Content (weekly plan)	• General Introduction to the course with Geoffrey Chaucer: The Prologue • The 16th Century Poets: Thomas Wyatt, Philip Sidney, and Shakespeare • The 17th Century Poets: John Donne, George Herbert, John Milton, and Robert Herrick • Allegory, Symbolism, Epigram: Definition and examples from Emily Dickinson, George Herbert and Alexander Pope, • The 18th Century Poets: Alexander pope, John Dryden, Samuel Johnson		

	• The 19th century Poets: Robert Frost, Wordsworth, Shelley, Elizabeth Barrett Browning and William Blake. • The Modern Poets: Dylan Thomas, W. B. Yeats, Philip Larkin and Ted Hughes
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Demonstrate their understanding of poetry as a literary genre and be able to critically examine individual poems, both orally and in writing, utilizing correct terminology and literary analysis techniques 2. Demonstrate college-level critical reading, thinking, writing, and speaking skills, as well as correct research techniques with poem-based analyses
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Grierson, Herbert J.C., Smith J.C. A Critical History of English Poetry. Oxford University Press, 1970.
Recommended Literature	• Ferguson, M., Salter, Mary J., Stallworthy J., *The Norton Anthology of English Poetry.* W. W. Norton & Company; 1996.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 606	**Course Name:** TRAINING LANGUAGE TEACHERS: THEORY AND PRACTICE		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45

Course Description	The course is for teachers who need to improve their ability and confidence in their use of English and develop their teaching skills for learners. The courses are practical. By 'doing' activities designed for the classroom, you will experience the methodology from the learner's perspective. The course is both a language improvement and a methodology course.
Course Objectives	The aim of the course is to raise and consolidate participants' awareness of the principles and practice of teaching English to secondary school students and adult learners. By the end of the course we aim to build participants' confidence of their own English language skills and to increase their knowledge and awareness of English language teaching and methodology. Above all, it is an essentially practical course designed to equip participants with the ideas and materials which they can use in the classroom once they return to their respective countries.
Course Content (weekly plan)	- Works on language systems; - Learning theories and their implication for teaching/learning; - Consideration of a range of methodologies and their practical application in the classroom; - The principles of syllabus and course design; - The evaluation of materials and aids; - Formal and informal assessment; - Error analysis and correction; - Ways of extending learning beyond the classroom.
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works - Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total		**100 %**	

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Increase accuracy and range of English language 2. Have a resource bank of language for all classroom situations 3. Become confident using English in the classroom 4. Understand principles behind teaching younger learners 5. Acquire practical classroom skills and resources
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	Carter, M., Curtis, D., Hieronymus, B., Jones, E.,Training Teachers: A Harvest of Theory and Practice. Redleaf Press. 2002
Recommended Literature	Wallace, Michael J. Training Foreign Language Teachers, Cambridge University Press (April 26, 1991)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 607	**Course Name:** INTERRELATIONS BETWEEN AMERICAN AND BRITISH LITERATURE			
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6	
Status : ELECTIVE	**Hours/Week :** 3		**Total Hours :** 45	
Course Description	This course hopes to explore a variety of literary texts from a range of eras and writers of British and American literature and literary works written in English, accordingly. Students will have the chance to practice their knowledge about key terms and concepts by analyzing literary texts in order to identify these concepts and their use in a text. The course will provide a solid foundation about the fundamental movements and periods in literature written in English. Through the use of selected literary texts from various periods, fundamental concepts, terms, techniques and literary, philosophical and scientific approaches movements in these literatures will be examined.			
Course Objectives	• To familiarize the students with the idea of interrelations between the American the English Literatures; • To have students gain the ability to consider the literary work from a critical point of view.			
Course Content (weekly plan)	• Ezra Pound • Robert Frost • T.S. Eliot • Ted Hughes • W.B. Yeats • Emily Dickenson • James Joyce • Earnest Hemingway and Oscar Wilde			
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works and • Presentations			
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		
Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Demonstrate a critical understanding of and appreciation for literature when analyzing stories, poems, and plays. 2. Understand and appreciate figurative language (metaphors, similes, and the like) in poetry, fiction, and drama.			

	3. Understand, appreciate, and apply knowledge of literary concepts such as plot, character, imagery, theme, setting, irony, etc.
	4. Develop a reasonable interpretation of a literary text and to support that interpretation with evidence.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Abrams, M.H. *The Norton Anthology of English Literature, Volume 1 and 2.* W W Norton & Co Inc; 6th edition (April 1993)
Recommended Literature	• Baym, N.,Klinkowitz, J., Krupat, A., Loeffelholz, M., Reesman, C. J., and Wallace, P.B., *The Norton Anthology of American Literature.* Package 1: Volumes A and B. W. W. Norton & Company; 7th edition (April 19, 2007)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 608	**Course Name:** COGNITIVE GRAMMAR I		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course introduces the theory of Cognitive Grammar, placing it in the context of current theoretical debates about the nature of linguistic knowledge, and relating it to more general trends in 'cognitive' linguistics. The central concepts of the theory are explained in clear, non-technical language, and are applied to in-depth discussions of a range of topics in semantics, syntax, morphology, and phonology. Suggestions for further applications of the theory are contained in the numerous study questions which accompany each of the main chapters.		
Course Objectives	• To extend the student's knowledge and understanding of English grammar • To consolidate and extend the student's knowledge of the Theory of Generative Grammar and their ability to analyze syntactic phenomena within that theory • To improve the student's ability to observe, recognize and describe grammatical phenomena and facts about the grammars of English • To equip students to progress to more advanced work and higher levels of study within this field		
Course Content (weekly plan)	• Cognitive Grammar & Cognitive Linguistics • Cognitive Grammar: An overview • The symbolic thesis • Semantic structure in Cognitive Grammar		

	• Schema & instance • Schema & instance in symbolic units • Meaning: Profile, base, and domain • Nominal and relational profiles
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Become familiar with a range of grammatical concepts and terminology used in the analysis of English and other languages; 2. Be able to describe and discuss relevant data using appropriate terminology 3. Understand the nature of the scientific study of language, and in particular the types of argumentation used in modern syntactic analysis 4. Understand and be able to apply the basic principles of the syntactic framework known as Generative Grammar 5. Be equipped to manipulate and deal with abstract theoretical concepts
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Taylor, John:Cognitive Grammar, Oxford University Press: ISBN 0198700334.
Recommended Literature	• Langacker, Ronald: Cognitive Grammar: A Basic Introduction, Oxford University Press.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 609	**Course Name:** STUDIES IN ENGLISH SEMANTICS

Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45

Course Description	This course introduces a general introduction to the issues of meaning and logical interpretation in natural language. The first part of the course concentrates on the issue of reference in natural language and presents some analytical approaches to it. This includes the theory of semantic logical and predicate calculus, the logical interpretation of full propositions and the semantics of logical operators in natural language. This course must also offer the necessary information to enable students to represent in formal terms the meaning of lexical items and the main types of English phrases and sentences. This inevitably reduces the application of the theory to English semantics, which should be amplified, but is inevitable in the circumstances.
Course Objectives	The primary objective is to make students familiar with the concepts and techniques of formal semantics and teach them how to formalize the semantic content of English expressions assuming the structure that a generative grammar assigns to them, but no less important is their general scientific training and their specific qualification in the use techniques of formalization of meaning that may give them access to jobs in language technologies generally.
Course Content (weekly plan)	- The problem of meaning in language at different levels, - The study of word meaning; - The study of phrase and sentence meaning; - Discourse meaning, interpersonal meaning; - A semantic approach to grammatical categories Semantics is thus presented in its relation to lexicology, syntax, text grammar and interactional linguistics. - The current trends in English semantics
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works - Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Develop an understanding of the relationship between language and meaning on word, sentence and utterance level; 2. Learn semantic theories about the understanding of different aspects of meaning in words, how they can be described, and how grammar and syntax contribute to meaning; 3. Learn pragmatic theories about how language users achieve their goals in verbal interaction with others.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	Lakoff, G. and Johnson, M. (1980). *Metaphors We Live By*.Chicago: University of Chicago Press.
Recommended Literature	Andrew Ortony (ed): Metaphor and Thought, Cambridge University Press; 2nd edition, 1993.
ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)	

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 610	Course Name: COGNITIVE GRAMMAR II			
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6	
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45	
Course Description	This is the continuation of the course Cognitive Grammar I. In Cognitive Grammar II course, a deeper discussion about the basic concepts and notions of Cognitive Grammar will be dealt with, followed by the criticisms on the previously published papers in the field of Cognitive Grammar/Semantics. Through the analysis of the main points in Langacker (1991), Concept, Image & Symbol, we will deeply concern ourselves about how human cognition influences human life, especially the language life.			
Course Objectives	The goal of this course is to lead students to a cognitive approach to the study of language and to the exploration of the relationship between linguistic structure, thought and the nature of embodied human experience. The following are the topics to be discussed: Theoretical foundations and Early Research, Language, Mind and Thought, Language and the Brain, Cognitive Grammar, Word, Meaning and Concept, Semantics and Cognition, Metaphor and Metonymy, Language and Culture, The Physical Foundation of Language, and Language Acquisition, Language and the Brain, Culture as a Cognitive System, Language and Social Interaction, Language, Consciousness, and Embodiment.			
Course Content (weekly plan)	- Overview of Cognitive Grammar - Linguistic Semantics - Grammatical Constructions - Nouns - Verbs - The English Passive - Transitivity, Case, and Grammatical Relations			
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works - Presentations			
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Become familiar with a range of grammatical concepts and terminology used in the analysis of English and other languages; 2. Be able to describe and discuss relevant data using appropriate terminology 3. Understand the nature of the scientific study of language, and in particular the types of argumentation used in modern syntactic analysis 4. Understand and be able to apply the basic principles of the syntactic framework known as Generative Grammar 5. Be equipped to manipulate and deal with abstract theoretical concepts
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Langacker, R.W., *Concept, Image and Symbol*. Mouton De Gruyter; 2nd edition (April 2002)
Recommended Literature	• Taylor, J.R., *Cognitive Grammar*. Oxford University Press, USA, 2003.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 611	Course Name: HISTORY OF THE ENGLISH LANGUAGE		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course surveys the development of the English language from its Indo-European past to the present day. The course begins with a discussion of attitudes towards language change and of motivations for and mechanisms of linguistic change. Considering next the prehistoric changes from Proto-Indo-European to Germanic, the course then examines the structure and vocabulary of English through its major periods: Old English, Middle English, Early Modern English, and Modern English. The course focuses on changes in sounds (phonology), in forms of words and their endings (morphology), in sentence structure (syntax), in spelling (orthography), in meanings of words (semantics), and in vocabulary (lexicon).		
Course Objectives	• Master major aspects of the history of the English language. • Develop an overall understanding of language change as it applies to all languages. • Understand the linguistic consequences of various kinds of cultural contact, from invasion and conquest through trade to immigration and settlement of peoples in a new land.		
Course Content (weekly plan)	• Sounds of English & The English alphabet • Indo-European and Germanic origins		

	• Old English • The Norman influence • Middle English • Modern English • British, American, and other dialects			
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works and • Presentations			
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	0 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		
Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Comprehend the mechanisms of language change and accept the inevitable nature of language change; 2. Gain a knowledge of the origins of English and its place in respect to other languages of the world; 3. Recognize the major stages in the language and important changes in the development of English from a synthetic to an analytic language; and 4. Understand how the current state of the English language has resulted from historical change.			
Prerequisite Course(s) (if any)				
Language of Instruction	English			
Mandatory Literature	• Pyles,T. &Algeo, J., *The Origins and Development of the English Language*, Wadsworth Publishing; 4 edition (January 1, 1993)			
Recommended Literature	• Fennell, B., A History of English: A Sociolinguistic Approach. Wiley-Blackwell; 1 edition (February 16, 2001)			

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 612	**Course Name:** STUDIES IN APPLIED LINGUISTICS

Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : ELECTIVE	Hours/Week : 3		Total Hours : 45

Course Description	For decades now, questions about the role of corrective feedback in second language acquisition (SLA) have been hotly debated, spawning a great deal of theoretical and empirical research. Although the facilitative role of corrective feedback in SLA has received some empirical support, the claims regarding its impact on SLA have yet to be fully or decisively substantiated. In order to move this line of research forward, it is important to examine the issues arising in the SLA literature. To this end, this course aims to review and discuss the literature throwing light on three major issues: (1) learners' noticing of feedback, (2) potential mismatches between teachers' intentions and learners' interpretations, and (3) the role of different types of implicit corrective feedback.
Course Objectives	- Explore personal beliefs about learning and teaching, - Gain an understanding of how adults learn and acquire languages, - Build an awareness for ESL pedagogy and an appreciation for lesson planning, - Discover tools and resources to continue self- directed, professional development.
Course Content (weekly plan)	- An Introduction - The Role of the Native Language: An Historical Overview - Child Language Acquisition: First and Second - SLA and Linguistics - Universal Grammar - Looking at Inter-language Process - Inter-language in Context
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works and - Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Understand the process of first language acquisition, including familiarity with key developments in the phonological, lexical, morphological, syntactic and pragmatic realms, 2. Understand the various theories of language acquisition, 3. Understand the process of language acquisition, including the potential factors and effects. 4. Understand what constitutes a language disorder.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	Susan M.Gass, Larry Selinker: Second Language Acquisition, second edition, Lawrence Erlbaum Associates Publishers, New Jersey 2001.
Recommended Literature	Chaudron, C. (1988). *Second language classrooms. Research on teaching and learning.*Cambridge, UK: Cambridge University Press.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 613	Course Name: SEMINAR IN ENGLISH SEMANTICS		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course provides practical training for anyone interested in the study of meaning, intercultural communication, or translation. It focuses on basic and universal human concepts and their role as a tool for comparing and explaining meanings across languages and cultures. The course explores semantic universals and their implications for semantic analysis on all levels of language, including lexicon, grammar and discourse. The course aims at improving the student's skills in exploring and describing the meaning of words, constructions and whole texts in the context of the study of languages and the 'stream of life'.		
Course Objectives	• To recognize and understand how meaning is conventionally associated with words and with grammatical constructions. • To conduct theoretical and descriptive research on a wide variety of aspects of semantics. • To explain and question the principal theories of meaning proposed by linguists. • To recognize and utilize the principles of Componential Analysis, Formal Semantics, and Cognitive Semantics.		
Course Content (weekly plan)	• What is Meaning? Language and meaning, meaning, mind and world, • Meaning, Thought, and Reality • Sentence Relations and Truth. Logic and truth, types of truth, • Sentence Semantics : Situations. Situation types, aspect, modality. • Meaning Components. Componential analysis, lexical relations, • Formal Semantics • Cognitive Semantics. Metaphor, image schemas, polysemy, mental space.		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works and • Presentations		
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total		**100 %**	

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to:
	1. Analyze the meaning of words, phrases and grammatical constructions in different languages.
	2. Articulate the meaning of expressions through the natural semantic meta-language in a precise and clear way.
	3. Clarify ideas, values and norms through simple and universal concepts.
	4. Participate effectively in a collective thinking process leading towards a consensus about the meaning of expressions and ideas.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Cann, R. 1993. Formal Semantics: An Introduction. Cambridge University Press.
Recommended Literature	• Heim, I. And A. Kratzer. 1998. Semantics in Generative Grammar. Oxford: Blackwell.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 614	Course Name: SOCIOLINGUISTICS		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course is designed to study the sociological aspects of language. Sociolinguists attempt to isolate the linguistic features used in particular situations that mark the various social relationships among the participants and the significant elements of the situation. Factors influencing the choice of sounds, grammatical elements, and vocabulary may include age, gender, education, ethnic identity, occupation, and peer-group identification. It aims to reflect changes in the field such as politeness, accommodation, and prototypes; and expanding discussion of sex differences in language use, and the relationship between language and thought. Ample coverage of classic topics such as varieties of language, speech as social interaction, the quantitative study of speech, and linguistic and social inequality, remains.		
Course Objectives	The course provides a survey of recent sociolinguistic approaches to language study, particularly with regard to the relationship between language and culture, language and society, language and language users. Language variation (social and regional) and language change will be studied on texts, both spoken and written. At the end of the course, students will be able to understand the relationship between language and society. They will be able to appreciate the role of social factors in human communication, as well as the social significance of linguistic variability.		
Course Content (weekly plan)	• Introduction • Varieties of Language		

	• Language, culture and thought • Speech as social interaction • The quantitative study of speech • Linguistic and social inequality • Theoretical summary
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works and • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total		**100 %**	

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Recognize and have experience of the stages of sociolinguistic research 2. Understand some of the problems involved in recording speech interactions 3. Learn through experience to critique methods and assumptions of linguistic data collection 4. Become acquainted with some of the ethical issues involved in human-subjects research in general, and in sociolinguistic research in particular 5. Familiarize with important literature/case studies on sociolinguistic methodology
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Hudson, R.A.,*Sociolinguistics.* Cambridge Univ. Press; 2nd edition, 1996
Recommended Literature	• Wardhaugh, Ronald. *An introduction to sociolinguistics: Sociolinguistics (Variant.)*. 4th ed. Oxford: Blackwell, 2002.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 615	**Course Name:** STUDIES IN THEORETICAL LINGUISTICS

Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : ELECTIVE	Hours/Week : 3		Total Hours : 45

Course Description	This course is designed for a comprehensive introduction to theoretical linguistics. It presupposes no previous knowledge and terms are defined as they are introduced; but it gives a rigorous and technical treatment of a wide range of topics, and brings the students to an advanced level of understanding. Theoretical Linguistics has been one of the classic introductions to the discipline. In a field which is often seen as rapidly moving, it will continue to be used by students seeking an overview of the central areas of linguistics - phonetics and phonology, grammar and semantics - and to be of great value to anyone interested in the ways in which theory can help to explain the key problems of human language.
Course Objectives	• Students will possess knowledge of diachronic and synchronic approaches in theoretical linguistics. • Students will have advanced-level proficiency in a foreign language. • Students will develop competence in the evaluation and continuance of research in theoretical linguistics. • Students will demonstrate the ability to use empirical methods for cross-cultural comparative research
Course Content (weekly plan)	• Linguistics: The Scientific Study of Language • The Structure of Language • The Sounds of Language • Grammar: General Principles • Grammatical Units, Structure, Categories and Functions • Semantics: General Principles • Semantic Structure
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works and • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Acquire deeper knowledge of theoretical linguistics through the study of core subjects 2. Obtain broadened knowledge of adjoining fields through elective courses 3. Acquire a critical view of the theories and methods that have been underlying linguistic research, 4. Acquire the ability to orient themselves in linguistic scientific literature with special regard to the development of theory and methods, and to earlier research, 5. Obtain skills in communicating scientific content at a high level.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Lyons, J., *Introduction to Theoretical Linguistics*, Cambridge University Press (June 1, 1968)
Recommended Literature	• Panagiotidis, E.P., *The Complementiser Phase: Subjects and Operators.*Oxford University Press, USA (August 13, 2010)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 616	Course Name: ENGLISH LANGUAGE TEACHING CURRICULUM		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course aims to provide students with a complete understanding of the approaches, theories, concepts, processes and issues surrounding curriculum and ELT course development. Overall, this course seeks to equip students to critically assess, design and evaluate language programs and teaching materials.		
Course Objectives	The purpose of this course is to provide students with an opportunity to deepen their understanding of the United States school curriculum, by focusing on scholarly work that have shaped the notions of curriculum used by the educational community and by considering curriculum artifacts available for school teachers. As a byproduct, students will have an opportunity to get acquainted with theoretical underpinnings of curriculum and to develop strategies to evaluate school curriculum.		
Course Content (weekly plan)	- Introduction: What is Curriculum? - Types of Syllabi / Goals and Objectives. - The importance of Context and Your Beliefs - Conceptualizing Content(Teaching) - Curriculum Planning: Needs & Situation Analysis - Course Planning: Bringing it all together - Developing/ Making / Collecting Materials - Textbooks: Adapting and Analysis - The Role of the teacher in Curriculum Development		
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works - Presentations		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	40 %

	Total	100 %

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Critically analyze language curriculum/syllabi and teaching materials. 2. Develop and be able to describe their own theories of language design. 3. Capably design their own language course curriculum. 4. Show a mastery of the knowledge (terminology), people, and issues surrounding curriculum development in ELT.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Graves, K.: *Designing Language Courses: A Guide for Teachers.* Heinle&Heinle. Thompson Learning, 2000.
Recommended Literature	• Richard, Jack C.: *Curriculum Development in Language Teaching*. Cambridge University Press, 2001

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 617	Course Name: INSTRUCTIONAL DESIGN IN ENGLISH LANGUAGE TEACHING		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course provides an introduction to the cognitive and experiential content of the program. The course emphasizes the components of the instructional design model. Current theory and practice in the field of instructional design and practice in creating effective designs for instruction in English language teaching by selecting and using current techniques according to the specific needs of the learners. Research work, applications and paper presentations.		
Course Objectives	• Students are given appropriate scenarios to develop instructional materials and experiences by applying current "best practices" to create learning systems using various media. • Students are given an appropriate instructional or learning situation to evaluate the adequacy of the package by applying theories, principles, and research. • Students are given appropriate learning situations to design conditions for learning by applying principles of instructional systems design and learning theory.		
Course Content (weekly plan)	• Students' Ways of Knowing • Alternatives to Teacher-led Discussions • Planning the Whole Course		

	• Responding to Student Writing • The Basics of Unit Design • Outlining a Unit • Setting up the Construction Zone • Develop Instructional Plan • Instructional Strategy
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Prepare an instructional objective; 2. Develop a content outline; 3. Develop an instructional plan; 4. Audit an instructional plan; and 5. Prepare lesson plans
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Smagorinsky, Peter. *English by Design: How to Create and Carry Out Instructional Units*. Heinemann, 2007
Recommended Literature	• Richard, Jack C.: *Curriculum Development in Language Teaching*. Cambridge University Press, 2001

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 618	Course Name: PROGRAM EVALUATION IN ENGLISH LANGUAGE TEACHING		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45

Course Description	This course is designed to help students be aware of importance of material evaluation for selection of the best course books and materials for teaching and learning. Methods of assessing learning in higher education are analyzed and applied in different learning situations. Processes and problems related to course learning assessments as well as evaluating programmatic outcomes are examined. Designing measures to evaluate learner and curricular outcomes are addressed.
Course Objectives	• Align assessment procedures to the learning objectives of the new English curriculum for the four-year undergraduate program and two- year master's program • Explore concepts and principles of language testing and assessment • Give a basic understanding and training to the faculty to develop and adapt materials for assessing the four language skills and language/ literature based text materials • Create innovative assessment strategies for testing and evaluation of teaching/ learning package.
Course Content (weekly plan)	• Introduction to measurement, assessment and evaluation • Connection between teaching and grading/assessment • Types of tests used in educational setting • Assessment strategies • Developing achievement tests – thinking of criteria and related questions • Developing multiple choice questions and checking their quality – ICC • Grading and factors influencing grading • Designing evaluation • Feedback as the missing link between grading and improvement in learning.
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	40 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Use the principles of standard project management 2. Use project management software 3. Demonstrate knowledge of applied ethics 4. Complete a formal proposal for a project 5. Prepare a professional presentation of a project.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Lynch, B. K. *Language Program Evaluation: Theory and Practice.* Cambridge University Press, 1995

Recommended Literature	• Kielly, Richard, Dickins, P.R. *Program Evaluation in Language Education*. Palgrave, Macmillan, 2005.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 619	Course Name: PRAGMATICS AND DISCOURSE ANALYSIS		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course familiarizes students with discourse analysis as a central interdisciplinary approach in the social sciences and humanities, and its application to research problems in second language use, learning, and education. It surveys a range of approaches to discourse, with particular attention to their diverse disciplinary origins, theoretical orientations, analytical practices, and relationship to historical and current intellectual paradigms. Coursework includes regular in-class data sessions.		
Course Objectives	• Raise students' awareness of the practical implications of the analysis of naturally occurring language. • Familiarize students with the basic concepts and main approaches within discourse analysis • Enable students to analyze naturally connected discourse • Enable students to do a stylistics analysis of literary texts		
Course Content (weekly plan)	• Introduction: What is discourse analysis? • Differences between spoken and written discourse • Discourse Grammar • Cohesion and discourse: Reference, Lexical cohesion, conjunction, substitution and ellipsis • Discourse and pragmatics • Politeness, face, and discourse • Discourse and language choice, gender, identity and ideology • Critical Discourse Analysis		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works, and • Presentations		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %

Midterm Exam	30 %	Class Deliverables	0 %	
Presentation	10 %	Final Exam	40 %	
Total	**100 %**			

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Apply a variety of techniques of discourse analysis to the analysis of samples of written and spoken English and critically compare the merits of different techniques. 2. Identify the usefulness and practicability of applying such techniques to gather and analyze data in their own teaching and research situation. 3. Use the role of pragmatics, text linguistics and discourse analysis in producing or evaluating materials for foreign language learning/teaching. 4. Evaluate current research issues in pragmatics and discourse analysis and EFL methodology.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Schiffrin Deborah (Editor), Tannen Deborah (Editor), Hamilton, Heidi E. *The Handbook of Discourse Analysis*. Willey-Blackwell, 2003.
Recommended Literature	• Brown, Gillian, Jule, George. Discourse Analysis. Cambridge University Press, 1983.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 620	**Course Name:** SCIENTIFIC RESEARCH METHODS

Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	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.		
Course Objectives	• Understand social science frameworks for scientific social inquiry. • Understand the various methods for conducting empirical research. • Examine trends and patterns in the use of various research methods.		

Course Content (weekly plan)	• Analyze and evaluate important research terms, concepts, and techniques.		
Course Content (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		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations (at least 1 per students per semester)		

Assessment Methods Description (%)	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 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Conduct independent scientific investigation of a broad spectrum of issues linked to conflict and peace. 2. Assess existing research in an independent manner. 3. Develop ability to discuss a defined methodological issue in a systematic manner. The expected learning outcomes of the last part of the course are available.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Jack R Fraenkel, Norman E. Wallen (2008). How to Design and Evaluate Research in Education, 7th edition. McGraw Hill Higher Education.
Recommended Literature	• Anthony M. Graziano, Raulin, Michael L (2009). Research Methods: A Process of Inquiry, 7th edition. Allyn& Bacon.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150

ECTS Credit (Total Workload / 25)	6

Course Code : ELT 621	Course Name: EPIC POETRY		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This course will give graduate students considerable knowledge of one of the most important world literary traditions and familiarize them with the cultural significance of epic from ancient to modern times. Additionally, they will gain advanced knowledge of English syntax and vocabulary through the critical reading of difficult texts. They will also improve their professional writing skills through a final essay.		
Course Objectives	• Explore and appreciate the Epic tradition. • Situate individual epics in their generic and cultural contexts and to evaluate the impact of both diachronic and synchronic forces on individual works. • Analyze works of literature; understand how they create meaning as well as what they mean. • Write argumentative literary criticism, grounded in close readings of individual passages and making clear, coherent, and insightful claims for the importance of those readings.		
Course Content (weekly plan)	• Pre-literate poetry • Greek epic • Roman epic • Anglo-Saxon and Germanic epic • Revival of epic in the Renaissance • The tradition in Renaissance England • Influence on English language and culture		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations		

Assessment Methods Description (%)	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 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Acquire a good working knowledge of the three crucial texts of the classical past, Homer's *Iliad* and *Odyssey*, and Virgil's *Aeneid.* 2. Make a detailed study of the seventeenth-century English epic, Milton's *Paradise Lost.* 3. Acquire an understanding of the ways in which the epic tradition is alluded to, commented upon, and continued in a modern text. 4. Obtain some knowledge of the typical structures, motifs and aims of European epic poetry.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Homer, *Iliad, Odyssey* • Vergil, *Aeneid* • *Beowulf*

Recommended Literature	• Milton, *Paradise Lost*
	• Pope, *The Rape of the Lock*

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 622	Course Name: CONTENT BASED INSTRUCTION IN THE EFL CLASSROOM		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : ELECTIVE	Hours/Week : 3		Total Hours : 45
Course Description	In recent years content-based instruction has become increasingly popular as a means of developing linguistic ability. It has strong connections to project work, task-based learning and a holistic approach to language instruction and has become particularly popular within secondary schools. This course explores techniques for integrating the teaching of content and language and examines materials used by English language learners in content-based instruction (CBI).		
Course Objectives	• Build on students' educational background and personal experiences based on the topic of the literature • Provide the opportunities for peer cooperative learning • Enhance students' critical thinking and judgmental abilities • Develop students' aural/oral fluency by asking questions and sharing their feedback • Develop students' writing ability by writing an essay or comments related to the topic of the literature		
Course Content (weekly plan)	• Introduction to CBI • Learning objectives for each lesson, fourteen week plan format • Tentative topics due, class discussion • What makes a good CBI course? What makes a bad one? • Group work-the fourteen week plan • Draft due • Choosing and adapting materials • Assessment in CBI, pre and post reading		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations and Independent Research		
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	15 %

Project	0 %	Attendance	0 %
Midterm Exam	30 %	Class Deliverables	0 %
Presentation	15 %	Final Exam	40 %
Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Gain a wide repertoire of appropriate methods and techniques for teaching English learners 2. Acquire understanding of Second Language Acquisition and Learning Theories and how they relate to methods and classroom applications 3. Develop skills for the planning and implementation of standards-based ESL/EFL content-based instruction. 4. Acquire knowledge of and develop skills for a variety of assessment measures for monitoring and evaluating the progress of English learners.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Independent research materials, classroom handouts
Recommended Literature	• Brinton, D. M., Snow, M. A, and Wesche, M. B. (1989). Content-based second language instruction. New York: Newbury House.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 623	**Course Name:** METHODOLOGY OF TRAINING LANGUAGE TEACHERS		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	The course is for teachers who need to improve their ability and confidence in their use of English and develop their teaching skills for learners. The courses are practical. By 'doing' activities designed for the classroom, you will experience the methodology from the learner's perspective. The course is both a language improvement and a methodology course.		
Course Objectives	The aim of the course is to raise and consolidate participants' awareness of the principles and practice of teaching English to secondary school students and adult learners. By the end of the course we aim to build participants' confidence of their own English language skills and to increase their knowledge and awareness of English language teaching and methodology. Above all, it is an essentially practical course		

	designed to equip participants with the ideas and materials which they can use in the classroom once they return to their respective countries.
Course Content (weekly plan)	- Works on language systems; - Learning theories and their implication for teaching/learning; - Consideration of a range of methodologies and their practical application in the classroom; - The principles of syllabus and course design; - The evaluation of materials and aids; - Formal and informal assessment; - Error analysis and correction; - Ways of extending learning beyond the classroom.
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions and group works - Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	10 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Increase accuracy and range of English language 2. Increase a resource bank of language for all classroom situations 3. Obtain confidence using English in the classroom 4. Acquire understanding of principles behind teaching younger learners 5. Obtain practical classroom skills and resources
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	Richards, Jack C., Renandya Willy A. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge University Press, 2002.
Recommended Literature	Wallace, Michael J. Training Foreign Language Teachers, Cambridge University Press (April 26, 1991)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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

Total Workload	150
ECTS Credit (Total Workload / 25)	6

Course Code : ELT 624	Course Name: TEACHING ENGLISH FOR SPECIFIC PURPOSES		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	This course is designed to introduce a learning-centered approach to ESP, and the practical applications of the course design in the form of a syllabus, materials, methodology & assessment for particular professional needs. Students will learn to deal with language descriptions, and needs analysis in ESP course design. Several field trips will also be arranged to understand how English is used in social contexts.		
Course Objectives	• Develop an understanding about the factors that led to the emergence of ESP and the forces, both theoretical and applied that have shaped its subsequent development. • Assist students develop needs assessments and genre analyses for specific groups of learners. • Provide guidelines to adapt or create authentic ESP materials in a chosen professional or occupational area.		
Course Content (weekly plan)	• The development of ESP, historical and theoretical perspectives • Needs analysis • Discourse /Genre analysis • Discourse/Genre analysis • ESP course design • ESP course design • Instructional approaches in ESP • Issues involved in ESP materials development • Technology as a resource for ESP		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works, and • Presentations		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Acquire a robust knowledge of the energy industry, 2. Obtain an understanding and appreciation from a global perspective, 3. Demonstrate strong analytical skills, 4. Demonstrate strong communication skills, and ownership in a sustainability ethic. 5. Acquire knowledge on key concepts, characteristics, principles and major developments in ESP.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Dudley-Evans, T., and St. John, M. J. (1998). Developments in English for specific purposes: A multi-disciplinary approach. Cambridge, England: Cambridge University Press.

Recommended Literature	• Hutchinson, T., Waters, A.: English for Specific Purposes (New Directions in Language Teaching), Cambridge University Press, 1987.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)

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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 625	Course Name: PSYCHOLINGUISTICS		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Elective	Hours/Week : 3		Total Hours : 45
Course Description	The capacity for language sets the human mind apart from all other minds, both natural and artificial, and so contributes critically to making us who we are. In this course, we ask several fundamental questions about the psychology of language: How do we understand and produce it, seemingly without effort? How do children acquire it so quickly and so accurately? What is the relationship between language and thought? Why did language evolve? And to what extent is the capacity for language special, and to what extent is it the product of general cognitive machinery?		
Course Objectives	• Introduce you to some of the central questions in the psycholinguistics • Introduce you to some of the ways in which researchers go about answering those questions. • Increase your comfort and proficiency with reading and discussing research in this area.		
Course Content (weekly plan)	• Language design • Language and the brain • Bioprogram for language learning • Critical Period in Language Development • Speech Perception • Lexical access • How we understand sentences • How we speak • Pragmatics & Language in Use • Language Acquisition • Bilingualism		
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works, and • Presentations		
Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %

	Project	20 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Become introduced to the field of psycholinguistics, 2. Get insight into the basic concepts of the area of study, namely, the acquisition, perception and comprehension of language, in order to explore the relationship between language, thought and culture.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Field, John (2003) *Psycholinguistics*, London and New York: Routledge • Harley, Trevor (2001) *The Psychology of Language: From Data to Theory*, Hove and New York: Psychology Press Ltd.
Recommended Literature	• Steinberg, Danny, Hiroshi Nagata and David Aline (2001, 2nded.) *Psycholinguistics: Language, Mind and World*, Harlow: Longman • D.W. Carroll, Psychology of Language (4th edition)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 626	**Course Name:** LINGUISTICS AND THE TEACHING OF ENGLISH AS A SECOND/FOREIGN LANGUAGE		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45
Course Description	This class offers a foundation in approaches and techniques for the teaching of second or foreign languages from the perspective of linguistics and second language acquisition research. Though the perspective is theory and research based, this is not a course about research. It is rather about how to use research and generalizations derived from it to inform language teaching practice. While the focus is on the teaching of English, the principles underlying the approaches and techniques discussed are applicable to the teaching of any language. We concentrate on spoken language development, but reading and writing are also touched on briefly. For those interested in technology, there is a 5th unit option for a section on computer-assisted language learning.		

Course Objectives	• Core modules focus on syllabus and materials design, the theory and practice of language teaching and learning • ways of teaching grammar and vocabulary • a wide variety of modules, some of which have a very practical language teaching focus • the language-teaching context and related teacher-training and management issues
Course Content (weekly plan)	• Introduction to vocabulary learning/teaching • Vocabulary • Reading: Nature of reading abilities • Reading: L1 & L2 reading • Reading textbook review • Introduction to writing • Writing: Process approaches • Teaching writing to beginning L2 students • Integrating reading and writing • Introduction to teaching grammar
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works, and • Presentations

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	10 %
	Project	10 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	0 %	Final Exam	50 %
	Total		**100 %**	

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Upgrade their professional standing in English language teaching career, 2. Explore different approaches to the teaching and learning of ESL/EFL and study the close relationship between language teaching theory and practice.
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• How Languages are Learned, Third Edition by Patsy Lightbown and Nina Spada (HLL) • Teaching English as a Second or Foreign Language: Third Edition edited by Marianne Celce-Murcia (TESFL)
Recommended Literature	• Celce-Murcia, M. (Ed.). (2001). Teaching English as a second or foreign language (3rd ed.). Boston: Heinle&Heinle. (C-M) • Grabe, W., & Kaplan, R. B. (1996). Theory and practice of writing: An applied linguistic perspective. New York: Longman. (G & K) • Grabe, W., &Stoller, F. L. (2002). Teaching and researching reading. New York: Longman

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 630	**Course Name:** LITERARY CRITICISM			
Level : PhD	**Year :** VI	**Semester :**		**ECTS Credits :** 6
Status : Elective	**Hours/Week :** 3		**Total Hours :** 45	
Course Description	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.			
Course Objectives	• 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			
Course Content (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			
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions and group works • Presentations			

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Project	0 %	Attendance	0 %
	Midterm Exam	30 %	Class Deliverables	0 %
	Presentation	20 %	Final Exam	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Know the development of literary theory from the early twentieth century to the present; 2. Notice differences and similarities between several theories and critical schools;

	3. Acquire some key concepts of individual theories;
	4. Understand how theory has been applied to literary analysis;
	5. Understand how to use theory when reading and analyzing literature
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• Bressler, E.C.: Literary Criticism: An Introduction to Theory and Practice. Prentice Hall; 4th edition. 2006
Recommended Literature	• Leitch, V., Cain, W., Finke, Laurie A. And Johnson Barbara (editors).The Norton Anthology of Theory and Criticism. W. W. Norton; 1 edition. 2001. • Habib, M.A.R.: A History of Literary Criticism: From Plato to the Present. Wiley-Blackwell; Reprint edition (October 12, 2007)

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
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
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 631	**Course Name:** SEMINAR I		
Level : PhD	**Year :** VI	**Semester :**	**ECTS Credits :** 6
Status : Obligatory	**Hours/Week :** 0		**Total Hours :** 0
Course Description	The course Seminar I at the PhD level is intended to give first-year scholars a dedicated place to deepen their understanding of research methods and how these methods apply to their research interests. Seminar I represents the ideal environment for the student to enhance their research skills ahead of their PhD dissertation. Through a close mentor-student relationship the PhD candidate receives guidance and constructive criticism which will prove crucial for their future scientific research. 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.		
Course Objectives	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.		
Course Content (weekly plan)	• Choosing topics and fields of interest; • Constructing a hypothesis and deciding on research questions; • Choosing a research methodology;		

	• Implementing the project; • Reviewing results; • Writing an academic paper: • Presenting findings: • Publishing ethics;
Teaching Methods Description (list up to 4 methods)	• Interactive lectures and communications with students • Discussions • Presentations and regular reports

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Work Progress	50 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Report	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Write a good hypothesis and identify research questions; 2. Differentiate between a variety of research methods and apply the suitable one; 3. Prepare a research proposal and plan ahead; 4. Apply the research methodology and collect results; 5. Review the results; 6. Write extensively on a topic using viable research; 7. Present a paper; 8. Publish a paper;
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. • McMillan, J. H. (2000) *Educational Research: Fundamentals for the Consumer*. New York, NY: Longman
Recommended Literature	• Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields.* Washington, DC: American Psychological Association.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
Activities	**Quantity**	**Duration**	**Workload**
Literature Review	1	40	40
Research/Laboratory/Field Work	1	50	50
Reporting	1	20	20
Preparation for Final Presentation	1	30	30
Seminar / Presentation	1	10	10
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 632	Course Name: SEMINAR II		
Level : PhD	Year : VI	Semester :	ECTS Credits : 6
Status : Obligatory	Hours/Week : 0		Total Hours : 0
Course Description	The course Seminar II at the PhD level is intended to give first-year scholars a dedicated place to deepen their understanding of research methods and how these methods apply to their research interests. Seminar I represents the ideal environment for the student to enhance their research skills ahead of their PhD dissertation. Through a close mentor-student relationship the PhD candidate receives guidance and constructive criticism which will prove crucial for their future scientific research. 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.		
Course Objectives	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.		
Course Content (weekly plan)	- Choosing topics and fields of interest; - Constructing a hypothesis and deciding on research questions; - Choosing a research methodology; - Implementing the project; - Reviewing results; - Writing an academic paper: - Presenting findings: - Publishing ethics;		
Teaching Methods Description (list up to 4 methods)	- Interactive lectures and communications with students - Discussions - Presentations and regular reports		

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Work Progress	50 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Report	50 %
	Total	**100 %**		

Learning Outcomes (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; - Write extensively on a topic using viable research; - Present a paper; - Publish a paper;
Prerequisite Course(s) (if any)	

Language of Instruction	English
Mandatory Literature	• American Psychological Association (2009). *Publication manual of the AmericanPsychological Association* (6th ed.). Washington, DC: Author. • McMillan, J. H. (2000) *Educational Research: Fundamentals for the Consumer*. New York, NY: Longman
Recommended Literature	• Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields.* Washington, DC: American Psychological Association.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
Activities	**Quantity**	**Duration**	**Workload**
Literature Review	1	40	40
Research/Laboratory/Field Work	1	50	50
Reporting	1	20	20
Preparation for Final Presentation	1	30	30
Seminar / Presentation	1	10	10
Total Workload			150
ECTS Credit (Total Workload / 25)			6

Course Code : ELT 633, 634, 635, 636	**Course Name:** PhD DISSERTATION I, II, III, IV			
Level : PhD	**Year :** VII, VIII	**Semester :** I, II		**ECTS Credits :** 30
Status : Obligatory	**Hours/Week :**			**Total Hours :**
Course Description	The PhD dissertation 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 within the PhD study program. At the end of their research project each student should submit a PhD dissertation which will then be defended in an oral presentation in front of a committee containing minimum 3 juries.			
Course Objectives	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).			
Course Content (weekly plan)	• What is a Dissertation? • Choosing a Dissertation • Topic • Problem Statement • Purpose Statement • Research Questions • Hypotheses • Research Methods – Quantitative and Qualitative • Literature Review • Theoretical Framework Prospectus • Roadblocks Prospectus			

	• Capstone			

Teaching Methods Description (list up to 4 methods)	• Interactive meetings and communication with students • Discussions			

Assessment Methods Description (%)	Quiz	0 %	Lab/Practical Exam	0 %
	Homework	0 %	Term Paper	0 %
	Work Progress	50 %	Attendance	0 %
	Midterm Exam	0 %	Class Deliverables	0 %
	Presentation	0 %	Final Presentation (defence)	50 %
	Total	**100 %**		

Learning Outcomes (please write 5-8 outcomes)	After completion of this course, students should be able to: 1. Finalize a topic for the research paper requirement. 2. Identify an appropriate research design. 3. Conduct the appropriate research activities. 4. Write an elaborate research paper. 5. Conduct creditable scholarly research 6. Successfully defend his or her dissertation research 7. Produce a manuscript for publication in a professional or scholarly journal 8. Make professional presentations based on his or her research
Prerequisite Course(s) (if any)	
Language of Instruction	English
Mandatory Literature	• American Psychological Association (2009). *Publication manual of the American Psychological Association* (6thed.). Washington, DC: Author. • McMillan, J. H. (2000) *Educational Research: Fundamentals for the Consumer*. New York, NY: Longman
Recommended Literature	• Cone, J. D. & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields.* Washington, DC: American Psychological Association.

ECTS (ALLOCATED BASED ON STUDENT'S WORKLOAD)			
Activities	**Quantity**	**Duration**	**Workload**
Literature Review and Consultations	1	250	250
Research/Laboratory/Field Work	1	160	150
Data Analysis and Reporting	1	150	150
Thesis Writing Process	1	100	100
Seminar / Presentation (including defense)	1	100	100
Total Workload			750
ECTS Credit (Total Workload / 25)			30