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| **COURSE INFORMATION** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Masterpieces of Western Literature | CPLT 509 | 1 | 3 + 0 | 3 | 8 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English |
| **Course Level** | Graduate's Degree |
| **Course Type** | Compulsory |
| **Course Coordinator** |  |
| **Instructors** | Assoc. Prof. Adriana Raducanu |
| **Assistants** |  |
| **Goals** | To develop students’ awareness of themselves as scholars. Successful writing at Masters level requires the students’ becoming familiar with both the forms of scholarly writing and their use. Students will be assessed in the practical business of scholarly presentation as well as their ability to demonstrate an informed sense of selection and evaluation in the process of information retrieval and collection. |
| **Content** | The suggested texts for reading, discussing, presenting and writing on, from a comparative perspective, cover some important ancient texts and their modern re-writings. The area is the Mediterranean basin, and the period the twelve hundred years from, roughly, 800 B.C. to A.D. 400. In this space and time the intellectual and religious foundations which would later on determine and influence the Western outlook, were laid. |

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| **Learning Outcomes** | **Program Outcomes** | **Teaching Methods** | **Assessment Methods** |
| 1) Develop students’ knowledge and expertise in using research resources | 1-4, 5-10 | 1,2,3 | B,C,D |
| 2) Recognise the importance in their own writing of scholarly conventions | 1-4, 5-10 | 1,2,3 | B,C,D |
| 3) Carried out an indicative literature search on a research topic | 1-4, 5-10 | 1,2,3 | B,C,D |
| 4) Demonstrate an understanding of the importance of identifying references central to their particular research topic | 1-4, 5-10 | 1,2,3 | B,C,D |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion, 4: Simulation, 5: Case Study |
| **Assessment Methods:** | A: Testing, B: Class Performance, C: Homework, D: Presentation |

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| **COURSE CONTENT** | | |
| **Week** | **Topics** | **Study Materials** |
| 1 | GENERAL INTRODUCTION |  |
| 2 | Gilgamesh |  |
| 3 | Homer-**Iliad** and one of the following:  The Firebrand by Marion Zimmer Bradley  Cassandra by Crista Wolf  Inside the Walls of Troy by Clemence McLaren  The Memoirs of Helen of Troy by Amanda Elyot  Helen of Troy by Margaret George  Song of Achilles by Madeline Miller |  |
| 4 | Homer-**Iliad** and one of the following:  The Firebrand by Marion Zimmer Bradley  Cassandra by Crista Wolf  Inside the Walls of Troy by Clemence McLaren  The Memoirs of Helen of Troy by Amanda Elyot  Helen of Troy by Margaret George  Song of Achilles by Madeline Miller |  |
| 5 | Homer-**Odyssey** and one of the following:  The Penelopiad by Margret Atwood  The Robber Bride by Margret Atwood  Homer’s Daughter by Robert Graves  The Lost Books of the Odyssey. A Novel by Zachary Mason  The World’s Desire by Rider Haggard and Andrew Lang (a sequel to Odyssey)  Ithaca by Constantine P. Cavafy |  |
| 6 | Homer-**Odyssey** and one of the following:  The Penelopiad by Margret Atwood  The Robber Bride by Margret Atwood  Homer’s Daughter by Robert Graves  The Lost Books of the Odyssey. A Novel by Zachary Mason  The World’s Desire by Rider Haggard and Andrew Lang (a sequel to Odyssey)  Ithaca by Constantine P. Cavafy |  |
| 7 | Vergil-**Aeneid** and Lavinia by Ursula LeGuinn |  |
| 8 | Ovid- **Metamorphoses** and one of the following:  Metamorphoses by Franz Kafka  Metamorphoses -play by Mary Zimmerman |  |
| 9 | Ovid- **Metamorphoses** and one of the following:  Metamorphoses by Franz Kafka  Metamorphoses -play by Mary Zimmerman |  |
| 10 | Euripides- **Medea** and one of the following:  Medea by Anne Stevenson  Medea by Crista Wolf |  |
| 11 | Euripides- **Medea** and one of the following:  Medea by Anne Stevenson  Medea by Crista Wolf |  |
| 12 | Sophocles-**Oedipus the King** and one of the following:  Iokaste: The Novel of the Mother Wife of Oedipus by Victoria Grossack and Alice Underwood  Sons and Lovers by D.H. Lawrence |  |
| 13 | Sophocles-**Oedipus the King** and one of the following:  Iokaste: The Novel of the Mother Wife of Oedipus by Victoria Grossack and Alice Underwood  Sons and Lovers by D.H. Lawrence |  |
| 14 | CONLUSION I |  |
| 15 | CONCLUSION II |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** |  |
| **Additional Resources** | 1. Farb, Nigel, and Alan Durant, *How to Write Essays and Dissertations; A Guide for English Literature Students*, 2nd edition (Harlow: Pearson, 2005)  2. Altick, Richard, and John J. Fenstermaker, *The Art of Literary Research*, 4th edition (New York and London: Norton, 1993)  3. Eliot, Simon, and Owens, W.R., (eds.), *A Handbook to Literary Research* (London: Routledge and the Open University, 1998) |

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| **MATERIAL SHARING** | |
| **Documents** |  |
| **Assignments** |  |
| **Exams** |  |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Presentation | 1 | 30 |
| Class Performance | 1 | 30 |
| Final Paper | 1 | 40 |
| **Total** |  | **100** |
| **CONTRIBUTION OF FINAL PAPER TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | The ability to apply knowledge of English and world literature and social sciences to topics including culture, society, ethics, politics etc. |  |  | **X** |  |  |  |
| 2 | The ability to review, analyse and apply the relevant literature. |  |  |  |  | **X** |  |
| 3 | The ability to carry out interdisciplinary reading and analysis. |  |  |  | **X** |  |  |
| 4 | The ability to utilise the basic concepts and issues of literary theories in developing life strategies |  |  | **X** |  |  |  |
| 5 | Awareness of professional ethics and responsibility |  |  |  |  | **X** |  |
| 6 | Effective communication skills. |  |  |  |  | **X** |  |
| 7 | A sufficiently broad education to understand the global and social impact of literary movements. |  |  |  | **X** |  |  |
| 8 | An awareness of the importance of lifelong learning and the ability to put it into practice. |  |  |  | **X** |  |  |
| 9 | A knowledge of issues in contemporary literature and of the cultural issues of the period. |  |  |  | **X** |  |  |
| 10 | The ability to use sources and modern tools in order to carry out research in the areas of literature and aesthetics. |  |  |  |  | **X** |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Course Duration (Including the exam week: 15x Total course hours) | 15 | 3 | 45 |
| Hours for off-the-classroom study (Pre-study, practice) | 15 | 6 | 90 |
| Presentation | 1 | 20 | 20 |
| Final Paper | 1 | 45 | 45 |
| **Total Work Load** |  |  | 200 |
| **Total Work Load / 25 (h)** |  |  | 8.0 |
| **ECTS Credit of the Course** |  |  | 8 |