



IBSU

Coordinated with the Quality Assurance Office

Minutes №8, „7“, „July“, 2017 year

Head of the office /Dr. Diana Mtchedlishvili/

Reviewed at the Faculty Board

Minutes №15, „11“ „July“, 2017 year

Dean of the Faculty /Prof., Dr. Tamar Shioshvili/

Approved by the Academic Board

Minutes №9, „22“, „August“, 2017 year

Rector / Prof., Dr. Ilyas Ciloglu/

Doctorate Educational Program

Turkish Philology

Tbilisi
2017 year

Direction: Humanities

Field/ Specialty: Philology

Title of the Educational Programme: Turkish Philology

Faculty: Education and Humanities

Programme Coordinator(s): Ilyas Ustunyer, Professor, Doctor in Philology

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Education Cycle: Doctorate (Third Level of Higher Education)

Type of the Programme: Academic

Awarded Qualification: Doctor of Humanities in Philology (ჰუმანიტარულ მეცნიერულ დოქტორი ფილოლოგიაში)

Code of Qualification: 1005

Language of Education: Turkish

Credit Value of the Programme: 180 ECTS

Structure of the Programme: The program covers 180 ECTS (4500 hrs.). 60 ECTS is dedicated to study component which will cover the first two semesters of whole education process and 120 ECTS is dedicated to obligatory research component, namely, dissertation which lasts next 4 semesters. Obligatory taught courses (6) comprise 50 credits (every core course out of 4 ones is for 10 ECTS; the each one of rest two core course is 5 ECTS); Each elective course makes up 10 credits totally. Out of two elective courses the student is required to take 1 course; within the program, the students will take totally 7 (including seminar) subjects. Student after successful covering of the study component in first two semesters can be able to start dissertation process and in the end of the 6th semester defends Ph. D. dissertation.

Programme Admission Preconditions:

Everybody can apply to Ph.D program who has MA degree from the following directions like; Turkish Philology, Turkology Studies, Turkish Studies, Modern Turkic Dialects and Literatures, School Mastering Program with the concentration with Turkish language and literature, Direction of the Teaching of Turkish language, The Teaching of Social Studies.

Student graduated from the related programs at the universities in Turkey or at IBSU during last 3 years will take just writing proficiency entrance exam by field at IBSU. Questions in the entrance exam represent all courses existing in the program (except Field Seminar and Professor' Assistance) proportionally. In case of consideration of field board members, the student might call for the interview.

The students graduated from the universities abroad (except Turkey) will take both the field proficiency exams and Turkish language exam corresponding C1 (corresponding international certificate is acceptable).

International students need to get approvement from the Ministry of Education and Science of Georgia.

Also according to University regulations, the candidate to the program has to submit a dissertation proposal (See form R5.F8), the corresopndency of which to the program requirements is assessed by a Dissertation Filed Board commission consisting of minimum three people.

The assessment criteria for the dissertation proposal are:

	Not reflected	Unacceptable	Acceptable, with major changes	Acceptable, with minor changes	Acceptable
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-3	4-6	7-9	10-12
Theoretical and practical value: it is presented how the research can impact the field	0	1-3	4-6	7-9	10-12

Literature overview: presents main achievements and names; reference list includes at least 10 important titles	0	1-3	4-6	7-9	10-12
Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
Academic and clear language	0	1-3	4-6	7-9	10-12
Interview / oral presentation *: reveals a good knowledge of the topic, arguments any point from the proposal	0	1-4	5-8	9-12	13-16
Total:					

* A candidate who obtained at least 51 points in the previous items is admitted to the interview; the candidate who obtained 41-50 points, can resubmit an improved version within submission deadlines. A candidate who obtains at least 9 points from the oral interview will be admitted.

Purpose of the Programme:

Turkish Philology, which is a wide branch of a Philology discipline in general, aims at studying the major Turkish civilizations of the past by examining their main theoretic and pratic literary works, language productions, examining major texts based on internal and external criteria, dating literary works, literary analysis, analysing literary texts from the critical perspective and comparing different texts, developing and adopting new literary methods to the domain of Turkish Literature.

Turkish Philology Doctorate Programe is the first higher educational programe under this title opened in Georgia based on the above mentioned academic goals. While creating the mentioned educational programe we took into a consideration the general requirements of the Ministry of Education and Science of Georgia as well as the general features of the similar educational programes functioning worldwide. The instruction language of the

mentioned educational programme is Turkish and many highly qualified experts of Turkish Philology are employed within our educational programme which also have academic works published in different international journals.

The **aim** of the programme is to examine the languages, dialects, literature and folklore of Turkish States that have emerged after the collapse of Soviet Union as well as studying their manuscripts, examining historical sources based on modern philological methods and approaches, developing new methods of Turkish Language Teaching. In order to achieve the above mentioned goal, we aim at providing our students with the latest methods in Turkish Philology and transferring highly qualified knowledge that will enable them to master the field and conduct independent scientific research in Turkic Studies. Our programme includes independent work, seminars, presentations, discussions, developing students academic and practical skills.

Students, who successfully finish our educational programme will obtain the following competences: field related methodological basis, research and methodology skills in the field of Turkish Philology, comparing different branches of Turkish Literature, skill of teaching original Turkish as a foreign language, studying literary theories and applying them on different literary texts; conducting independent scientific research in the field of Turkic Studies, acquiring practical skills regarding learning/teaching methods, class management, students' psychology et cetera.

Turkish Philology Program provides **relevant, flexible and practical educational opportunities**, preparing individuals to engage, work, and succeed in the **global world**.

Learning Outcomes:

The students will acquire the following generic (transferrable) and field-specific competencies:

Knowledge and understanding:	S/he has advanced and systemic knowledge based on newest achievements in the study course, which allows for reevaluation of existing knowledge, the generation of new, original ideas, understanding solutions to certain problems and	The graduates will have: <ul style="list-style-type: none">➤ Deep knowledge of fundamental principles and conceptions of education and learning process;➤ Deep knowledge of literary criticism, history of literary theories, poetics, and evaluations of literary genres from the history till today;➤ Deep knowledge of research techniques and methodologies in the field of Turkish Philology;➤ Acquisition of systematic and advanced knowledge of modern language teaching techniques and the implementation of these techniques in teaching of Turkish language as a foreign language;
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	<p>gives possibility for expanding the existing knowledge or use of innovative methods</p>	<ul style="list-style-type: none"> ➤ Advanced knowledge about emergence of the national and word literature conceptions and based of them History of Comparative literature' occurrence and European-centered comparative literature theories and schools, history and theories of comparative literature in Turkey; ➤ Advanced and deep knowledge about Turkish syntax rules through examples taken from literary texts, sentence elements, structure of word groups, types, functions and semantic features of Turkish sentences according to place and type of predicates; ➤ Knowledge based on the most recent developments of Turkish Philology, what allows for further expansion of the existing knowledge; understanding of the renewed scope of knowledge through re-analysis and partial re-evaluation of the existing knowledge in recently published articles.
<p>Applying knowledge</p>	<p>S/he has ability to develop, supervise, an innovative research through original methods and approaches that are oriented on producing of the new knowledge in the field and its reflection at the international publications</p>	<p>The graduates will have:</p> <ul style="list-style-type: none"> ➤ Ability to plan and design teaching materials; ➤ Ability of use of different prinisples in teaching Turkish as a foreign language; ➤ Ability to identify the existing problems in Turkish Language Teaching (Teaching Methods for Turkish as a Foreign, Turkic Dialects) and search for alternative ways to tackle the problem; ➤ Ability to plan, prepare, write/present the research paper independently for journals, conferences, seminars using newest different methods in Turkish Philology field; ➤ Ability to reevaluate gained knowledge in the field of Turkology through newest methods and to use, present the field achievements in academic platforms; ➤ Ability to apply knowledge obtained during PhD courses in practice at BA and MA level courses.
<p>Making Judgments</p>	<p>Ability to make judgments on the basis of critical analysis of complex and incomplete information (including recent researches); ability</p>	<p>The graduates will have:</p> <ul style="list-style-type: none"> ➤ Ability to interpret, analyze and synthesize complex field topics on the basis of comparative, critical analysis and field achievements; ➤ Ability to make the predictions and to draw conclusions on possible implementation of the language teaching principles while teaching the concrete topics in Turkish to foreigners;

	<p>to synthesize innovatively based on recent data.</p> <ul style="list-style-type: none"> ➤ Ability to benefit from the related disciplines' methods and to anticipate possible relations between related fields while working on analysis and scientific research in Turkish Philology.
<p>Communication skills: S/he has ability to communicate own judgments, arguments and research methods, recent development in the field to academic and professional community and to explain interrelation between new and existing knowledge in the Turkish Philology</p>	<p>The graduates will have:</p> <ul style="list-style-type: none"> ➤ Ability to relate and transfer the newly gained information and findings of Turkish Philology to people who are occupied in Turkish philology at the non-professional and professional level; ➤ Ability to present the findings and achievements produced/reached by him/her to field scientists in debates, public discussions, in the national and international conferences through different methods; ➤ Ability to prepare, present and evaluate the written or oral reports and presentations in the academic conferences and to share the findings with the people who are interested in it through media organs; ➤ Ability to publish the findings and achievements attained by the s/he in academic journals; ➤ Ability to follow the platforms where the achievements of the field are published and to get in touch with the representatives of the scientific platforms;
<p>Learning skills: S/he has ability to independently manage the learning process, to understand and develop new ideas or processes, the specificities of the research/learning process, and make strategic plans at the high level.</p>	<p>The graduates will have:</p> <ul style="list-style-type: none"> ➤ Ability to follow the struggles, works, publications in the Turkish philology field, that are held/created/published at the national and international level; ➤ Ability to follow achievements, teaching and learning methods in the field of general philology and to implement them in the field of Turkish Philology at academic level; ➤ Ability to learn of making the classification according to the types of the sources and literature in the field and of differentiation of the methods and principles that might be implemented upon the field sources and literature; ➤ Ability to evaluate her/his field achievements in the context of general scope of field and to develop what s/he learnt during PhD courses.
<p>Values:</p>	<p>The graduates will have:</p> <ul style="list-style-type: none"> ➤ Ability to follow the professional, ethical and academic norms and honesty;

S/he has ability to explore, evaluate and develop new methods of value creation ways for own and others' attitude in terms of research process.

- Ability to respect cultural, personal and language peculiarities;
- Ability to respect humanistic and democratic principles of education;
- Aspiration for inculcation values common to all mankind;
- Ability to respect and to pay attention to other disciplines and thoughts;
- Responsibility in the guidance regarding the work given at the university.

Learning Outcomes' Map:

Course / Module / Internship / Research Component	Criteria of Competencies					
	Knowledge and Understanding	Applying Knowledge	Making Judgments	Communication Skills	Learning Skills	Values
Research Methods in Turkish Philology	x	x	x	x	x	x
Principles of Contemporary Teaching	x	x	x	x	x	x
Field Seminar	x	x	x	x	x	
Literary Theories	x	x	x	x	x	x
Teaching Techniques of Turkish Language as a Foreign Language	x	x	x	x	x	x

Comparative Literature	x	x	x	x	x	x
Syntax of Turkish Language	x	x	x	x	x	x
Professor's Assistance		x	x	x	x	x
Dissertation	x	x	x	x	x	x

Methods of Attainment of Learning Outcomes:

- **Verbal method** – presenting new materials orally, as narrative, during which various methods are used in unity, based on the topics under study; doctoral students use the verbal method, while listening to lectures, participate in seminars, make presentations and are writing papers and dissertation, and defend the dissertation. The method yields the outcomes dealing with knowledge and understanding outcomes as well as communicative skills.
- **Working on books** – is mostly used in learning. Students work with materials needed for the topic under study according to the literature list in the syllabus, also using other materials. Doctorate student applies this method while working on his / her own articles and dissertation (using the references). The method yields the outcomes dealing with knowledge and understanding outcomes as well as communicative skills.
- **Demonstration method** – involves visual presentation of the information. It is quite efficient from the point of view of reaching the outcomes. Demonstration of the materials under study may be used by both the lecturer and the doctorate students. The method helps us to make the materials more visual, make them concrete, to show what the students will have to do independently. At the same time, this method will visually disclose the essence of the item/problem; pictures, tables and graphs are displayed, video materials are used, role play is presented. . The method yields the outcomes dealing with knowledge and understanding outcomes, also applying knowledge and making judgments outcomes.
- **Discussion / Debate** –one of the most widely-spread interactive teaching methods. The discussion method dramatically increases students' involvement in the educational process. Discussion may turn into a debate. The discussion does not simply involve just answering the lecturer's questions, but also develops students' ability to argue and to support his/her argumentation. The method yields the outcomes dealing with the following outcomes: making judgment and communicative skills; it develops and forms values.
- **Group work** (collaborative method) –learning by this method implies splitting up the students into groups and giving them an assignment. The group members individually do some work and then share it with each other. According to the goal, functions of group members may be distributed. This strategy provides all students' maximum involvement in the educational process. . The method yields the outcomes dealing with learning skills, making judgments and communicative skills; it develops and forms values.

- **Cooperative learning**—teaching strategy, in which each group member has not only to study the item, but also to help group members to grasp it. All group members work on the problem until everybody in the group can deal with it. The method yields the outcomes dealing with learning skills, making judgments and communicative skills; it develops and forms values.
- **Brain storming**—this method implies suggesting as many ideas as possible in the frames of a particular topic / problem / issue. The method supports the development of creativity. It is efficient in a numerous group. It is held in several stages. The method yields the outcomes dealing with learning skills, making judgments and communicative skills.
- **Induction, deduction, analysis and synthesis**—All these methods form judgment competences. Inductive thinking is directed from concrete to general, from facts to generalization. Deductive method is directed from general to concrete. Analysis helps us to split the educational materials into components, which enables to deal with complicated issues, then viewing their constituent parts in detail. Synthesis implies an inverted procedure: by grouping several items a common view on them is developed. The problem is seen as a whole.
- **Active learning methods**—require professor’s and student’s active involvement in the educational process, where a special importance is given to the practical interpretation of theoretical materials. The method yields the outcome of practical application of knowledge.
- **Case studies** -a method of active analysis of problem situations, the basis of which is teaching via solving concrete problems (situations). The method is based on discussion and analysis of concrete practical examples. The “case” is an instrument with the help of which practical application of theoretical knowledge occurs. By comparing theory and practice, the method effectively develops the ability to make theoretically-based decisions in a short period of time. Students’ analytical thinking, team working, listening to each other and understanding an alternative approach – these skills are developed in order to be able to take an effective common decision, to plan an action and to forecast its results. The method yields the outcome of practical application of knowledge.
- **Teaching with electronic devices**—this deals with application of communication technologies and internet in the process of education. This additional tool enriches the traditional teaching (but does not substitute it). Implementation of e-teaching has as its goal to improve the quality of learning and makes the teaching more effective.
- **Designing and presenting a project.** While designing a project (it contains like article, presentation etc.) a student applies the knowledge and skills he has acquired for solving a problem. Teaching by means of designing projects increases students’ motivation and responsibility. Working on a project involves the stages of planning, research, practical activity and presenting the results according to the chosen issue. The project is considered to be completed if its results are presented clearly, convincingly, and correctly. It can be carried out individually, in pairs or in groups; also, within the framework of one or several subjects (integration of subjects); on completion the project is presented to a large audience.

Student Knowledge Evaluation System:

The goal of evaluation is to determine student’s education results qualitatively in relation to academic program goals and parameters.

Student may be assessed orally and/or in a written way. A student's knowledge and skills are assessed through 100 points grading system. It consists of midterm and final evaluations, sum of which makes up 100 points.

Grading system allows:

five types of positive grades:

- (A) Excellent – 91-100 points of assessment;
- (B) Very good – 81-90 points of maximal assessment;
- (C) Good - 71-80 points of maximal assessment;
- (D) Satisfactory - 61-70 points of maximal assessment;
- (E) Enough - 51-60 points of maximal assessment;

two types of negative grades:

- (FX) Fail – 41-50 points of maximal assessment, meaning that a student requires some more work before passing and is given a chance to sit an additional examination after independent work;
- (F) Fail – 40 points and less of maximal assessment, meaning that the work of a student isn't acceptable and he/she has to study the subject anew.

For the midterm and final evaluations minimal passing grade is set. The final evaluation minimal passing grade must not exceed 60% of final evaluation grade.

Midterm and final evaluation grade distribution, their minimal competence levels and assessment criteria are described in the corresponding syllabus.

A credit can be awarded only after the attainment of learning outcomes, envisaged by the course syllabus and following requirements:

Obtaining minimal competence levels set for midterm and final evaluations;

Obtaining minimum 51 points out of 100 points of final grade.

A student is allowed to take an additional (make-up) exam in case he/she scored 41-50 points of final grade or minimum 51 points, but did not obtain minimal competence level set for final evaluation.

The assessment formats are:

- ✓ Testing
- ✓ Oral activity (question/answer)
- ✓ Essay
- ✓ Presentation
- ✓ Article analysis
- ✓ Group/Individual projects,
- ✓ Preparation an article for a peer-reviewed journal
- ✓ Preparation a presentation for an international conference
- ✓ Midterm and Final Exam, containing close-ended and open-ended questions.

Among the components of assessment, according are accuracy, completeness, adequacy of theoretical explanations and practical examples, relevance of terminology, involvement in discussion and logic of argumentation.

To award credits in the study components of the program will be possible if the student gathers minimum 51 points out of 100 points' maximum. Besides, in the midterm evaluations minimum 30 points out of maximal 60 points and in the final exam the student has to obtain minimum 20 points out of maximal 40 points.

Confirmation of Research Plan

Having completed the Study Component successfully which are offered in the first two semesters of the program, PhD student presents his/her research plan comprising of minimum 15 pages in front of Dissertation Field Board Members. In order to be able to start research component student must get minimum 51 points from the presentation (see the criteria below by which presentation will be evaluated). In case student gets less than 51 points from presentation and s/he has conceptual remarks on plan, then student fulfils demanded changes. Program coordinator is responsible for the following the process whether the demanded changes have been done, if done, the coordinator informs the IPS and research plan is approved. If student got less than 51 points from presentation and has been demanded to make structural changes in the research plan, then student after completion the demanded structural changes presents his/her research plan in front of Thesis Field Boar Members. For more information, please refer to IBSU.R5: Doctoral Studies and Dissertation Board Regulation.

	Not reflected	Unacceptable	Acceptable, with major changes	Acceptable, with minor changes	Acceptable
Title: neither too narrow, nor too wide; terms used adequately; sounds contemporary	0	1-3	4-6	7-9	10-12
Significance and novelty: the topic is contemporary, less studied; the potential of novelty and value is presented	0	1-5	6-9	10-14	15-19
Theoretical and practical value: it is presented how the research can impact the field	0	1-5	6-9	10-14	15-19
Literature overview: presents main achievements and names; reference list includes at least 10 important titles	0	1-3	4-6	7-9	10-14
Research questions / hypothesis are original and well-formulated	0	1-3	4-6	7-9	10-12
Research methods are adequate to the topic and well defined	0	1-3	4-6	7-9	10-12
Academic and clear language	0	1-3	4-6	7-9	10-12
Total:					

Assessment of research component

Assessment of research component of PhD student is done once at the Final assessment and student gets credits (120 ECTS for Dissertation) after the defense.

Defense of Dissertation

Assessment of the PhD student, the student appears in front of dissertation field board members every semester during the research components to sum up whether s/he has proceeded with according to his/her research plan, in case of not, board members warn Ph.D. student to follow confirmed research plan. After successful completion (at the end of 6th semester) of the research plan confirmed in the beginning the 3rd semester, student can apply to IPS for defense (with the supervisor's confirmation for defense). In order to able to apply to IPS for defense PhD student must submit an application and along with it the list of three published articles related to field and English language certificate corresponding B1 (Eng. Language score over 55 points taken from the YDS English Exam in Turkey, or B1 scores taken from School of Languages at IBSU also is accepted). In case all requirements are met, the dissertation is sent to two internal reviewers (for detail see PhD regulation), if they both have positive reports on dissertation, pre-defense is held, after successful pre-defense and reviewers' recommendations for defense, the date of defense is assigned and the dissertation is sent to three opponents.

During the **defense** of the doctoral dissertation, the assessment takes place according to the following rubric (R5.F1):

	criteria	maximum points	actually awarded points
1	Significance	10	
2	Practical value of research	10	
3	Theoretical value of research	10	
4	Novelty	10	
5	Depth of the analysis of the topic and originality of conclusions	15	
6	Reliability of results (statistical treatment of experiment, logical argumentation)	5	
7	During the defense: presentation (logical argumentation, structure of the presentation, clear speech, presenting the basic ideas of the dissertation)	15	

8	During the defense adequately answering the questions, arguing one's viewpoint, using terminology appropriately	15	
9	During the presentation efficiently using the visual aids	10	
Total		100	defended / did not defend

Assessment criteria # 1-6 is done according to dissertation and publications. Detailed rubrics are given in syllabi.

The assessment of dissertation finally is done with the following wording:

- a) Excellent (summa cum laude) – 91-100 points of assessment – an excellent performance;
- b) Very good (magna cum laude) – 81-90 points of maximum assessment – a result exceeding given requirements in all aspects;
- c) Good (cum laude) – 71-80 points of maximum assessment – a result exceeding given requirements;
- d) Average (bene) – 61-70 points of maximum assessment – a result satisfying given requirements in all aspects;
- e) Satisfactory (rite) – 51-60 points of maximum assessment – a result satisfying given requirements despite some mistakes;
- f) Unsatisfactory (insufficienter) – 41-50 points of maximum assessment – a result not satisfying given requirements because of serious mistakes;
- g) Absolutely unsatisfactory (sub omni canone) – 40 points and less of maximum assessment – a result absolutely not satisfying given requirements.

The student is awarded the academic degree of doctor in case of obtaining any of the above mentioned grades considered by items from a) to e), in case of getting the grade considered by item f) – the student has a right to present the rewritten doctoral thesis during the first year and in case of getting the grade considered by item g) – the student has no right to present the same doctoral thesis.

Organization of the Teaching Process:

The PhD program involves 3 academic years (6 semesters), one academic year involves 15 study weeks. Calculation of student workload is done in ECTS. Study component is delivered during the first two semesters and during the 3rd– 6th semesters the doctorate student is working on the doctoral dissertation and related publications; in the 6th semester the defense of doctoral dissertation should occur.

According to ECTS 1 credit is calculated as 25 hours.

The compulsory courses' load at the program are 5 or 10 ECTS. The majority of courses is compulsory for all doctorate students (totally 50 credits), 2 courses are elective, every elective is 10 ECTS. In the 3rd - 6th semesters the doctorate student is writing and defends the dissertation (totally 120 credits).

Three publications dealing with dissertation results among which two should be in a reviewed international scientific journals and the third one might be in the proceedings of an international scientific field conference. To be assessed positively, a Ph.D. dissertation has to be an original and independent work. It should involve a literature review, desirably with the history of the issue and its contemporary state, a discussion section and research proper (they might be survey, case study, experiment, etc., carried out by the researcher him/herself) with data treated statistically. The dissertation should possess the following features: innovation (novelty), urgency (topicality), scientific/theoretical and practical value, etc. Research problem(s) should be defined properly. The chapters and the conclusion must be properly. IPS is responsible to check for the plagiarism in the dissertation.

Fields of Employment:

Graduate from the program can be employed at universities, public or private institutes, research institutes, research centers, archives, related to field projects, media organs, etc.

Information Concerning Material Resources Necessary for the Implementation of the programme:

IBSU material-technical base. The compulsory literature mentioned in the syllabi is available at IBSU library, electronic library, on the university SMART system (when the course is opened, the lecture-made slides according to the topics studied are uploaded), all classrooms are equipped with projectors to show the slides.

Information Concerning Human Resources Necessary for the Implementation of the programme:

Study course	Name, surname	Qualification and position
Research Methodology in Turkish Philology	Ilyas USTUNYER	Dr. of Philology, Prof. in Turkish Philology
Principles of Contemporary Teaching	Mustafa Arslan	Dr. in Philology, Assoc. Prof. Dr. in Turkish Philology
Field Seminar	Muzaffer KIR	Dr. of Philology, Assoc. Prof. in Turkish Philology
Literary Theories	Ilyas USTUNYER	Dr. of Philology, Prof. in Turkish Philology
Teaching Techniques of Turkish Language as a Foreign Language	Mustafa ARSLAN	Dr. of Philology, Dr, in Philology

Syntax of Turkish Language	Mustafa Arslan	Dr. in Philology, Assoc. Prof. Dr. in Turkish Philology
Professor's assistance	Any professor involved in the program	Doctor, Associate Professor, Professor
Comparative Literature	Muzaffer Kır	Dr. of Philology, Assoc. Prof. in Turkish Philology
Dissertation	Scientific supervisor	Any Prof. Dr., Assoc. Prof. Dr. of the corresponding field

Study Plan

#	Course / Module / Internship / Research Component	Status	Credit number	Distribution of hours										Number of contact hours per week				
				I. y		II. y		III y.		Contact hours				Independent work	Total number of hours	Number of contact hours per week		
				I Semester	II Semester	III Semester	IV Semester	V Semester	VI Semester	Lecture / Consultation	Seminar / Group Work / Laboratory Work / Practical	Midterm exam(s)	Final exam				Total number of contact hours	
	Compulsory Courses		50	30	30	30	30	30	30	30	141	83	10	10	244	1006	1250	17
1	Research Methods in Turkish Philology	Compulsory	10		10						23	19	2	2	46	204	250	3
2	Principles of Contemporary Teaching	Compulsory	10	10							28	13	2	2	45	205	250	3
3	Field Seminar *	Compulsory	5		5						15	15			30	95	125	2
4	Literary Theories	Compulsory	10	10							32	10	2	2	46	204	250	3
5	Teaching Techniques of Turkish Language as a Foreign Language	Compulsory	10	10							28	13	2	2	45	205	250	3

6	Syntax of Turkish Language	Compulsory	5		5					15	13	2	2	32	93	125	2
	Elective Courses ***		10		10					28	22****	1.5	2	37.5	21.5	250	3
7	Comparative Literature	Elective	10		10					28	14	1.5	1.5	45	205	250	3
8	Professor's Assistance **	Elective	10		10					0	30	0	2	32	218	250	2
	Research Component		120			30	30	30	30		120			120	2880	3000	8
9	Dissertation	Compulsory	120			30	30	30	30	0	120	0	0	120	2880	3000	2
Total number			180	30	30	30	30	30	30	169	225	11.5	12	401.5	3886	4500	22

Comments

* Students who have already completed study processes according to old program they will not take this course.

** Students who have already completed study processes according to old program they will not take this course. Students who have already completed study processes according to old program they will not take this course.

*** Student can elect one of the two courses, but those who do not come from education background (that is, who has no at least 1 year experience at any educational institution) they have to elect Professor's Assistance.

**** The calculation was made by taking into consideration the first elective course

Note: While viewing the contact hours, it is necessary to take into consideration that hours are not homogeneously distributed between weeks: in the first week there are no seminars, as students have not yet studied independently the materials necessary for seminars.

Additional table of curriculum

№	Course / Module / Internship / Research Component	Code	Semester	Prerequisites	Lecturer	Obligatory Literature
1.	Research Methods in Turkish Philology		II	N/A	Ilyas Ustunyer	<ol style="list-style-type: none"> 1. Aziz, Aysel, (2008). Sosyal Bilimlerde Araştırma Yöntem ve Teknikleri (Research Methods and Techniques in Social Sciences), Ankara: Nobel Yayınları. 2. Cemiloğlu, Mustafa (2001), Türkçe Yazılı Anlatım Teknikleri (Wrting Tecniques in Turkish), Bursa:Alfa Kitapevi. 3. Ece, Selami (2007). Klasik Türk Edebiyatı Araştırma Yöntemleri (Research Methods in Clasic Tukish Lietrature), Erzurum: Fenomen Yayınları. 4. Hüseyin, Padem... vd. (2012). Araştırma Yöntemleri (Research Methods), Bosna: Burch Universty Press. 5. Sosyal Bilimlerde Araştırma Yöntemleri (Research Methods in Social Sciences) (2009), (Komisyon, Editör, Dr. Kaan Böke), İstanbul: Alfa Yayıncılık.
2.	Principles of Contemporary Teaching		I	N/A	Mustafa Arslan	<ol style="list-style-type: none"> 1. Aydın, Ayhan (2014). Gelişim Psikolojisi – Gelişim, Öğrenme ve Öğretim (Developmenta Psychology. Development, Learning and Teaching). Ankara: Pegem Yayınları.

						<p>2. Taşdemir, Mehmet (2007). Öğretim ilke ve yöntemleri (Prenciples and Methods of Teaching), Ankara: Nobel Yayınları.</p> <p>3. Demirel, Özcan (2007). Öğretim ilke ve yöntemleri: Öğretme sanatı (Teaching Prenciples and Methods: The art of Teaching), Ankara: Pegem A Yayıncılık.</p> <p>4. Demirel, Özcan (2011). Eğitimde Program Geliştirme (Program Development in Education), Ankara: Pegem Akademi.</p>
3.	Field Seminar		II	N/A	Muzaffer KIR	<p>1. Üçok, Necip. Filoloji Açısından Türkler ve Komşuları (Turks and Their Neighbors from th eperpective of Philology), Ankara Üniversitesi Dergisi. http://dergiler.ankara.edu.tr/dergiler/26/1035/12495.pdf</p> <p>2. Türk Filolojisi İle İlgili Rusya Bilimler Akademisindeki Tezler üzerine Bir Katalog Çalışması, (A Catolog Work on the Disserations in Academis of Science in Russia on the Turkish Phişlology) http://www.dergikaradeniz.com/web/upload/icerik/15/15.4.pdf</p> <p>3. Yildirim, A. (2007). Eski Türk Edebiyatı Kaynaklarında Görülen Yanlış ve Çelişkiler (Contraditions and Mistakes in the Sourses in Clasic Turkish Litearture). <i>Electronic Turkish Studies</i>, 2(4). http://www.turkishstudies.net/dergi/cilt1/sayi6/sayi6pdf/57.pdf</p>

					<p>4. Çaldak, S. (2006). Eski Türk Edebiyatında Nesir (Düz Yazı) (Prose in the Clasic Turkish Literature). <i>Bilim ve Aklın Aydınlığında Eğitim Dergisi</i>, 77-78.</p> <p>http://turkoloji.cu.edu.tr/ESKI%20TURK%20%20EDEBIYATI/suleyman_caldak_eski_turk_edebiyatinda_nesir.pdf</p> <p>5. Berbercan, M. T. (2014). Türk Yazı Dilinin Tarihi Dönemleri Ve Orta Türkçenin Yeri Meselesi (The Historical Period of Turkish Writin Language). <i>Tarih Okulu Dergisi</i>, (XVII).</p> <p>file:///D:/iustunyer/Downloads/TAR%C4%B0H%C4%B0+D%C3%96NEMLERDE+ORTA+T%C3%96CRK%C3%87E.pdf</p> <p>6. Donbay, A. (2013). Karşılaştırmalı Edebiyat Araştırmalarının Yeni Türk Edebiyatındaki Gelişme Çizgisi (The Developmantal Process of Comparative Literature Studies in Modenr Turkish Literature). <i>Turkish Studies</i>. Volume 8/8, p. 491-550</p> <p>http://www.turkishstudies.net/Makaleler/204963160_031DonbayAli-491-550.pdf</p> <p>7. Gültekin, A. (2012). Türkiye’de Karşılaştırmalı Edebiyat Çalışmaları ve Karşılaştırmalı Edebiyat Eğitimi (Scientific Works on Comparative Literature in Turkey and Education of Comparative Literature). IV. Uluslararası Karşılaştırmalı Edebiyat Bilimi Kongresi “Kültürler Ve Değerler Buluşması”:Kırıkkale.</p>
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					<p>http://karsilastirmaliedebiyat.mersin.edu.tr/images/bildiri_kitabi_4.pdf</p> <p>8. Çalışkan, A. (2010). Edebiyat Teorisi Üzerine-1: İlk Belirlemeler (On Literary Theories-1: First Definitions) <i>Journal of International Social Research</i>, 3(12). http://www.sosyalarastirmalar.com/cilt3/sayi12pdf/caliskan_adem.pdf</p> <p>9. Çalışkan, A. (2011). Edebiyat Teorisi Üzerine-2: Yöntemleri, Kaynakları ve Tarihçesi (On Literary Theories-1: Methods, Sources, History). <i>Journal of International Social Research</i>, 4(16). http://www.sosyalarastirmalar.com/cilt4/sayi16_pdf/caliskan_adem.pdf</p> <p>10. Çalışkan, A. (2012). Edebiyat Teorisi Üzerine-3: Edebiyat Teorilerinin Sınıflandırılması (On Literary Theories-1: The Classification of the Literary Theories) <i>Journal of International Social Research</i>, 5(21). http://www.sosyalarastirmalar.com/cilt5/cilt5sayi21_pdf/1_dil_edebiyat/caliskan_adem.pdf</p> <p>11. Tüm, Gülden (2010). Türkçenin Yabancı Dil Olarak Öğretiminde Drama Tekniğinin Rolü (The Role of Drama Technique in the Turkish Teaching as Foreign Language) . <i>Turkish Studies</i>, 5/3, 1898-1920.</p> <p>12. Büyükarıslan, A. (2007). Yabancı Dil Türkçenin Öğretilmesinde Yeni Yöntemler:</p>
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					<p>Bilişim Uygulamaları, Çözüm Önerileri (New Methods in Turkish Teaching as a Foreign Language: Computer Implementations and Solution Offers). I. Uluslararası Bilgisayar ve Öğretim Teknolojileri Sempozyumu, Çanakkale. http://turcologie.ustrasbg.fr/dets/images/travaux/ali%20buyukaslan.%20yabanci%20dil%20turkce.pdf</p> <p>13. Tabak G., Göçer A., "Türkçenin Yabancı Dil Olarak Öğretiminde Kullanılabilecek Fiziksel–Duygusal–Kültürel Yöntem: Kuramsal Bir Çalışma" (Emotional, Cultural and Physical Method Tha Might Be Used in th eTukish Teachin as a Foreign Languae), <i>Eğitim ve Öğretim Araştırmaları Dergisi</i>, vol.3, no.2, pp.152-162. http://turkcede.org/images/makaleler_pdf/YTO/turkceinin-yabanci-dil-olarak-ogretiminde-kullanilabilecek-fiziksel-duygusal-kulturel-yontem-kuramsal-bir-calisma.pdf</p> <p>14. Kerimoğlu. C. (2006) Türkçe Dil Bilgisi Öğretiminde Söz Dizimi İle İlgili Kabuller Üzerine I (Kelime Grupları) (On the Perception on the Syntax in Turkish Gramar Teaching as f Foreign Language (Word Groups) , DEÜ Buca Eğitim Fakültesi Dergisi, 20, 106-118. http://www.befjournal.com/index.php/dergi/artic/e/view/151/127</p> <p>15. Alyılmaz, S.(2015). Türkçenin Söz Diziminde Seslenmeler ve Seslenme Öbekleri (The Caling out in th eTurkish Syntax nad Calling Groups). <i>A.Ü. Türkiyat</i></p>
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4.	Literary Theories		I	N/A	Ilyas Ustunyer	<ol style="list-style-type: none"> 1. Macir, Muhsin; Soldan, Uğur (2013). Edebiyat Bilgileri ve Teorileri (Literary Theories), Ankara: Grafiker Yayınları. 2. Okay, Orhan (2010). Batılılaşma Devri Türk Edebiyatı (West-Oriented Turkish Literature), İstanbul: Dergah Yayınları. 3. Zima, V. Peter (2004). Modern Edebiyat Teorilerinin Felsefesi (Phylosophy of the Modern Literary Theories) (Çevr.: Mustafa Özsanı), Ankara: Hece Yayınları 4. Yeni Türk Edebiyatı El Kitabı – 1839-2000 (Handbook of Modern Turkish Lietrature-1839-2000), (2004) (Editör: Ramazan Kormaz). Ankara: Grafiker Yayınları.
5.	Teaching Techniques of Turkish Language as a Foreign Language		I	N/A	Mustafa ARSLAN	<ol style="list-style-type: none"> 1. Durmuş, M.; Okur, A. (2013). Yabancılar Türkçe Öğretimi El Kitabı (Handbook of Turkish Teaching Froeigners). Ankara: Grafiker Yayınları. 2. Kılıç A.; Şahin A. (2012). Yabancı Dil Olarak Türkçe Öğretimi (Turkish Teaching as a Foreign Language). Ankata: Pegem Akademi. 3. Şahin, Yusuf (editör) (2013). Yabancı Dil Öğrenimi ve Öğretimi (Turkish Learning and Teaching as a Foreign Language)., Konya: Eğitim Kitapevi. 4. Yaylı, Derya; Bayyurt, Yasemin (Editörler) (2014).Yabancılar Türkçe Öğretimi (Turkish Teaching Froeigners) Ankara: Anı Yayınları.

6.	Syntax of Turkish Language		II	N/A	Mustafa Arslan	<ol style="list-style-type: none"> 1. Karaağaç, Günay (2011), Türkçenin Söz Dizimi (Syntax of Turkish Language), İstanbul: Grafiker Yayınları. 2. Eker, Süer (2010), Çağdaş Türk Dili (Modern Turkish Language), Ankara: TDK Yayınları. 3. Özkan, Mustafa; Sevinç, Veysi (2013). Türkiye Türkçesi Söz Dizimi (Syntax of Turkey Turkish), İstanbul: Akademik Kitaplar Yayınları. 4. Demircan, Ö (2015). Türkçenin Ses Dizimi (Turkish Phonology). İstanbul: Dar Yayınları.
7.	Comparative Literature		II	N/A	Muzaffer Kır	<ol style="list-style-type: none"> 1. Aytaç, Gürsel (2009).Karşılaştırmalı Edebiyat Bilimi (Comparative Literature Science), Ankara: Say Yayınları. 2. Wellek R., Warren, A. (2013). Edebiyat Teorisi (Literary Theory) (Çevr.: Ö. Faruk Huyugüzel), İstanbul: Dergah Yayınları. 3. Tekşan, Mesut (2011). Karşılaştırmalı Edebiyat Bilimi (Comparative Literature Science), İstanbul: Kriter Yayınları.
8.	Professor's Assistance		II	Research Methodology in Turkish Philology; Principles of Contemporary Teaching	Any professor involved in the program	Sources that will be recommended by the course lecturer
9.	Dissertation		III-VI	All compulsory courses	Scientific supervisor	Due to supervisor's recommendations