

ACADEMIC PROGRAM AND ELECTIVES

Robert College has created an academic program designed to enable talented, highly motivated students to pursue academic excellence and acquire fluency and literacy in English and Turkish. It seeks to develop in students the desire and ability to communicate openly, candidly and constructively, and to foster in them a broad international outlook. Students are also encouraged to be life-long learners, to develop creative and critical thinking skills, as well as to acquire knowledge vital for success in the 21st-century world. (From the RC Statement of Purpose)

The Robert College academic program for the five-year high school, unique in all of Turkey, was originally approved in 1998 and has been updated and reapproved several times. It aims to meet the needs of students who plan to attend universities abroad, and also to meet the needs of students who plan to attend universities in Turkey.

The Robert College course distribution chart, which indicates the courses that are required at each level, was last approved by the Ministry of Education in August, 2017.

The program's elective system in Lise 10, 11, and 12 allows students to choose a total of 10 courses during their final three years—one course in Lise 10, four courses in Lise 11, and five courses in Lise 12. This allows students to choose elective courses that will most support their future university and career plans. Almost all of the electives offered by the school were created by Robert College teachers and approved by the Ministry of Education.

ARTS

Required Arts Courses:

Lise Prep Art and Music

Each Lise Prep class meets for 1 period every week for our Art and Music course, alternating between Art and Music during the ten day schedule. The aim of the course is learning to listen, see and create by improving knowledge and skills in Art and Music. We also put an emphasis on developing students' English acquisition including the use of subject specific terminology.

Creative Arts

Creative Arts is a special course for all Lise Prep students where problem-solving, critical thinking and creative thinking is expected. It is a non-graded, inter-disciplinary course covering the four academic disciplines of Intermedia Art, Sculpture, Theatre and Music. Students have a one week presentation of a topic, then go into one of the academic disciplines for approximately eight weeks, followed by a coming - together again for a "Sharing" of their work. Recent topics have included "Money" and "Resonance".

Elective Arts Courses

All Arts department courses, except for Art History which is not a practical course, fulfill the Arts Graduation Requirement.

Photography

This course is an introduction to the photographic image. Students learn technical aspects of using a 35mm and a digital camera. Black and white photography will be developed and printed in the school's darkroom. Computer images will be adjusted and printed in the computer labs using Adobe Photoshop. Several times during the school year students will have a photography show. Instruction will be lectures, field trips, and discussions about the concept, execution and design of the images.

Please note that photography may be considered expensive, as the student will have to buy film, paper for printing, external hard-drive, and must have a digital camera which may be controlled manually. All chemicals and lab equipment are provided.

Advanced Photography (AP)

The course is AP accredited and the work of the year leads to the completion of the AP Studio Art 2-D Design Portfolio." should also be added to AP Studio Art and AP Contemporary Art This is a course for students who want to specialize and study aspects of Art in depth. It is suitable for a student who has successfully completed the Photography course. The first semester will be spent studying Art's elements and principles at the highest level. The second semester will comprise individualized programs, according to students' skills, interests and needs. The course is AP accredited and the work of the year leads to the completion of the AP Studio Art 2-D Design Portfolio.

Graphic Art

Graphic design is the art of communicating with people through images and type with a commercial emphasis. The major aspect of this course will be the production of the yearbook but there will be other minor projects as well such as business cards, posters, letterheads, logos, etc. as well as some references to designers and design movements. The materials/processes such as InDesign and Photoshop, cameras, photocopier, etc., will be used to develop design solutions. Some of the materials/processes in this subject are also used in Studio Art and Photography, but in this subject the work developed will be more functional and of a commercial basis. Students who are interested in the yearbook and in design will be interested in this subject.

Orchestra

This course is available to students who already play a musical (orchestral) instrument and can read music. The focus of this course is upon harmony and basic orchestration.

Students who take this course will develop their musicianship skills, improvisation, and composition techniques.

Curriculum expands from writing SATB (four-part) choir arrangements to piano accompaniments.

Each student will compose and arrange original pieces for small orchestras and will perform them as a group.

(This course runs in addition to orchestra club on Wednesdays. Two orchestras are independent of each other.)

Ceramics

The Ceramics elective focuses on both clay as a medium for expression and as a material for experimentation. The students will learn a variety of basic clay-building techniques such as pinch, coil, and slab. Students then progress onto utilizing these techniques to create sculptural ceramic forms. Initially students learn aspects of anatomy to create human figures, and then about facial physiognomy to create portraits. Surface decoration in the form of mark-making, applied detail and glazing are the next skills set to be learnt.

Each written grade is project-based around a specific theme to ensure that students have the opportunity to be imaginative in their interpretation and self-expression. The elements of sculpture are the focus of this course so students learn through example, context and history about sculptural expression. The theoretical components of the course will involve an understanding of clay composition, glazes and kiln firing as well as a study of artists who work(ed) in clay.

Studio Art

This course is taught in Units - Elements of Art and Design, Portraiture, Perspective and Space, Self-Expression. Every unit is taught and assessed in the same way. A preliminary portfolio of exercises and works is submitted prior to the creation of a major art work in the topic. Students who take this course in L10 or L11 are then fully prepared to take one of the AP courses.

Advanced Studio Art (AP)

The course is AP accredited and the work of the year leads to the completion of the AP Studio Art 2-D Design Portfolio. This is a course for students who want to specialize and study aspects of Art in depth. It is suitable for a student who has successfully completed the Studio Art course. Alternatively, an exceptional student, who has not taken the Studio Art course may submit a portfolio of work for admission to this advanced-level course. The first semester will be spent studying Art's elements and principles at the highest level. The second semester will comprise individualized programs, according to students' skills, interests and needs. It is possible but not compulsory to prepare a portfolio for AP Art in this course.

Contemporary Art

The course is AP accredited and the work of the year leads to the completion of the AP Studio Art 2-D Design Portfolio. Today's Art is not only drawing and painting. This course focuses on Contemporary Art issues. Today's artists use photography, ready materials, installation, video art, and performance art, or work by combining these media. In this course our aim is to present such new art forms and give students opportunities to practice them. We hope this new course will open up new horizons for RC students' intellectual and spiritual lives. It is advisable for students to have taken the Studio Art course before this elective, but exceptional students can discuss their situation with an Art teacher.

Painting on Canvas

Painting (acrylic, watercolor and other media) is one of the essential forms of art. In this course students will have the opportunity to gain deep technical knowledge in both traditional and non-traditional painting techniques, so that they will be able to express their feelings and ideas through these media. This course will help them to improve color, composition, and perspective knowledge by using landscape, portrait, still life and abstract composition. Students do not need to have taken the Studio Art course prior to this elective.

Art History

The Art History course seeks to understand the past and the present through works of art: architecture, painting, sculpture, and other objects of art. The time period covered is the Ancient World, Middle Ages, Renaissance, Baroque, Rococo, Modern, and the Postmodern World. Works of art, slides, and images from the Internet are used to help students learn to identify the styles of vision and the works of artists. Understanding why the artists work in a particular way, why they aim at certain methods and trends, and how they influence the media and the world are the main focus. Icons of each period that belong to different cultures with references to social situations are covered. Lectures, classroom presentations, individual and group projects, field trips, creative applications, discussions about issues related to art, and discussions with contemporary artists are used to facilitate learning. Students who plan to take the AP Art History exam are guided through the AP curriculum.

Advanced Music

In order to take and be successful in Advanced Music course you must be proficient on your instrument and able to read music notation fluently. As an Advanced music student you will either have taken practical music previously or attended the R.C. Musicianship club for a year. If you are interested in this course but have not attended either of these classes, then you can talk to the Department Head about taking the RC music department's Musicianship test, which will show if your skills and knowledge are suitable for this Advanced Level course. Ideally, a student who takes Advanced Music will also be regular solo performer and/or a member of the school orchestra. Advanced Music consists of three units which run concurrently: Performance [and improvisation], Musicianship [aural and theory, Grade 4+ level] and Analysis [of music and musical structures]. Most lesson time is given to performance and usually two lessons each week are spent in Musicianship and Analysis activities. Advanced Music is for the musician who wants to focus on their performance skills, either as a soloist or as a member of a group/band/orchestra. This course does not include composition, although students will learn improvisation.

Practical Music

This course is open to everyone who is interested in music but would be a complete beginner on an instrument (of their choice) or someone who currently plays an instrument at elementary level who wants to improve their skills and knowledge. (You must have access to your own instrument for regular practice.) There are 3 units in Practical music which run concurrently. They are: playing an instrument, musicianship [aural and theory up to grade 3 standard or higher] and history of music.

Please talk to Arts Department Head if you have any questions about which course is the right one for you, or if you would like to take the entry test for Advanced Music.

Visual and Performing Arts

This course is for students who wish to pursue a general Arts program, developing skills in several areas, rather specializing in one specific area. The areas to be covered are Music, Visual Art and Drama. In the second semester, students will have the opportunity to pursue more specific strengths and interests. While developing skills, the students will also learn about different eras and styles, enabling them to make comparisons with their own work and thereby understanding more deeply the creative process. No particular previous experience or skill is necessary, although those students who undertake the course with already-acquired skills and knowledge will also benefit from the course content.

Courses that fulfill the Arts Graduation Requirement

English
Modern Drama
Turkish
Improved Speech and Writing
Turkish Drama
Arts
Studio Art
Contemporary Art
Advanced Studio Art
Photography
Advanced Music
Practical Music
Painting on Canvas
Ceramics
Orchestra
Graphic Art

COMPUTER SCIENCE

The Computer Science Department has, over the years, grown out of the Mathematics Department. However, by nature both of the subject matter and its historical growth, the Department retains its ties to the English Department (through its role in the Prep Program - Prep IT and Prep Creative Arts) and to the Arts Department (graphics and creative web design). The upper level Computer Science Department electives prepare students for the AP exam, and the LP and Web Design electives incorporate an artistic approach to computer use. The Issues in IT course examines current trends and issues in computing.

The Department acts as a catalyst in the use of technology in teaching, pioneering the use of Moodle, a web-based course management system, being the primary user of the computer labs, and introducing all RC students to the school's computer systems in its Prep program. The department further advances the use of IT by regularly keeping current of IT/software trends in its own curriculum and providing opportunities for students to engage in developing their IT skills.

The Computer Science Department is offering the courses listed below. Many materials related to these courses can be found on the school's network (P) drive.

LP Computer

This is a required course for all Lise Prep students.

Currently offers instruction in essential applications and skills needed by all students with a focus on Digital Citizenship, principles of the 1:1 laptop program, terminology/vocabulary and introductory exercises using various programs (Word, Excel, PowerPoint).

Web Applications

This course offers instruction in designing web pages and web sites. The course begins with an overview of the web and continues with lessons in Hypertext Markup Language, CSS and other web languages and applications. Assignments are project based, but there are also periodic quizzes and oral presentations. The final exam is a project.

Introduction to Programming

Currently offers instruction in beginning skills in programming using Visual Basic. The primary materials are instructor-distributed, generally in electronic format. The evaluations are based on programming exercise work done in class. The final exam is a project.

AP Programming with Java

Currently offers instruction in advanced programming skills using Java and aims to prepare students for the AP exams. The primary materials are instructor-distributed, generally in electronic format. The evaluations are based on programming exercise work done in class. The final exam is a project.

Social Issues in Computing

This course offers instruction in social issues related to computing. The course begins with a general background to IT and continues with a look at various application programs, their uses and the implications of their uses in today's world. Student assignments include essays, quizzes and a project based on an application program. (Course adapted from the IB program)

ENGLISH

The English Department's five-year program includes three years of common requirements followed by two years of elective offerings. The required common courses are Lise Prep for twenty hours, Lise 9 for ten hours, and Lise 10 for seven hours. Thereafter, students are offered a rich selection of five-hour elective courses from which they must choose at least one for Lise 11 and at least one for Lise 12.

REQUIRED COURSE DESCRIPTIONS

Prep English

The Lise Prep English program is designed to prepare students for their overall experience at Robert College through two, ten-hour courses: LP Literature and LP Language. This preparatory year sets English fluency and critical thinking as its primary goals. As Prep classes are composed of mixed English abilities, it is a central aim of the program that all students are both challenged and supported in their development throughout the year. The LP Literature class is focused on reading, discussion, and analytical writing skills. Students investigate a variety of literature in each unit as they explore essential questions and themes.

Texts may include *Animal Farm* (Orwell), *Maus* (Spiegelman), *The Giver* (Lowry), *Twelve Angry Men* (Rose), and *The Whale Rider* (Ihimaera), along with short stories, essays, and poems. In addition to the required course texts, students are expected to choose independent reading material and regularly confer with their teachers about their independent reading progress. Literature teachers generally schedule a 40-minute period each week in the library for book selection, reading conferences, etc.

The LP Language class is a genre-based writing and oral skills course. Throughout the year, students explore both narrative and expository forms of writing. They will also have many opportunities to conduct research and to write according to MLA guidelines. As students utilize the writing process to brainstorm, draft, and revise their compositions, they will master the conventions of English grammar and ultimately

cultivate a personal voice. In addition, students will work to develop their speaking through activities like oral storytelling, Ted Talk presentations, Socratic discussion, and debate.

Lise 9

Ninth grade English concentrates on continuing the development of fundamental language skills within a ten-hour time frame. The teaching of composition in ninth grade focuses on developing the basics taught in the previous year to enable students to write a successful multi-paragraph essay. Attention is paid to planning, developing a thesis, creating unity and coherence in a paragraph, choosing and integrating suitable evidence and drafting and revising. The written tasks have been chosen so that each one is more challenging than the one before. Writing assignments may include alternative narrative structures, literary analysis, poetry writing, research papers, persuasive essays, speech writing. In the study of fiction and non-fiction works, attention is paid to developing close reading skills, understanding important literary terms, understanding the structure, theme and attitude of the text.

Class discussion and writing will focus on the genres themselves and on making connections between the text and students' own lives as they begin to recognize the universality of the themes of the texts studied. Oral performance grades are based on presentations, discussions, debates and dramatic performances. Vocabulary study encompasses direct skills and understanding vocabulary from the literary context as well as online sources for individual study. Major literary works studied may include the following: *Brown Girl Dreaming* (J Woodson), *The Catcher in the Rye* (J D Salinger), *The Absolutely True Diary of a Part-Time Indian* (S Alexie), *Persepolis* (M Satrapi), *Speak* (L H Anderson) *Romeo and Juliet* (W Shakespeare) as well as appropriate non-fiction and poetry.

Lise 10

In tenth grade English, students focus on the specific and complex study of theme and writer's purpose. The reading reflects a range of the human experience; texts include a variety of fictional and non-fictional works of literary merit. Instruction in writing stresses such skills as logical organization of argument and analysis in an extended essay. Emphasis is placed on appropriate word choice, integration of quotes and MLA format as students strive to discover voice and achieve clarity in their writing. They will also focus on close-reading explications using textual support to integrate their understanding of the reading into their writing. In-class writing to encourage the development of voice and student thinking is an important part of the tenth grade year. Also integral to the curriculum is continued work on developing the students' vocabulary.

ELECTIVE COURSES

The eleventh grade and twelfth grade English curriculum is comprised entirely of five-hour electives. These courses offer a wide range of subject matters to meet students' intellectual interests and academic needs. Recent electives offered include: Advanced Writing, Arts, Society, and Literature (ASL), Shakespeare, Modern Drama, Modern Novel, Film and Literature, AP English Literature, AP English Composition and Language, English for Technology, and English for the Business World. Elective courses vary in content and skill emphasis, but in general challenge students to develop close-reading skills, to understand diverse human perspectives, to strengthen critical and analytical thinking skills, to express views effectively and persuasively, and to continually develop and refine their critical and analytical writing. Participation in any class will expose students to English language and literature conventions, which they can use in other academic and professional settings, and may lead to leadership roles in the future. Yet it is highly suggested that students select at least one literature-based course as an elective to ensure the quality and fluency of their English language usage.

ELECTIVE COURSE DESCRIPTIONS

Advanced Writing

This course aims to support each student's growth as a writer by offering a variety of opportunities to experiment with producing fiction and nonfiction. Students will read short stories, essays, poems, and plays in order to appreciate a wide variety of styles and techniques, and in turn, will work throughout the year to

develop their own craft and personal voice through daily engagement with the writing process. Students will acquire the writing skills essential for university-level academic work, as well as the space to write creatively for personal enjoyment. At the end of the year, students will ultimately assemble a portfolio of short and long projects that demonstrates their interaction with the central skills and thematic issues studied in each unit. While this collection of final pieces will be a major outcome of the course, the more important intent of the class is to form a community of writers who wish to make room in their day to meditate on experience, and to capture the truths of observation through the written word. Recent texts for the course include Stephen King's *On Writing* and Anne Lamott's *Bird by Bird*.

Advanced Placement English Language and Composition

AP English Language is a course for students who are engaged and have excelled in English classes thus far and wish to further their study by conducting in-depth analysis of prose and nonfiction English. Students will read a variety of essays, memoirs, nonfiction, and fiction texts. The class will analyze the written word through a number of rhetorical lenses to better understand how accomplished writers and speakers match their diction to rhetorical purposes. Key to the course is developing an understanding of the Aristotelian rhetorical triangle, identifying and using rhetorical devices, and analyzing the relationship between a writer, their subject, and their audience. Students will compose both timed (in-class) essays and lengthier process essays, contribute to thoughtful class discussion, and read for deeper comprehension. Students will conduct a variety of debates: parliamentary style, Socratic, and ad hoc presentations of arguments. Some time is spent preparing for the AP English Language exam, but any student interested in developing their English repertoire of skills is encouraged to take the course.

Advanced Placement English Literature

This course is for highly motivated and capable students looking for an intellectually challenging literature course. Students must be willing to devote the energy and time necessary to complete a course more rigorous and demanding than other English electives. Texts are drawn from various genres, periods, and cultures to encompass a broad sense of the English canon. To be successful in this course, students must demonstrate the ability to read closely, sensitively and analytically, think independently and make substantive and insightful contributions to class discussions. They are also asked to write cogent, well-developed essays in class (under time pressure). For students interested in taking the AP English Literature exam, this course will provide good preparation. However, it is not limited to students planning to take the AP exam.

Art, Society, and Literature I (ASL I)

Students interested in the relationship between literature and culture may particularly enjoy this humanities course. The elective deals with fundamental human questions as they recur throughout history and with humanity's attempts to grapple with these issues through art, philosophy, and literature. Through reading, writing, and discussion, students will investigate and reflect upon the history of ideas. In particular, they will discover how philosophical and aesthetic assumptions of one age inform and interact with another and ultimately how ideas change over time. Throughout the year, students will be expected to respond intellectually to literature, art, music, and philosophy in a variety of written and oral forms. The ASL I course focuses on prehistory through the Northern Renaissance.

Art, Society, and Literature II (ASL II)

Students interested in the relationship between literature and culture may particularly enjoy this humanities course. The elective deals with fundamental human questions as they recur throughout history and with humanity's attempts to grapple with these issues through art, philosophy, and literature. Through reading, writing, and discussion, students will investigate and reflect upon the history of ideas. In particular, they will discover how philosophical and aesthetic assumptions of one age inform and interact with another and ultimately how ideas change over time. Throughout the year, students will be expected to respond intellectually to literature, art, music, and philosophy in a variety of written and oral forms. ASL II covers Mannerism through the twentieth century. The ASL I course provides useful preparation, but is not required, for this course.

English for the Business World

Students who choose this class tend to be those with a strong interest in business or economics. The reading material and topics chosen are non-fiction articles taken from *The Economist*, *Bloomberg* and other publications. The course focuses on the language skills necessary to read, write about, and discuss topics of interest in business and economics. Students will learn to read analytically, to distinguish fact from opinion, to think critically about the ideas presented, and to respond orally or in writing. As they become familiar with the language, vocabulary, style, and forms used in business documents and economic prose, they will develop their skill in writing essays, critiques, summaries, reviews, and reports on these topics. Case studies and simulations such as *Investopedia* are employed to introduce students to finance, the stock market and trends in business. A textbook, "Common Sense Economics" offers students a chance to explore financial literacy and major economic themes.

English for Technology

English for Technology is a course designed for students who prefer a non-fiction course and who are interested in the effect of science and technology in the modern world. Students will read many articles from scientific and popular journals, explore web resources, and school data bases about new theories and applications for science and technology. Topics covered will vary according to current discoveries and trends; however, robotics and robotic design is a typical subject type investigated.

Film and Literature L11 & L12

This elective is designed for students who have an interest in film history and would like to use the knowledge they obtain while studying it to plan and shoot their own short films. Students learn about the history of the art of filmmaking and are introduced to the basic principles of film technique. They also learn how to do a shot-by-shot analysis of a scene from a film. Students learn how to use a digital camera to shoot their own short films and editing software to produce their films. In preparation for this, they write pitches and practice making storyboards using the knowledge they have gained during their study of film history.

Advanced Film and Literature

This senior elective course is designed for students who have taken the Film and Literature 11 course and/or have been a member of the RC Film Academy and/or taken courses in filmmaking outside of school and have produced their own films. The students should have an interest in film history and would like to use the knowledge they have obtained to advance themselves while planning and shooting their own short films in groups (as well as possibly as individuals). Students will also continue to advance their knowledge about the history of the art of filmmaking and in the principles of film aesthetics.

Students will also continue to advance themselves in their technical use of a digital camera to shoot their own short films. They will also improve themselves in the areas of sound, visual and lighting effects. In preparation for this, they will learn how to write a screenplay and continue to enhance their abilities in pre-production skills and making storyboards to produce films based upon the knowledge they will gain during their continued study of film history.

Literature and Technology

Through the study of various works of utopian fiction, science fiction, non-fiction and poetry, Literature and Technology investigates the impact that changing technology has always exerted upon human society. Discussions will center around such important questions as whether our increasing reliance upon technology has a positive or a negative effect on our lives, our social interactions, and our aspirations. Students will read early 20th century "classics" such as *Brave New World* as well as later Nebula and Hugo Award winning novels such as *Neuromancer*. Students will also see films of the same genre. All students will be expected to write both regular interpretive essays and some creative science fiction or utopian pieces.

Modern Drama

In this elective students are introduced to different techniques and philosophies of drama and theatre, direction and script writing through the process of practical exercise and improvisation. At the same time, students develop an awareness of self, of human character, and of responsibility, as they examine character and motivation in self-disciplined improvisation groups. Students both read and interpret full-length plays and scenes from plays and are asked to demonstrate understanding of dramatic technique, characterization and plot development. Practical work includes the writing and performance of an original monologue; direction and performance of a scene from a contemporary play read in class; modernization and adaptation of a classical myth using the style of Brecht, Berkoff or Boal; stand-up comedy or an alternate comic performance; small-group analysis and performance of a contemporary play; group writing and performance of an original, one-act play.

Modern Novel

This is a course designed for the "real readers" who actually turn to fiction for pleasure and who enjoy discussing what they have read. The course is structured around Literary Theory, and students will learn how to consider multiple perspectives including Psychoanalytic, Feminist, Gender, Marxist, Race, and Reader Response. While the majority of the works have been written originally in English, there may also be a few novels translated from other languages. There will be a significant amount of supplemental reading in addition to the courses core texts. The reading load will be comparable to that of AP English Literature, although the writing demands of the course will not be as great as in that course. Also, Modern Novel will focus mostly on novels written since the mid-1940s and including contemporary works rather than on "classics." Perhaps even more than the other electives, it offers a strong preparation for AP English Literature

Shakespeare Studies

This elective concentrates on a selection of the plays of William Shakespeare, with occasional reference to his poetry as well. In this elective the analysis and investigation of the Bard's work rather than the performing of Shakespeare's plays is emphasized, even though there will be some performance and students will present scenes from the various plays studied during the year. Students will be expected to write essays, both in and outside of class. They will also have the opportunity to write creative and personal response pieces inspired by the plays they study. Students who take this course should have a good command of English.

World Literature

World Literature is an elective for students who wish to broaden their awareness of the wide variety of cultures around the world through the study of works by writers, both modern and classical, mostly from outside the US and Great Britain. A range of works in various genres by writers from Africa, Asia, Australia, Latin America, Europe, and the Middle East will give students the opportunity to read both short and longer works in a variety of forms from many cultures. The texts will be viewed from the Postcolonial and New Historical perspectives. This is a challenging course for students who want to stretch themselves in terms of reading, writing, and understanding literature. Students should be prepared for a variety of types of writing as well as reading, including but not limited to literary essays.

Film and Literature

Film Literacy 11 & 12:

This elective is designed for students who have an interest in film history and would like to use the knowledge they obtain while studying it to plan and shoot their own short films. Students learn about the history of the art of filmmaking and are introduced to the basic principles of film technique. They also learn how to do a shot-by-shot analysis of a scene from a film. Students learn how to use a video camera to shoot their own short films and editing software to produce their films. In preparation for this, they write pitches and practice making storyboards using the knowledge they have gained during their study of film history.

Advanced Film Literacy (Film Literacy 2):

This senior elective course is designed for students who have taken the Film and Literature 11 course and/or have been a member of the RC Film Academy and/or have taken courses in filmmaking outside of school and have produced their own films. The students should have an interest in film history and would like to use the knowledge they have obtained to advance themselves while planning and shooting their own short films in groups (as well as possibly as individuals). Students will also continue to advance their knowledge about the history of the art of filmmaking and in the principles of film aesthetics. Students will also continue to advance themselves in their technical use of a video camera to shoot their own short films. They will also improve themselves in the areas of sound, visual and lighting effects while improving their abilities to use editing software. In preparation for this, they will learn how to write a screenplay and continue to enhance their abilities in pre-production skills and making storyboards to produce films based upon the knowledge they will gain during their continued study of film history.

Modern Drama

In this elective students are introduced to different techniques and philosophies of drama and theater through the process of practical exercise and improvisation. At the same time, students develop an awareness of self, of human character, and of responsibility, as they examine character and motivation in self-disciplined improvisation groups. Students both read and interpret one act plays and are asked to demonstrate understanding of dramatic technique, characterization and plot development. They will be asked to research and present a playwright from the last 100 years. They then begin to develop their own improvisations based on assigned topics. Later, they create their own presentations from scratch. Students are expected to do some writing based upon their experiences, for example a short response piece to class performances or a journal in which they record their experiences, feelings and development as a performer during the course.

Advanced Writing

In this course students will concentrate on improving all aspects of their writing and to develop their repertoire of styles and forms. Students will be expected to read and model their own writing on essays, stories, poems, and extended narratives on the craft of writing and rhetoric that are provided and/or are required texts. Class time will be devoted to a variety of writing activities involving individual, pair, and group composition and discussion about those compositions. Students will engage in analytical, non-fiction, narrative and creative writing. Each student will assemble a personal writing portfolio and will take certain pieces from the portfolio and work through the whole of the writing process in order to have standout pieces of the work to show their year-long development and improvement. Students will develop an understanding of the criteria for articulate writing and will be able to use those skills in their own work. This course aims to develop writing skills essential for university level academic work and beyond, as well as to develop an individual sense of voice and the confidence to engage passionately and vigorously in the written word.

English for the Business World

Students who choose this class tend to be those with a strong interest in business or economics. The reading material and topics chosen will be non-fiction articles taken from publications such as The Economist and Newsweek and from newspapers. The course will focus on the language skills necessary to read, write about, and discuss topics of interest in business or economics. Students will learn to read analytically, to distinguish fact from opinion, to think critically about the ideas presented, and to respond orally or in writing. As they become familiar with the language, vocabulary, style, and forms used in business documents and economic prose, they will develop their skill in writing essays, critiques, summaries, reviews, and reports on these topics. A textbook, Business Assignments, will offer the students a chance to enter into some simulated business negotiations and marketing techniques.

FOREIGN LANGUAGES

French / German Courses

French and German courses are organized according to the "Common European Framework of Reference for Languages". This guideline aims to provide a method for assessing and teaching that applies to all languages across Europe. Six different levels have been defined and are becoming widely accepted as the European standard for language competences:

A1 and A2 designed for an elementary user,

B1 and B2 designed for the independent user,

C1 and C2 for the experienced user not taught at RC)

The four competencies (written and oral comprehension, written and oral production) are taught but an emphasis is given to speaking the language. At all levels, students will develop knowledge of grammar and vocabulary as well as pronunciation. A variety of resources (technology, songs, movie excerpts, literary texts...) as well as differentiation strategies are also an important part of the curriculum development in order to engage and motivate students of all levels in the classroom.

French / German I (A1)

'Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.'

French / German II (A2)

'Students can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.'

French III / German III (B1)

'Students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.'

French / German IV (B2)

'Students can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.'

Council of Europe, 2001a: A Common European Framework of Reference for

Languages: Learning, Teaching, Assessment. Cambridge: Cambridge

University Press.

MATHEMATICS

"Mathematics is a fine art like music, drawing, sculpture or poetry" Cahit Arf

The study of mathematics at Robert College is designed to not only teach the necessary concepts, techniques and algorithms but an appreciation of the power of mathematical problem solving. Courses are designed to serve both the basic needs of all students and the diverse and advanced needs of highly motivated students.

Statement of the philosophy underpinning our teaching of Mathematics

Mathematics is a subject like no other - its truths do not need to be individually taught to intelligent motivated students. Rather, if students are provided with the necessary concepts and techniques, then they can unpack consequential mathematical truths for themselves. This approach not only results in more effective learning (because students' brains have been actively involved in the construction of students' own knowledge) but also empowers students to solve a variety of problems, with the flexibility to cope if the conditions of a problem are changed.

We base our teaching on this view of the nature of Mathematics. We appreciate that:

This entails making frequent decisions (during lessons as well as when preparing for lessons) regarding what to teach explicitly and what to guide students to unpack for themselves.

There is no single right approach to this task of teaching Mathematics and that we must individually make our own decisions guided by our own experience, consultation with each other and published research findings.

Employing a variety of teaching methods is more likely to be successful than employing just one.

Thoughtful use of technology, particularly graphing calculator technology, can significantly enhance students' learning.

Ultimately it is the extent to which student learning has occurred which is the measure of our success as teachers.

Student learning can fairly be measured by the thoughtful construction of tests and examinations aligned to prior teaching.

It is important that the Mathematics included in our core courses serves the basic needs of all students and that our elective course offerings serve the more diverse and advanced needs of those students who choose to take them.

Statement of Permanent Goals

Our goals are to teach students the Mathematics specified in our approved course in such a way that they:

Develop the vocabulary and syntax necessary to learn Mathematics in an English language environment.

Perform techniques accurately.

Employ techniques appropriately in the solution of problems.

Achieve a sound conceptual understanding of the techniques they employ.

Become aware of the power and limitations of the technology they use.

Appreciate the power and beauty of Mathematics in all its inter-related forms.

Respect academic integrity.

Required Courses

Lise Prep Math (3 periods per cycle)

A first-year algebra course for ESL students, which emphasizes important vocabulary and covers the following topics: number sets, polynomials, linear equations, functions, and solving quadratic equations by factoring.

Lise 9 Math (6 periods per cycle)

A one-year required course consisting of Algebra II and Geometry topics including quadratic, polynomial, rational, exponential, and logarithmic functions; inequalities in one and two variables; functions and their inverses; polygons, perimeter, area, and volume; similarity and congruence.

Lise 10 Math (6 periods per cycle)

A one-year required Pre-Calculus course consisting of trigonometric functions, right triangle trigonometry, law of cosines, law of sines, complex numbers, sequences and series, introductory probability and statistics.

Elective Courses

Advanced Placement Calculus AB (M3) (5 periods per cycle)

A one-year elective for Lise 11 students covering the following topics: limits, derivatives and applications, and methods of integration and applications. Students completing this course will be prepared to take the Advanced Placement Calculus AB test in May.

Advanced Placement Calculus BC (M6) (6 periods per cycle)

A one-year elective for Lise 11 and Lise 12 students (5 periods per cycle) covering the following topics: limits, derivatives and applications, implicit differentiation, L'Hopital's rule, methods of integration and applications, area and volume calculations, improper integrals, sequences and series, slope fields and elementary differential equations. Students completing this course will be prepared to take the Advanced Placement Calculus BC test in May.

Advanced Geometry (M4) (5 periods per cycle)

A one-year elective for Lise 12 students in which students are expected to develop their abilities in analyzing and solving challenging problems and be able to communicate clearly the steps taken to their solutions.

Functional Analysis (M7F) (5 periods per cycle)

A one-year elective for Lise 12 students in which students are expected to develop their abilities in analyzing and solving challenging problems and be able to communicate clearly the steps taken to their solutions.

Advanced Placement Statistics (M5) (5 periods per cycle)

A one-year elective for Lise 11 or Lise 12 students to do advanced work in descriptive and inferential statistics. Students completing this course will be prepared to take the Advanced Placement Statistics test in May.

Discrete Mathematics (M7D) (5 periods per cycle)

A one-year elective for Lise 12 students consisting of mathematical induction, linear programming, map coloring, graph theory, bioinformatics, matrices, linear algebra and the mathematics of social choice.

All Math courses require TI 84+ Graphing Calculator and Laptop.

PHYSICAL EDUCATION

Lise Prep, Lise 9, L10

Physical Education is a required course. Classes meet for a double lesson once a week. Every year group has a program of study that is broken down into six units per year. A unit of work lasts for five weeks. In each unit students are continuously assessed according to effort, attitude and skill levels. The weighting for

each grade is broken down into 60% for effort and attitude and 40% for skill. Students are assessed and graded in PE using the attached criteria sheet. At the end of each semester three grades are submitted.

Lise 11

Physical Education is required course. Classes meet for a double lesson once a week and students are encouraged to take responsibility for to pick up the activity/study each week, which are announced by the PE teachers. Students are continuously assessed according to the student's intensity and level of participation and not for skill acquisition and ability. At the end of each semester three grades are submitted.

Lise 12

Physical Education is required course. Classes meet for a double lesson once a week and students are encouraged to take responsibility for their own program of study. Students are continuously assessed according to the student's intensity and level of participation and not for skill acquisition and ability. At the end of each semester three grades are submitted.

Courses:

Athletics
Track & Field
Power Walking
Net Games
Tennis
Table Tennis
Badminton
Team Net Games
Volleyball
Contact Sports
Basketball
Soccer
Team Handball
Flag Football
Floor Hockey
Irish Football
Field Sports
Softball
Ultimate Frisbee
Adventure / Outdoor Activities
Team Building Games
Low Rope Course
High Rope Course
· Belaying
· Tree Climbing
Self Defense
Dance

SCIENCE DEPARTMENT

The science department at Robert College offers required and elective courses from Lise Prep through Lise 12. All students develop a strong foundation in the basic sciences during Lise Prep, 9 and 10. Students wishing to pursue science, engineering, medicine, or related courses at university should take a minimum of two further courses chosen from Advanced Biology, Advanced Chemistry, Advanced Physics during Lise 10, 11 or 12. In addition, for the interested student, there are further science courses available as elective options in Lise 11 or 12.

Goals and Philosophy

All courses in the department share some common aims. There is an emphasis placed upon scientific method and experiential learning, and the development of critical and structured thinking skills through the acquisition of knowledge, enabling students to explain and apply a wide range of concepts. All courses aim to develop students' general communication skills, and in particular the ability to communicate scientifically in English. The department encourages students to find science both interesting and enjoyable. Overall, the department aims to equip students with sufficient knowledge, confidence and skills to enable them to appreciate and understand their internal and external environment, and make informed, intelligent contributions as citizens in an increasingly technological world. The broad objectives of the science department support the objectives outlined in the "Robert College Statement of Purpose".

Lise Prep

The Lise Prep science program exposes students to scientific vocabulary, lab safety and basic measuring and observation skills. There is a very strong emphasis placed on the acquisition and development of English communication skills. The program aims to give all students grounding in basic scientific principles, while encouraging them to maintain the interest, excitement and curiosity with which young people approach science. The course is often an introduction to laboratory experience for many students, and aims for proficiency in equipment handling and laboratory techniques, and use of scientific data, interpretation and analysis. Making cross-curricular connections, use of I.T. and student creativity are all strongly encouraged. This course meets for 3 periods each week.

Lise 9 & 10

The introductory science courses (Introductory Physics, Introductory Chemistry, Introductory Biology) taken during Lise 9 and 10 have two aims in addition to the general aims outlined above. Firstly, that all students acquire a basic understanding of the sciences that should enable them to competently consider scientific issues in society. Secondly, that those students who wish to continue with Advanced Physics, Advanced Chemistry, Advanced Biology have a solid grasp of basic principles. Each of these courses meets for 4 periods each week. All topics covered in these courses are required topics for the Turkish National University Entrance Examination (ÖSS).

Note: All students need at least 50% to pass Introductory Physics, Introductory Chemistry and Introductory Biology.

Introductory Physics Topics include vectors, forces and torques, linear motion, Newton's Laws of motion, pressure and Archimedes Principle, work, energy and power, static electricity and simple electrical circuits. Laboratory work is an integral part of the course.

Introductory Chemistry Topics include atomic and molecular theory, states of matter, bonding, the periodic table, and types of chemical substances, types of reactions, reaction stoichiometry, solutions, gases and energetics. Laboratory work is an integral part of the course.

Introductory Biology Topics include basic biochemistry, cytology, mammalian physiology and anatomy (reproduction, digestion, circulation, respiration, excretion, skeletal and muscular system, immune system, endocrine and nervous system). Laboratory work is an integral part of the course. Since this is the only biology course that many students take, there is a strong emphasis on health matters such as nutrition and sex education.

To study one of the Advanced Science courses students need to pass the corresponding introductory course with at least 60% (or 50-59% with a successful summer remediation).

The Advanced Physics, Advanced Chemistry and Advanced Biology courses are Advanced Placement level courses. With these courses, students are generally prepared to take the respective AP and SAT II examinations. Students need to take all three of these courses to be fully prepared for the ÖSS. One aim of these courses is to equip students with sufficient knowledge, skills and confidence to be well prepared for a university career in science, engineering, medicine and related fields, both in Turkey and abroad. Each of these courses meets for 6 periods each week. Each of these courses can be taken in L10, L11 or L12;

however the science department strongly recommends that students try to complete these fairly intensive courses by the end of L11.

Advanced Physics

Topics include momentum, projectile motion, circular motion, oscillatory motion, wave motion and sound waves, geometrical optics, interference and diffraction of light, gravitation, electric fields and capacitors, magnetic fields, electromagnetism and electromagnetic induction.

Laboratory work is an integral part of the course.

This course is intensive and students are expected to spend several hours every week on independent study. Only students who are scoring highly in their Introductory Physics tests and quizzes are recommended to take this course.

Advanced Chemistry

This course continues and develops topics started in Introductory Chemistry, as well as covering a range of new topics based around the concept of equilibrium.

Laboratory work is an integral part of the course.

Advanced Biology

This course is a continuation of Introductory Biology. Topics include botany, energy conversions in living organisms (e.g. photosynthesis, fermentation, and respiration), classical and molecular genetics, a review of protists, fungi and prokaryotes, evolution and ecology. Much more emphasis is placed on laboratory and project work, including student-designed experiments, than in the Introductory Biology course.

The other science elective courses listed below provide an opportunity for students to pursue a particular interest in more depth. Some of these courses are vocational in nature, for example the Electronics and Introduction to Pathology courses. Each of these courses meets for 5 periods each week.

Modern Physics (L11 or L12)

Topics include special relativity, introduction to general relativity and cosmology, introduction to quantum mechanics, atomic and nuclear physics.

Pre-requisite: Advanced Physics

Electronics (L11 or L12)

This course is essentially a practical course in analog and digital electronics. Topics include semiconductor theory, diodes, transistors, operational amplifiers, logic gates, multi-vibrator and counter circuits, programmable I.C.s. Any student considering electronic or computer engineering would find this course particularly useful.

Pre-requisite: Introductory Physics

Organic Chemistry (L12 only)

An essential course for students who are considering biochemistry or medicine, and a useful course to prepare students fully for chemistry in university. Laboratory work is an integral part of the course.

Pre-requisite: Advanced Chemistry

SOCIAL STUDIES

History

The History course taught in the 11th grade begins with the unit titled "What is History", and covers all periods until the 18th century. The topics include the definition of History as a discipline, the major civilizations that shaped Antiquity (Mesopotamia, Egypt, Anatolia, China, India), the cultural dynamics of Central Asian civilizations, the changes that occurred after the Turks embraced Islam, the sociocultural dynamics that spread to Anatolia, the history and civilization of Islam, the factors that were influential in the transition from Ancient Europe to Medieval Europe. The course also explores the transformations that paved the way for the Early Modern ages, and the history of the Ottoman Empire is taught concurrently with this topic. The last units of the curriculum focus on the developments that led to the Age of Enlightenment, the factors that brought the stagnation of the Ottoman Empire and an overview of the events that had an impact on the 18th century.

History of the Turkish Republic

This course is taught in the 12th grade. The topics include the factors that led to the French Revolution in 18th century Europe, the Restoration period, the impact of these developments on Ottoman politics and diplomacy, the consequences of 'balanced politics' and the 'Orient question' for the Ottoman Empire in the 19th century, the other factors that brought about its disintegration, the concurrent constitutional developments, the changes in world politics in the 20th century and the internal affairs of the Empire, the factors and the ideas that led to the First World War, the fall of the Ottoman Empire, the Anatolian revolt, the preparation/action/reform phases of the national movement for independence, and the social changes brought about by Atatürk's reforms. This course is enhanced with documentaries and visuals.

Geography

As a discipline, Geography can be considered a science because it explores natural formations and the processes that explain them, and also a social study because it deals with social, cultural and economic processes.

The aim of the Geography course taught in the 10th grade is to help students learn the scope of geography starting from their natural environment and extending to global dimensions, to grasp the appearance of geographical formations on the Earth, their cause-and-effect relationships and their impact on human life, to understand the connections between physical and social environments, and to develop responsibility and sensitivity towards natural and social environments. The course also examines Turkey's place in the world

and its strategic importance, and aims for students to develop responsibility in promoting the development of the country.

The topics include the universe, the motion of Earth, geographical characteristics, mapping, climates, the formation of Earth, geological formations, climate, hydrography, soil properties, the natural flora of Turkey's regions, and the resulting economic, social and cultural structures.

Philosophy

This course is taught in the 11th grade. The aim is to help students develop questioning and critical thinking skills, query assumptions in order to reach true knowledge, research, avoid prejudice and value wisdom over pedantry.

The course explores the history of philosophy and the major questions that philosophers tackled from the rise of philosophy to today like existence, knowledge and values.

Introduction to History

This is a core course taught in the 9th grade. The aim is to develop students' thinking, understanding and language skills through reading, listening, questioning, interpretation and presentations, thus helping them to become independent-thinking and creative individuals. The departing point is philosophical articles, anecdotes, model events, letters, myths, etc. The teaching method requires students to establish connections between their own experiences and what they learn in class/the texts they read, to question the world with an individual and critical mind, to uncover the relationship between thought, language and the world, and to improve their verbal and written expression skills.

Religion and Ethics

The aim of this class is to make students comprehend the relationship between God and man. The topics include the concept of religion, other religions and their characteristics, primitive religions, Christianity, Judaism and Islam, religion and morals, our responsibilities to the state, cleanliness, righteousness and frugality. The course also aims to strengthen the ties of love, respect and friendship with an emphasis on morals in Islam, national unity, unification of state and nation, customs and traditions, working and being productive. Further topics include Islam and the universe, the characteristics of Islam that make it universal, Turkish Islamic culture and civilization, Atatürk and religion, moral duties, justice, ethics and religion.

Traffic and First Aid

This course is taught in the 12th grade. The purpose of the course is to teach traffic safety, and thus to reduce the risk of accidents and casualties. The course focuses on the attitude and the behavior of responsible pedestrians, drivers and passengers. The first aid component deals with first aid and life saving techniques in the case of accidents.

Social Science Electives

Sociology and Economics

The basic concepts of Sociology are taught in the first semester and of Micro-and-Macro Economics in the second semester. The students gain a scientific understanding of the social structure, relationships and institutions of the society they live in, and the social changes that occur. The concepts of family, economics, religion, ethics, politics, and the social changes concerning these institutions are explained. Students gain insight about the basics of economics, specifically the goals of economic policies, the requirements for efficient productivity, national income, money, banking, stock exchange and international trade. They examine current developments in Turkey's economy in the framework of the course topics.

Psychology

This course is about the basic phenomena, concepts, and research methods in psychology. The aim of the course is to help students understand the emotions, feelings and behavior of others and the causes behind them, to gain strength of character, and to develop understanding and tolerance. The course explores the latest data and research, with an overview of different approaches, and includes practical work. The topics

include adaptation to the environment, self-confidence, independence, initiative taking, work habits, personality development, human relations, learning methods, mnemonics, problems encountered in life and solutions, self-control mechanisms and control of the environment, emotional problems and solutions, mental disorders and anomalies, advanced therapy methods, the impact of social phenomena on our thoughts, emotions and actions.

World Economic Geography

This course looks at geography from the perspective of various countries in the world. Students study Turkey's relations with its neighbors, the developments in agriculture and industry which affect the relationships between countries and world economy, organizations like the EU, OPEC and OECD, and the economies of affiliated countries. They learn about countries which are influential in world economics, and general economics terminology.

TURKISH LANGUAGE AND LITERATURE

The Turkish Language & Literature Department at RC aims for the students to attain the highest level of proficiency in their native language. The department expects the students to gain a sound knowledge of Turkish and world literature, and to read and appreciate selected works from different cultures. With this in mind, from the Prep year until grade 12, all our students read a minimum of four works by Turkish and foreign writers each semester, and study them in detail.

The Turkish Language & Literature Department also tries to enrich the lives of our students by organizing events such as the annual RC Culture and Literature Symposium, the Turkish Theater Festival, plays by the Turkish Theater Club, plays performed by the Turkish Drama elective students, talks with guest speakers from art and literature circles; the department also encourages the publication of periodicals like Martı and Oda, and the newspaper Köprü. Our students who participate in national debate tournaments obtain considerable success, demonstrating their mastery of their native language.

The department is committed to continuing with these efforts, and regularly reviews and updates the content of the courses. A brief description of the courses and the assessment criteria are available on our pages.

Prep Year

The four hours of Turkish at this level include 2 hours of literary research, 1 hour of language skills and one hour of composition. Because this is a preparatory year, the course is designed with the needs of the high school in mind, in particular taking from the 9th grade program. The goal is to give students the tools they need to think and express themselves in their native language, to be productive individuals who are aware of their national and international cultures.

9th Grade

Turkish Language and Literature

The literature and language skills curricula, formerly taught as two distinct courses, have been merged by the Ministry's decision. Consequently, the Turkish Language and Literature course will be phased in from 2016-2017, starting with the 9th grade.

The new curriculum has been designed according to genres. This approach makes it possible to study the literature through the periods, exploring backwards from contemporary movements. The students will study 10 units in the year, split as four units in the first semester and six in the second semester:

First semester:

Unit 1: Introduction to Turkish Language and Literature / Language Skills (Grammar)

Unit 2: Short Stories / Language Skills (Morphology)

Unit 3: Poetry / Language Skills (Figures of Speech)

Unit 4: Essays

Second semester:

Unit 5: Novel / Language Skills (Word Functions, Modifiers) / Book Reading

Unit 6: Plays

Unit 7: Scenarios

Unit 8: Tales / Fables

Unit 9: Letters / Emails

Unit 10: Journals / Blogs

The language skills topics will be dealt with in each unit in connection with the texts studied.

Assessment Criteria: Two written assessments are given each semester. Starting with 2016-2017, the written assessments within the semester will be given as common tests. When calculating the end-of-year grade, the weight of the semester assessments is 70%, and the final exam 30%.

The resources for this course include the core texts consisting of the books selected by the department teachers, films, and trips organized to museums like İstanbul Modern, Sakıp Sabancı Müzesi, and Pera Müzesi.

10th Grade

Literature

The course program consists of three units. The texts are selected from various periods, from early years through the 19th century.

History of Turkish Literature

Epics in Turkish Literature

Turkish Literature under the Influence of Islam

Language and Expression

This course also consists of three units:

Presentations, discussions and panel discussions

Narrative genres

Grammar

11th Grade

Literature

This course is divided into five units:

The Relations between Intellectual, Social and Political Lives, and Literature: the westernization process starting with Tanzimat's administrative reforms, the efforts to address the wider public and the national values, and their reflections on literary works.

Turkish Literature after the Tanzimat Period: the European-style approach, the concepts and the social, political, literary changes occurred in that period; the blend of new ideas imported from the West and of local cultural elements.

Servet-i Fünun Movement and Fecr-i Ati: the characteristics of Servet-i Fünun literature, literary texts evolving around events, texts-authors-poets; "Fecr-i Ati" as the continuation of Servet-i Fünun movement.

The rise of National Literature: the general characteristics studied through texts, poetry, and the particularities of the period.

The impact of social and political circumstances, cultural activities; the new dynamism of the Turkish people around the idea of nation-state; the relation between the period and the literary works.

All the units include elements that enable the students to interpret the artistic works and enrich their vision, helping them understand the thinking and aesthetic concepts that led to the Republic period.

Language and Expression

The course consists of three units:

Classification of Texts: the students study the texts and classify them under teacher guidance.

Types of Instructive Texts: letters, journals, memoirs, biographies, travel notes, discussions, news reports, anecdotes, essays, articles, critiques.

Oral expression: commentaries, interviews, lectures.

12th Grade

Literature

This course focuses on Turkish literature after the founding of the Republic. It begins with the apparition of a new literary style in this period, and includes prose and poetry.

The students study distinctive examples of contemporary Turkish literature from 1918-2000. They explore how Western influence and local character were blended along the idea of a national literature.

Students who complete this program will be able to analyze any text, and will understand the nuances of Turkish culture.

Language and Expression

The course consists of four units:

The Distinctive Features of Artistic Texts

Artistic Texts: fables, tales, short stories, novels, plays, poetry

Oral Expression: conference, open forum, symposium, debate

Scientific articles

This course draws on the skills and knowledge gained in the literature course. The students first read literary texts, then study their structure, the themes, language and voice.

The course also includes public speaking activities.

Contemporary Turkish Poetry

This course is designed to study contemporary Turkish poetry starting from the early 1920's. The works of poets not covered within the required curriculum will be examined. The emphasis will be on language techniques and the effects of folk and classical Ottoman poetry on contemporary Turkish poetry. This course will also examine international poetry and literature. In addition, efforts will be made to improve students' creativity.

Contemporary Short Stories and Novels

This course is designed to study the work of contemporary writers. An analysis of the latest movements, techniques, and fiction will be undertaken. Students will study new ways of expression and story writing techniques. The course is geared for interested and creative students. New novels and traditional novels are compared on the basis of subject and language. Award winning contemporary novels and stories will be read, compared and contrasted.

Turkish Theater (fulfills the RC Diploma Art Requirement)

The objective of this course is to develop the acting and writing skills of the students and help them learn to use the body language. Students interested in conventional theater find a chance to study this subject through presentation techniques, written reports, stage rehearsals, and performances. The works are chosen from contemporary plays that are not included in the program of the required courses.

Western Literature

This course focuses on the analysis of selected works from the Western literature under different art currents. The influence of Western literature on Turkish literature is also explored, comparisons and contrasts are identified through reading, research, group work, discussions, writing reports.

Folk Literature

The aim is to learn how feelings, thoughts, aesthetic sense and values are expressed in Turkish folk literature, to illustrate its place in universal culture. This course also explores the regional particularities and natural diversity of the Turkish language. The students work in groups, prepare reports, and hold discussions.

Refined Speech and Writing (fulfills the RC Diploma Art Requirement)

The course aims to increase the students' speaking and writing skills. Topics also include controlling the voice, using body language, giving rehearsed and impromptu speeches.

Literary Texts

Prose and poetry from Turkish and world literature are studied. The works are examined from the aspects of literary currents and historical development. This course is recommended to students who will enter the Turkish universities exam (ÖSS) because it helps prepare for the questions concerning vocabulary, syntax, literature.

History of Literature

The history of literature is studied through excerpts from prose and poetry. The aim is to evaluate the literary events along the historical development, and to help the students acquire knowledge about the literary periods and currents, and the respective writers and works.

Turkish Language

The topics (words, syntax, punctuation, orthography) are dealt with through practical work based on texts. The aim of the course is to use Turkish in the best possible way. In addition this course will help greatly the students who will take the Turkish university entrance exams.

ROBERT COLLEGE ELECTIVE SYSTEM

Robert College was the first school in Turkey to offer electives, all of which are approved by the Ministry of Education, and the rich range of courses allows students a variety of learning experiences to help prepare them for both overseas and Turkish universities.

The elective choice cycle is an important part of the planning process for the academic year. Students choose their electives for the following year the previous November in order to ascertain staffing needs.

Students in each level have an assembly led by the Academic Director, where department heads give details about the electives in their departments. Parents have general level meetings around the same time each year so that they have an opportunity to ask questions. During the process, guidance counselors, advisors, the Registrar, and university counselors assist students and parents in making the right choices for their educational and career goals.

Students may request to change their choices of electives during the Elective Drop/Add period in the early spring, if space is available. Students must first fill out an Elective DROP/ADD Form from the Registrar's office. One of their parents must sign this form, the students must add their reasons for wanting the change, and bring it to the Registrar before the designated deadline. After collecting all requests, the Registrar will check to see that the requested change is possible. If so, the Academic Director will meet with each student to discuss the request as well as implications of the desired change with respect to the student's academic situation, interests, and goals. If the Academic Director approves the requested change, then the Registrar is notified and class lists are updated.

Requests for changes in electives in the fall cannot be accommodated since the entire master schedule will be completed and all teacher and student individual schedules will be printed before the start of school. Therefore such requests will not be considered.

CURRICULA OF COURSES

The Curricula of the Common Courses

Prep Turkish, intro to science, second foreign language (English-French-German), math, art, music and PE: the curricula approved by MEB on July 9, 2007, number 129.

10th grade English: the curriculum approved by MEB on June 6, 2004, number 111.

9th and 10th grade physics and biology, and 9th grade first foreign language (English 1A and 1B; English 2A and 2B): the curricula approved by MEB on August 5, 1999, number 264; and on February 1, 2000 number 13.

9th and 10th grade chemistry: the curricula approved by MEB on April 4, 2014, number 33.

9th and 10th grade math: the curricula approved by MEB on February 1, 2013 number 9 and on July 17, 2017, number 92.

9th and 10th grades second foreign language: the curricula approved by MEB on July 17, 2017, number 111/120.

9th, 10th, 11th and 12th grades PE: the curricula approved by MEB on December 31, 2009, number 339 and on July 17, 2017, number 80.

The Curricula of the Electives

Language Skills

Western Literature, refined speech and writing, Turkish theater: the curricula approved by MEB on August 13, 1986, number 154.