

SYLLABUS
Fall semester 2025-2026 academic year
Educational programme "8D02306 – Foreign Philology (Western Languages)"

ID and name of course	Independent work of the student (IWD)	Number of credits			General number of credits	Independent work of doctoral student with teacher (IWDT)
		Lectures (L)	Practical classes (PC)	Lab. classes (LC)		
96000 Comparativism in Literary Studies	2	1,7	3,7	0	5	6

ACADEMIC INFORMATION ABOUT THE COURSE

GENERAL INFORMATION ABOUT THE COURSE				
Learning Format	Cycle, component	Lecture types	Types of practical classes	Form and platform final control
Offline	Core disciplines, Elective component	Information lecture Problem lecture Lecture - visualization Binary lecture Lecture with mistakes Lecture-conference Lecture-consultation Interactive lecture	Seminar - conversation Seminar - debate Seminar-press conference; Seminar-discussion; Seminar - "round table"; Seminar - "brainstorming"; Seminar - business game	Oral examination Offline
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ACADEMIC COURSE PRESENTATION

Purpose of the course	Expected Learning Outcomes (LO)*	Indicators of LO achievement (ID)
The aim of the discipline is to form the ability to analyze the theoretical and methodological directions of modern literary criticism, the fundamental works of the main representatives of comparative studies, the study of concepts and terms, as well as controversial issues of this scientific direction.	1. to demonstrate deep knowledge in the history of methodology and modern literary criticism, applying them in research work;	1.1 to explain the principles of modern literary criticism; 1.2 to demonstrate the originality of a literary work in its connection with the historical and literary context;
	2. to apply comparative analysis of literary works;	2.1 to differentiate the basic concepts and terms of literary studies, techniques; 2.2 to use methods of analysis and interpretation of texts of various aesthetic nature;
	3. to apply the skills of organizing and conducting linguistic / literary studies in practice;	3.1 to use the principles of comparative historical methodology; 3.2 to analyze a specific verbal and literary text;
	4. to apply the skills of organizing and conducting linguistic / literary studies in abstracting and creating academic abstract;	4.1 to collect material based on its specifics and the implementation of the goal of one's own research; 4.2 to synthesize concepts and methods for an adequate study of the scientific research;
	5. to apply the skills of organizing and conducting linguistic / literary studies in annotating scientific articles, compiling.	5.1 to apply the conceptual and terminological apparatus of comparative historical research, as well as the results of scientific research in solving specific scientific research problems; 5.2 to formulate conclusions and reasoned conclusions within the framework of local research.

Prerequisites	-
Postrequisites	Research practice
Learning Resources	Literature 1. Croce, Benedetto, Comparative Literature, Comparative Literature: The Early Years, Edited by Hans-Joachim Schultz and Philip H. Rhein, Chapel Hill: University of North Carolina Press, 2020, p.222. 2. Bacon, Francis, 'Of Studies', Bacon's Essays, Edited by J.Lahiri & A.L.Ganguli, Lakshmi Narayan Agarwal Educational Publishers, Agra, 2022, p.76. 3. Posnett, William, in his book called Comparative Literature published in 1886 talks about the discipline, as cited in Nagendra Ed. 'Comparative Literature', New Delhi, University of Delhi, 2021, p.1. Additional literature 1. Jost, Franciose, A Philosophy of Letters, 'Introduction To Comparative Literature', New York, The University of Illinois, 2020, p.29. 2. Wellek, Rene and Warren, Austen, 'General, Comparative and National Literature' in Rene Wellek and Austen Warren Eds., Theory of Literature, New York, Penguin Book, 2018, as cited in 'Aesthetics of Comparative Literature', <http://dspace.vidyanidhi.org.in/pdf/html> p.6. Internet resources http://www.trworkshop.net/ http://www.un.com/ https://www.theguardian.com/international http://www.independent.co.uk/ http://www.bbc.com/news
Academic course policy	The academic policy of the course is determined by <u>the Academic Policy and the Policy of Academic Integrity of Al-Farabi Kazakh National University</u>. Documents are available on the main page of IS Univer. Integration of science and education. The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWS, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments. Attendance. The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points. Academic honesty. Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable. Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by the "Rules for the final control". "Instructions for the final control of the autumn / spring semester of the current academic year". "Regulations on checking students' text documents for borrowings". Documents are available on the main page of IS Univer. Basic principles of inclusive education. The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life. All students, especially those with disabilities, can receive counseling assistance by phone / e-mail lailamussaly@gmail.com or via video link in MS Teams https://teams.microsoft.com/l/team/19%3a46EnMwIMd6ikHrvTHcpqJTEchbPZCv1rDzLCan5w5SE1%40thread.tacv2/conversations?groupId=ea7cfe1-7522-4bb8-aadd-46a758d0ff0&tenantId=b0ab71a5-75b1-4d65-81f7-479b4978d7b Integration MOOC (massive open online course). In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule. ATTENTION! The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points.

INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT					
Score-rating letter system of assessment of accounting for educational achievements				Assessment Methods	
Grade	Digital equivalent points	points, % content	Assessment according to the traditional system	Criteria-based assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed. Summative assessment - type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course. Conducted 3-4 times per semester when performing IWD. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated.	
A	4.0	95-100	Great		
A-	3.67	90-94			
B+	3.33	85-89	Fine		
B	3.0	80-84		Formative and summative assessment Formative assessment: 10 points for 1 academic week, including: activity at lectures - 2 points, work in practical classes - 8 points, independent work - 10 points. Summative assessment: 100 points at the end of each module.	Points content
B-	2.67	75-79		Activity at lectures	5
C+	2.33	70-74		Work in practical classes	20
C	2.0	65-69	Satisfactorily	Independent work	25
C-	1.67	60-64		Design and creative activity	10
D+	1.33	55-59		Final control (exam)	40
D	1.0	50-54		TOTAL	100
FX	0.5	25-49	Unsatisfactory		
F	0	0-24			
Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.					
A week	Topic name			Number of hours	Max. ball
MODULE 1 Theories of Comparative Literature					
1	L 1. Introduction. Theories of Comparative Literature, World Literatures, and Comparative Cultural Studies			2	0
	PC 1. The comparative historical method in literary criticism			4	0
2	L.2 The Contextual Study of Literature and Culture, Globalization, and Digital Humanities			2	0
	PC 2. Comparative Literature in the West in the 20th Century			4	0
3	L 3. Comparative Literature and Ex-centricity			2	0
	PC 3. The concepts of "national literature", "regional literature", "zonal literature", "world literature"			3	0
	IWD1 Possibilities and Limits of Comparative Literature Today			1	0
4	L 4. Comparative Cultural Studies and Pedagogy			2	2
	PC 4. Periodization of the interliterary process			4	8
	Forms of the interliterary process				
5	L 5. Teaching World Literatures			2	2
	PT 5. Typology of contact links. Typological convergence as a form of interliterary process			3	8
	IWD2 Comparative Literature and the History of Literature			1	25
MODULE 2 Comparative Literature and Philosophy					
6	L 6. Comparative Literature and Philosophy			2	2
	PC 6. The theory of borrowings and influences			4	8
7	L7. Comparative Cultural Studies and Cultural Anthropology			2	2
	PC 7. Interaction between the literatures of the east and west (brief overview)			4	8
	IWD3 Consultation on the implementation of IWM 2				0
8	L 8. Comparative Literature and Interart Studies			2	2
	PC 8. Translation as a form of contact links			2	8
	IWD 1 Gender and Genre in Comparative Literature and (Comparative) Cultural Studies			2	25
Midterm control 1				100	

9	L 9. Comparative Cultural Studies and Translation Studies	2	2
	PC 9. Perception and interpretation of the writer's work by foreign readers and critics.	4	8
MODULE 3 Comparative Cultural Studies and the Study of Medieval Literature			
10	L 10. Comparative Cultural Studies and the Study of Medieval Literature	2	2
	PC 10. "Another's word" in a literary work	3	8
	IWD 4. Comparative Cultural Studies and Linguistic Hybridities in Literature	1	10
11	L 11. Comparison and Postcoloniality	2	2
	PC 11. Genres of "secondary" literature as a subject of comparative studies	4	8
12	L 12. (Inter)mediality and the Study of Literature	2	2
	PC 12. Typological categories and literary process	3	8
	IWD 5. Comparative Literature in French	1	10
13	L 13. Comparative Literature in German	2	2
	PC 13. The universals of verbal and artistic art as a way to systematize the interliterary process	4	8
	IWDT 6 Consultation on the implementation of IWD 2		
14	L 14. Comparative Literature in Italian	2	2
	PC 14. Text, context, intertext in comparative studies	4	8
15	L 15. Comparative Literature in Russian and in Central and East Europe	2	2
	PC 15. East - West: Dialogue of Cultures	2	8
	IWD 2 Comparative Literature in the United States	2	10
Midterm control 2			100
Final control (exam)			100
TOTAL for course			100

Dean  B.U. Dzholdasbekova

**Chair of the Academic Committee
on the Quality of Teaching and Learning**

IWS 2. “Comparative Literature in the United States” (25% of 100% RK)

Criterion	Excellent (20–25%)	Good (15–19%)	Satisfactory (10–14%)	Unsatisfactory (0–9%)
Understanding of gender and genre theories, and their application to literary/cultural analysis	Demonstrates a deep and nuanced understanding of gender and genre theories (e.g., feminist theory, queer theory, postcolonial theory, narratology). Accurately interprets and applies these theories to comparative texts/cultural phenomena. Sources are fully in APA style.	Shows good understanding of relevant theories; applies them to texts/cultural cases with some minor inaccuracies. Sources in APA style with 1–2 errors.	Limited understanding of theories; applies them superficially to texts/cultural cases. APA style with noticeable errors.	Shows little or no understanding of theories; misinterprets or fails to apply them. Sources not in APA style.
Awareness of key concepts, historical/cultural contexts, and relevance of the topic	Competently identifies and applies key concepts (e.g., gender roles, power, identity, genre conventions) to comparative analysis. Demonstrates strong awareness of historical/cultural relevance with well-supported arguments.	Identifies key concepts and contexts, but with some errors or omissions. Arguments are generally sound but may lack depth.	Limited awareness of key concepts and contexts; arguments are narrow or weakly developed.	Superficial or inaccurate use of concepts; little/no awareness of context; unconvincing arguments.
Application of comparative methodologies and resources	Effectively uses comparative methods (e.g., cross-cultural, intertextual, interdisciplinary approaches). Skillfully incorporates scholarly resources and technologies (databases, archives, digital tools).	Uses 1–2 comparative methods with competence; integrates resources with minor errors or limited scope.	Partial or superficial use of comparative methods; weak integration of resources/technologies.	Fails to apply comparative methods or resources appropriately.
Content of presentation/essay and mastery of academic communication	Highly informative and well-structured presentation/essay; clear argumentation; strong organization. Excellent use of academic style, speaking/writing technique, and integration of verbal/non-verbal or textual/visual communication.	Good structure and argumentation; clear language with minor issues. Good use of academic style and communication.	Satisfactory but uneven structure; arguments may lack clarity or depth. Language/communication is adequate but inconsistent.	

IWS 1. Round table “Gender and Genre in Comparative Literature and (Comparative) Cultural Studies” (25% of 100% RK)

Criterion	Excellent (20–25%)	Good (15–19%)	Satisfactory (10–14%)	Unsatisfactory (0–9%)
Understanding theories and concepts, and applying them to presentation structure	Deep understanding of theories/concepts of scientists; correct interpretation of main ideas. Primary sources fully in APA style.	Understands theories/concepts; interprets basic ideas correctly. APA style with 1–2 errors.	Limited understanding; superficial interpretation. APA style with errors.	Little/no understanding; erroneous interpretation. Sources not in APA style.
Awareness of key concepts, causes, and relevance of the topic/problem	Competently applies key concepts to the problem. Goals understood correctly; sound arguments provided.	Understands key concepts; goals understood; arguments with some errors.	Limited understanding of key concepts; narrow view of goals; arguments contain errors.	Superficial understanding of concepts; does not understand goals; unconvincing arguments.
Application of technologies and resources	Effectively applies technology and resources to advance/implement scientific goals.	Applies 1–2 technologies/resources to promote/implement goals.	Partial application of 1–2 technologies/resources to implement goals.	Poor or no use of 1–2 technologies/resources.
Content of presentation and mastery of speech technique (oral defense)	Informative content; high-quality visuals/slides/materials. Mastery of speaking technique; effective use of verbal & non-verbal communication; excellent individual work.	Good content and visuals; good level of individual work.	Satisfactory content and visuals; satisfactory level of individual work.	Low-quality content and visuals; poor level of individual work.