

Approved By
the Saint Tbel Abuseridze Teaching University of the Patriarchate of Georgia
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Chairperson of Academic Council
Rector, Skhalta Archbishop Spiridon

Reviewed by
the Council of the Faculty of Humanities and Education

Protocol № 02-03-06/01. 26. 01. 2019

**Saint Tbel Abuseridze
Teaching University of Patriarchate of Georgia**

Faculty of Humanities and Education

Master's educational program

Philology

Academic degree: Master of Humanities

Volume of the program in credits 120 ECTS

Heads of Program:
Associate Professor - Lela Kukuladze
Associate Professor - Tea Tavberidze

Khichauri, 2019

1. **Program name:** Philology
2. **Education cycle:** The second cycle of higher education/Master's
3. **Qualification/academic degree to be awarded:**
Master of Humanities
4. **Program volume in credits:** 120 ECTS
5. **Language of Instruction:** The program will be implemented in Georgian

6. Educational program objective:

The objective of Master's program in Georgian Philology is to provide the graduate with a comprehensive and in-depth education, so that he/she is able to establish a successful working career; in particular, to provide with the knowledge of interdisciplinary issues related to the general and philological sciences and to familiarize with the purpose and importance of the research of literary studies; to develop the skills of analyzing literary compositions and their critical evaluation, their review from a historical and cultural standpoint, to provide comments and interpret them, to teach the structure and history of Georgian literature, provide with the knowledge of one of the European languages, so that the graduate is able to find and use additional materials; to develop practical skills in the graduate holding a Master's Degree. It is also the objective of the program to facilitate a deep understanding of Georgian literature and culture in the context of European civilization. The objective of the program is to ensure that the holder of the Master's degree possesses an all-inclusive knowledge about the Georgian literature, so that in the case of obtaining an additional qualification in the area of pedagogy, he/she is able to be employed as a teacher of Georgian literature at a school, public, private and non-governmental organizations, and on the basis of further enhancement of qualification to continue a scientific-research and pedagogical activity. Moreover, the objective of the program is to develop in the young individual the sense of scientific honesty and dignity, advises for scientific and research activity, so that he/she facilitates the establishment of a healthy civil awareness and democratic ideas in our society through his/her hard work and high professionalism.

7. Program admission preconditions:

Admission to the program is administered in accordance with the legislation of Georgia and the rule established by Saint Tbel Abuseridze Teaching University of the Patriarchate of Georgia.

8. Teaching format:

Teaching will be implemented in the format of lectures, seminars and practical studies.

9. Teaching outcomes

Criteria	General competencies	Field competencies
Knowledge and understanding	A wide knowledge of the field that includes a critical understanding of theories and principles; Understanding of the complex issues of the field.	The Magister knows: history of Georgian literature development; Georgian literature genres, chrestomathy texts and the biographies of their authors; acknowledges the connection of complex issues of Georgian literature with the main problems of the general literature theory, as well as the place and role of Georgian literature in the context of literary relations.
Ability to apply knowledge in practice	The graduate is able to apply the methods characterizing the field, as well as some distinguished methods to solve problems, conduct a research or a practical project according to predefined instructions.	The graduate will be able to: operate according to philological notions; work on sources using main methods characterizing the humanitarian field, implement research or practical projects; use the methods of literary studies; describe and interpret literary texts. The graduate is able to interpret Georgian and World literature in one whole cultural context.
Making Judgment	The graduate is able to collect and interpret the characteristic features of the field, as well as perform the analysis of the data and/or situations using the standard and some distinctive methods, make a substantiated conclusion.	The graduate is able to find data characterizing literature, literary studies, oral literature and formulate a substantiated conclusion on its basis; confidently reason his/her own opinion about various problematic issues in a humanitarian area; to perform logical reasoning, analytical and critical thinking, make the right conclusions; has the skills for identification of problems and their solution using Georgian Literary Studies.
Communication skills	Preparation of a detailed written report on solutions, ideas, existing problems and verbal transfer of information to specialists and non-specialists in Georgian and English languages, creative use of modern information and communication technologies;	The graduate has formed: oral and written communication adhering to the modern standard of literary language and using Georgian literary material; communication about the substantial issues of Georgian literature, in the community of both specialists (philologist, folklorist) and non-specialists (interested parties, expanded public, media, etc.); preparation of a detailed written report, public speech text, qualification paper in the area of Georgian Philology both in Georgian and English languages; transfer of information related to Georgian Philology verbally to specialists and non-specialists; participation in a discussion using professional vocabulary and providing substantiated answers to the questions of the audience; apply the latest electronic resources existing in Informational Technologies, Georgian Philology and Philological Sciences in general in the process of teaching and conducting a research.
Learning Skills	Consistent and multilateral evaluation of one's own learning process, determination of further learning needs	The graduate has the skills for obtaining knowledge independently or with a minimal help, using special, Georgian and foreign language literature; the skills of planning and organizing time for educational purposes; the graduate's skills of identifying the future scientific work or the area of employment will be developed according to the interests shown in the course of his/her studies at the university.

Values	Participation in the process of formation of values and aspiration for their establishment.	The graduate is well informed about and is familiar with: ethical standards; the academic honesty; the graduate cares about defending the importance and holiness of Georgian literature in Georgia, has a sense of responsibility towards the duties assigned for learning the literature; has a sense of civic responsibility in terms of tolerance and intellectual property, freedom of a person and towards their own nation; has a sense of respect towards general human and national values. Establishment of these values in the society.
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10. Method of achieving learning outcomes

1. **Collaborative work** - this method of teaching involves dividing students into groups and giving them a task. Members of the group individually elaborate the issue and concurrently share it with other members of the group. Depending on the task determined, it is possible to distribute the functions among the members of the group in the work process. This strategy ensures a maximal involvement of all the students into the learning process, both in a written and oral form.
2. **Problem based learning (PBL)** uses a problem as the initial stage of integration process and acquiring the knowledge. Solving the problem requires a student to work with the book.
3. **The heuristic method** is based on a gradual solution of the tasks given to the students. This task is carried out through identifying facts in the study process and linkages between them independently.
4. **Demonstration method** implies visual presentation of information. It is quite effective in terms of achieving the result. In most cases it is possible to deliver the material to the students by a method of multimedia. The studied material can be demonstrated by a teacher as well as by a student. The method helps to visualize different levels of perception of study material and to specify the work that students will have to accomplish independently; at the same time, this strategy visually demonstrates the essence of a issue/problem. It is possible to deliver the material online.
5. **Practical methods** unite all the forms of teaching that form Magister's practical skills, a student fulfills different activities on the basis of the acquired knowledge and professor's consultation, the activities may include the preparation of an accounting program "Oris Accounting" and a presentation, conduct of a statistical observation, finding analytical information and work on it, preparation of a Bachelor's thesis, etc.
6. **Induction, deduction**
 - The **Induction method** of teaching defines the form of any topic knowledge, when the process of thinking is directed from the private to the particular, from facts to generalization, or the process is transmitted from the particular to general.
 - The **deductive method** of teaching defines the form of transferring any subject knowledge that, based on general knowledge represents a logical process of discovering the new knowledge or the process flows from the general to the particular.
8. The **Explanatory method** is based on a discussion covering the given issue. The professor provides a particular example which is discussed in details within the frame of the given topic.
9. **Action-oriented teaching** requires intensive involvement of professors and students in the teaching process whereas practical interpretation of theoretical material is of special significance.
10. Verbal or Oral method.
11. **Situation modeling method.**
12. **Method of Working on a Book**
13. **Method of working in a written form**

11. Student knowledge evaluation system:

The student's work performed during a semester in every subject is evaluated by 100 points, which are accumulated through different activities performed during a lecture, on the basis of the results envisaged by a participation in a seminar or practical work, reports, presentations, a research component, midterm evaluations, final examinations and the learning course.

1. The final evaluation of the learning course represents the fulfillment of the requirements envisaged by the same learning course, which is divided into two parts and implied the sum of midterm and final evaluations.

1. Out of the 100 points of the learning course, the midterm evaluation has 60 points, whereas the final evaluation has 40 points. Midterm and final evaluations are composed of the evaluation components that unite the surveys, examinations, practical and theoretical works of an oral and/or written type. It is unacceptable to perform the evaluation of a student using one evaluation component only.

Midterm evaluation is composed of:

- a) Midterm Examination - 20 points. The number of midterm examinations is determined considering the content requirements of a particular learning course, which is determined by a teach of a particular subject in agreement with the Quality Assurance Service of Tbel University, which is reflected in the description of the learning course evaluation;
 - b) Current evaluations- 40 points. Current evaluations may be performed in a form of written (written assignment, test, situational problem, practical/theoretical assignment, casus, etc.) and oral (oral hearing, seminar, presentation, discussion, debates, other activities of an oral hearing) quizzes, except for the written and oral evaluation, another method of evaluation may be used.

2. Methods for the evaluation of certain components of the evaluation, evaluation criteria and the rule for accumulating the appropriate point is determined by the syllabus of a particular learning course, where the following minimum requirements should be met:

- a) each written quiz of current evaluation may be evaluated by a maximum of 10 points;
 - b) each oral quiz of current evaluation may be evaluated by a maximum of 5 points;

3. Midterm examination should be conducted in a written form, whereas the final examination may be conducted in a combined manner, both in a written and oral form. In a combined examination, the share of written and oral parts should be equally distributed (50/50).

4. If the evaluation is performed by multiple examiners, the final result constitutes their arithmetic mean.

5. The threshold for the minimal competency of the midterm evaluation is 21 points; whereas the threshold for the minimal competency for the final examination is 20 points.

6. A student is required to attend at least 50% of the learning courses, otherwise he/she will not be allowed to take the final examination.

7. The student's work is evaluated by the following scheme:

Positive evaluations:

- a) A – Excellent. 91 - 100 points of maximum evaluation
 - b) B - Very Good. 81 - 90 points of maximum evaluation
 - c) C - Good. 71 - 80 points of maximum evaluation
 - d) D – Satisfactory. 61 - 70 points of maximum evaluation
 - e) E – Sufficient. 51 - 60 points of maximum evaluation

Negative evaluations:

- f) FX - Did not pass. 41-50 points of maximum evaluation, meaning that a student requires some more work for passing and is given the right to sit an additional examination by means of an independent work;
 - g) F - 0 - Failed. 40 and less points of maximum evaluation that means that the work of the student is not sufficient and he/she has to retake the course again.
8. The amount of points in the final evaluation is not added to the evaluation received by a student at the additional examination.
 9. Evaluation received at the additional examination is the final one and will be reflected in the final evaluation of the educational program component.
 10. Considering the evaluation at the additional exam, if a student gets 0-50 points in the final evaluation of the educational component, a student will have F-0 points assigned.
 11. The grounds for not evaluating the student at the examination is:
 - a) missing the appointed examination due to an unreasonable excuse or attending it but trying to leave the auditorium in the course of the examination;
 - b) using the so called "cheating paper" during the examination, or using the work or records of another person;
 - c) obtaining less than 50% of the points determined for the evaluation of the component at the examination. Postponing the appointed examination due to a reasonable excuse or refusing to take the examination is possible on the basis of a written request of the student, with an indication of the reasonable excuse and its documentation, upon the agreement of the Dean.

In the last semester of the Master's program, the fourth semester, the student has the right to register a subject with an "F-0"(Failed) evaluation along with the research component - Master's thesis, if the sum of the credits to be obtained in an academic year do not exceed 75 credits. Whereas in the event of the sum of the credits to be obtained in an academic year exceeds 75 credits, then the student has the right to undergo an approbation of the Master's thesis, but the opportunity to defend the Master's thesis will be granted only upon his/her completion of all the academic debt in all the existing learning components.

12. Curriculum See Annex 1.

13. Map of Learning Outcomes See Annex 2.

14. HR resources of the program:

1. **Lela Kukuladze** - Doctor of Philology. Associate professor textual analysis of "Knight in Panther's Skin"; Georgian writing and folklore, Vazha Pshavela Studies, Galaktionology;)
2. **Tea Tavberidze** - Doctor of Philology, associate professor (Georgian Hagiography; Georgian hymnography; Christian countenance)
3. **Guram Bakhtadze** - Doctor of Philology, visiting lecturer (life and creative work of Akaki Tsereteli; Georgian realism; life and creative work of Ilia; Georgian Romanticism)
4. **Nana Trapaidze** - Doctor of Philology, visiting lecturer (comparative literature studies and Georgian writing; vocabulary of literature critics; problems of regular and comparative analysis of European literature;)
5. **Manana Tavdgiridze** - Doctor of Philology, associate professor (trends of XX century Georgian literature; the problem of a person in literature)
6. **Khatuna Khalvashi** - Doctor of Education, associate professor (Modern Challenges in Teacher's Education)
7. **Shota Rodinadze** - Doctor of Philology, associate professor (English Language)

15. Material Resources: The University provides the student with a library, conference hall, and the topics provided by the educational program can be presented using the projector and a computer device that is connected to the internet network.

Curriculum												
#	Components	Number of credits	Number of hours	Distribution of hours					Distribution of credits by semesters			
				Lecture	Work in group	Midterm examination	Final examination	Independent work	I semester	II semester	III - semester	IV semester
	Mandatory courses of the specialization	80										
1	The problem of a person in literature	5	125	13	14	1	2	95	5			
2	Georgian Romanticism	5	125	13	14	1	2	95		5		
3	Christian countenance	5	125	13	14	1	2	95	5			
4	Trends of XX Century Georgian Literature	5	125	13	14	1	2	95			5	
5	Georgian hagiography	5	125	13	14	1	2	95	5			
6	Textual analysis of "Knight in Panther's Skin" - 1	5	125	13	14	1	2	95	5			
7	Textual analysis of "Knight in Panther's Skin" - 2	5	125	13	14	1	2	95		5		
8	General course of English language - 1	5	125	13	14	1	2	95	5			
9	General course of English language - 2	5	125	13	14	1	2	95		5		
10	Georgian Realism	5	125	13	14	1	2	95		5		
11	Georgian writing and folklore	5	125	13	14	1	2	95			5	
12	Life and creative work of Akaki	5	125	13	14	1	2	95			5	
13	Life and creative work of Ilia	5	125	13	14	1	2	95			5	
14	Galaktionology	5	125	13	14	1	2	95		5		
15	Hymnography	5	125	13	14	1	2	95	5			
16	Studies of Vazha Pshavela	5	125	13	14	1	2	95			5	
	Elective Subjects	10								5	5	
17	Philosophical paradigms of XX century literature	5	125	13	14	1	2	95				
18	Theory and poetics of literature genres	5	125	13	14	1	2	95				
19	Literature sociology	5	125	13	14	1	2	95				
20	Modern challenges in teacher's education	5	125	13	14	1	2	95				
21	Current literature processes	5	125	13	14	1	2	95				
22	Western literature studies and critics	5	125	13	14	1	2	95				
	Master's thesis	30	750									30
	Total	120	3000	234	252	18	20	1710	30	30	30	30

Map of learning outcomes								
#	Components	Number of credits	Field competencies					
			Knowledge and understanding	Ability to apply knowledge in practice	Making judgment	Communication skills	Ability to learn	Values
1	The problem of a person in literature	5	+	+	+	+	+	+
2	Georgian Romanticism	5	+	+	+	+	+	+
3	Christian countenance	5	+	+	+	+	+	+
4	Trends of XX Century Georgian Literature	5	+	+	+	+	+	+
5	Georgian hagiography	5	+	+				
6	Textual analysis of "Knight in Panther's Skin"	5	+	+	+	+	+	+
7	Textual analysis of "Knight in Panther's Skin"	5	+	+	+	+	+	+
8	English language general course 1	5	+	+	+	+	+	+
9	English language general course 2	5	+	+	+	+	+	+
10	Georgian Realism	5	+	+	+	+	+	+
11	Georgian writing and folklore	5	+	+	+		+	+
12	Life and creative work of Akaki	5	+	+	+	+	+	+
13	Life and creative work of Ilia	5	+	+	+	+	+	+
14	Galaktionology	5	+	+	+	+	+	
15	Hymnography	5	+	+				
16	Studies of Vazha Pshavela	5	+	+	+	+	+	+
17	Theory and poetics of literature genres	5	+	+	+	+	+	+
18	Philosophical paradigms of XX century literature	5						
19	Literature sociology	5						
20	Modern challenges in teacher's education	5	+	+	+	+	+	+
21	Current literature processes	5	+					
22	Western literature studies and critics	5	+					
23	Master's thesis	30						