



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: II-2021

DOCUMENTO: Programa de curso semestral

TIPO DE CURSO: teórico-práctico

CURSO: IO-5012, Enseñanza de la Literatura

CRÉDITOS: 03

MODALIDAD: Semestral, virtual 100% (Sincrónico - Asincrónico)

GRUPO: 01

HORAS DE CONTACTO: 04 (lunes de 8 a 11:50 am)

HORAS DE ESTUDIO INDEPENDIENTE: 05

REQUISITO: IO-5011 Teoría Literaria y Crítica

CO-REQUISITO: Ninguno

NIVEL: 4th año (VIII Ciclo) del plan de estudios

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HORAS DE ATENCIÓN A ESTUDIANTES: lunes a jueves de 4 a 6 pm

COURSE DESCRIPTION:

This is an advanced course designed to introduce students to practical and theoretical concerns in teaching literature. It is meant to help prospective teachers of English and Literature to develop the skills necessary to explain literary terms as well as to encourage text interpretations in practical terms. It will also address issues associated with teaching and interpreting literature, poetry, fiction, drama, and short story. The emphasis on a variety of approaches to teach literature takes into consideration different learning styles and the use of technology. The course is organized around 3 core themes: the purposes for teaching literature; the content for teaching literature; and pedagogical approaches for teaching literature. We will explore these topics by way of a variety of texts and world view points to engage students through real-life issues while promoting critical thinking skills and communicative competence.

The course is 100% T virtual based on UCR's platform METICS (Mediación Virtual-MV)

GENERAL OBJECTIVE <i>By the end of the course, students will be able to:</i>	SPECIFIC OBJECTIVES <i>By the end of the semester, the student will be able to:</i>
1. Analyze different methods and approaches to teach literature to create activities, materials, and meaningful learning environments suitable (but	1.1 Recognize different purposes for the teaching of literature in various ELT contexts including Costa Rica's public educational



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GENERAL OBJECTIVE <i>By the end of the course, students will be able to:</i>	SPECIFIC OBJECTIVES <i>By the end of the semester, the student will be able to:</i>
<p>not limited) to secondary Costa Rican English and Literature curriculum. <i>(cognitive and attitudinal objective).</i></p>	<p>system. <i>(cognitive objective)</i></p> <p>1.2 Identify the main theoretical grounding (pedagogical principles and characteristics) for different methods to teach literature in ELT contexts. <i>(cognitive objective)</i></p> <p>1.3 Develop teaching techniques, strategies and materials using various resources and/or virtual tools to foster English linguistic competence and literature knowledge. <i>(cognitive and attitudinal objective)</i></p>
<p>2. Assess literary texts that are appropriate for teaching literature in various contexts where literature can be used as a source of linguistic and cultural input. <i>(cognitive and attitudinal objective)</i></p>	<p>2.1 Value the literary works from English speaking countries as well as those from the local context (such as Costa Rica’s Anglophone ones) as resources to promote critical thinking and understand culture, history and language. <i>(attitudinal objective)</i></p> <p>2.2 Critically select literary texts taking into consideration the specificities of literary genres, target curricular approach (its contents and objectives to literature instruction). <i>(cognitive objective)</i></p>

CONTENTS:

- I. Introduction to the purpose of teaching and learning literature
 - Why teach literature? What do we want students to learn?

- II. How readers and texts make meaning: strategies for teaching reading comprehension





III. Methods and approaches for Teaching literature

IV. Teaching and Learning Literature: Understanding Tradition, Rethinking Practice

- How to lead a discussion in the analysis of a literary work using literary terms as the bases of the analysis?
- Selection of texts

V. Literary genres in the language and literature classroom

- Teaching Fiction
- Teaching Poetry
- Teaching (with) Drama
- Teaching and using other genres (comics, cartoons, editorials, lyrics, etc.)

VI. English Literature Program and Diversified Education of the Costa Rican Ministry of Education English Program for High School

- How to use the Costa Rican Ministry of Education Programs

VII. Creation of teaching techniques, strategies and materials using various resources and/or virtual tools to foster English linguistic competence and literature knowledge

LINGUISTIC CONTENTS:

I. Review and analysis of

- Series of events (chronological, back or forward), conflict, turning point
- Plot (episodic, polyphonic)
- Setting (place, time period)
- Point of view (first-person, third-person)
- Characters (protagonist, antagonist)
- Main theme(s)
- Imagery
- Symbolism (subjective, universal)
- Style and tone of the narrative (forma, informal, sad, happy)
- Figurative language (simile, metaphor, personification)
- Type of poetry (epic, lyric, narrative, confessional, haiku, etc.)
- Fantasy vs reality
- Metrics and rhythm
- Types of plays (comedy, tragedy, melodrama, romantic comedy, satirical comedy,





- tragicomedy)
- Dramatic devices (monologue, narration, lightning, music)

METHODOLOGY: The methodology is expected to be developed within a humanistic, constructivist, investigative, and participative educational environment grounded within an eclectic philosophy. **The course is 100% virtual based on UCR's platform MEDIACION VIRTUAL.**

THE STUDENTS' ROLE: Students are expected to negotiate meaning and interact with theory, peers, the professor and high school students in the target language while participating critically. They need to be engaged in synchronous and asynchronous activities in MV or other virtual environments that will foster one's linguistic, cultural, and critical thinking skills as deemed in cooperative language learning.

Students need to keep in mind the importance of: 1) completing each assignment on time; 2) looking up unfamiliar terminology in different documentary search engines before classes; 3) expressing and defending points of view (using previous knowledge on literature and literary criticism from courses IO5530 and IO5540 and theory studied); 4) doing research about specific topics related to course contents through traditional library resources and/or the Web; 5) group work must be balanced in responsibility and participation, 6) the latest version of the MLA or APA format is required for writing essays, reaction papers, reports and any other written assignments.

Finally, students are encouraged to co-monitor their learning. Therefore, it is necessary to communicate doubts in advanced.

THE PROFESSOR'S ROLE: the professor will take advantage of different theoretical principles from a variety of teaching philosophies to promote learning. Thus, s/he will create diverse learning opportunities to achieve the course's objectives. S/he will take the role of a facilitator in explaining theoretical concerns. In other words, s/he will be a co-creator in mutually constructing knowledge and experience, a team member, and a guide in the learning process. In doing so, s/he will take advantage of *Mediación Virtual* as a technological resource to provide materials and learning environments.

ACTIVITIES AND SKILLS TO BE DEVELOPED:

A variety of activities will be used to prepare students to teach literature in various contexts within the Costa Rican Education Curriculum, without overlooking the possibility of providing the tools for students to face international teaching contexts. Students will participate in virtual environments to discuss based related reading assignments, student reports, selection and creation of materials and lesson plans, and other practical activities. These activities will consider the



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inclusion of **ethical aspects** in literary studies, academic work, and teaching activities for and with adolescents of different backgrounds in the country. Students will be involved in some practice teaching and presentations throughout the term. Students will also obtain an understanding of the importance of ethics in literature in relation to plagiarism and applying MLA or APA citation principles throughout the different course tasks done in and out of class. The following activities will be part of the course:

- Summarizing points
- Expressing and defending opinions
- Giving a narrative
- Interpreting literary texts
- Using theoretical support to propose class activities and materials
- Asking for and giving examples/ideas/explanations
- Using new vocabulary to discuss a literary work as well as to explain them
- Researching about teaching techniques and approaches to literature
- Using internet, virtual environment and other technological resources to teach literature
- Using internet and virtual environments to participate in on line classes and to teach literature
- Devising and implementing lessons for adolescents

EVALUATION:

A. Summative Assessment:

ASSESSMENT COMPONENTS	PERCENTAGES
Five short quizzes (5% each)	25%
Guided synchronous (7%) and guided asynchronous (8%) participation in tasks.	15%
Two oral presentations (10% each)	20%
Teaching Project (two 90-minute lessons based on two different texts each) 10% each	20%
e-Portfolio	20%





Quizzes: they will evaluate the theoretical and practical understanding of contents taking into consideration the course objectives.

Guided tasks: on the day of each group's presentation, the responsible group has to post one corpus description of the chapters for the week and design an activity and materials and provide suggested answers applying corresponding theory to PPZ. Involvement in forums and/or virtual activities will be considered participation, which needs to be supported by studied material or any other reliable sources. Tasks presented late do not have any credit for a final score. Detailed rubrics will be provided. **Asynchronous tasks:** each student will be assigned a group to evaluate lesson 1 and lesson 2 from one member using the template provided. A recording of the evaluation showing the lesson and corresponding feedback needs to be posted in a forum. Each evaluation is worth 4 %. Using video is mandatory (make necessary adjustments to comply).

Oral presentations: In groups, students will present and analyze two assigned course contents by means of videos or in a virtual class. They need to do academic research of topics. The aspects to be evaluated are: 1) Accuracy, 2) Content, 3) Fluency 4) Linguistic ability and 5) Vocabulary. A presentation's rubric (see below) will be discussed within the two first weeks of classes.

Teaching project: individually or in pairs, students have to prepare two 90 minute-lesson plans using literature (A text selected by instructor and a text of their own selection respectively) to teach any of the MEP's content targets. They also need to prepare all the materials they will use **as if** the lesson plan were to be executed in a real synchronous or asynchronous class environment. Therefore, if possible, it is necessary to coordinate with the teacher the corresponding permission with the institution and teacher(s) in which the class will be held. An evaluation form with detailed description of the aspects to be evaluated will be discussed within the first two weeks of class.

E-portfolio: in groups students will keep and share a digital record of four to eight assigned strategies for teaching English literature (McCloskey et. al, 2018) using two selected texts analyzed in the course IO-5011, with its corresponding corrections generated from peers' and teacher's feedback. So, this digital portfolio should contain at least videos, corrected assignments, feedback, materials, texts or other digital material used. An evaluation form with detailed description of the aspects to be evaluated will be discussed within the first two weeks of classes.

B. Formative Assessment:

- After each presentation and content studied, students will peer and self-evaluate their





understanding with an instrument the teacher will provide.

- Constant questions will be made available in forums as a strategy to keep a record of students' understanding of contents.
- Peer and group feedback forms will be encouraged among students while expressing and defending points of view.

REQUIRED TEXT

Austen, J. G.-S. S. (2015). *Pride and Prejudice and Zombies*. Random House Inc. to be downloaded from <http://docshare01.docshare.tips/files/5639/56393846.pdf>

McCloskey, M. L., Orr, J., Kleckova, G., Stack, L., In Zemach, D., Kruse, B., & Rogers, D. J. (2018). *Strategies for teaching English language literature and content*. Wayzgoose Press. To be purchased online (Kindle versión)

MEP. (2011). *Programa de Literatura en lengua inglesa. Liceos experimentales bilingües*. San José, CR: author. --- to be downloaded from http://www.ddc.mep.go.cr/sites/all/files/ddc_mep_go_cr/archivos/literature_syllabus_for_bilingual_schools.pdf

Moreillon, J. (2007). *Collaborative strategies for teaching reading comprehension: Maximizing your impact*. Chicago: American Library Association. To be downloaded from https://www.academia.edu/23720530/Collaborative_Strategies_for_Teaching_Reading_Comprehension

Showalter, E. (2003). *Teaching literature*. Malden, MA. USA: Blackwell Publishing. --- 807.11S559t, Bibl. Arturo Agüero Chaves. (libro digital)

RECOMMENDED TEXTS

Beach, R., Appleman, D., Hynds, S., & Wilhem, J. (2011). *Teaching literature to adolescents* (2nd ed.). New York, NY, USA: Reutledge.

Fisher, D. (2007). *50 content area strategies for adolescent literacy*. Upper Saddle River, N.J: Merrill/Pearson.

Foster, T. (2014). *How to read literature like a professor. A lively and entertaining guide to reading between the lines*. New York, NY. USA: Harper Perennial.



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Gray, R. (2012). *A history of American literature*. (2nd ed.). New York, NY. USA: Wiley-Blackwell

Knights, B. (Ed.). (2017). *Teaching literature: Text and dialogue in the English classroom*. London, UK: Palgrave Macmillan.

MacLean, J. (2010). *If you teach it, they will read: Literature's life lessons for today's students*. Lanham, MD, USA: Bowman & Littlefield Education.

COURSE POLICIES:

- i. Although attendance to class is not mandatory, students are advised to attend in order to internalize the course content successfully and to accomplish the course objectives auspiciously. Students are responsible to sign any attendance record
- ii. Quizzes will not be announced, unless the professor decides otherwise. The professor may schedule quizzes and other evaluations at any point within the class schedule. That is why, it is in the best interest of students to not miss any part of the class period.
- iii. Assessments will be made up only in cases of a justified absence due to an illness, accident, death in the immediate family or *force majeure*, i.e. strike, court order or a natural disaster. Absences corresponding to any of these causes must be justified in writing with the respective supporting documents and delivered to the instructor within five business days of the absence.
- iv. Students must stay abreast of any possible changes in the course timetable.
- v. Cell phones and other electronics must be turned off during class, as stated by the University's regulations (N/A)
- vi. The minimum passing grade for the course is 7.0. Students scoring between 6.0 and 6.5. may take an extraordinary examination. No matter the grade they get in the test, they will be assigned 7.0 if students obtained more than 7.0. But if they don't pass the test, the original course grade will be maintained. The test will cover all the course contents.

TENTATIVE TIMETABLE:





Week # date	Content: Teaching Literature, Showalter (2003), Collaborative Strategies for Teaching Reading Comprehension Maximizing Your Impact. Judi Moreillon (2007) and Strategies for teaching English language literature and content, McCloskey et. al (2018)	Chapters from PPZ Tasks	Presentations (2) / portfolio (5) / Quiz (5) / Lessons (2)
1. 16-20/8	Course introduction. Ethical considerations The Anxiety of Teaching (Showalter, pp.1-20)		
2. 23-27/8	Theories of Teaching Literature. (Showalter, pp.21-43)	C.1-3	Group 1
3. 30/8-3/9	Methods of Teaching Literature (Showalter, pp. 42-61), Strategies for new learners of English (1-11) (11) (digital record #1), McCloskey, 2018	C. 4-7	Group 2 / all**
4. 6-10/9	Teaching Poetry (1) (Showalter, pp. 62-79)	C. 8-12	Group 3
5. 13-17/9 Holiday	English Literature Program and Diversified Education of the Costa Rican Ministry of Education English Program for High School: How could you use the Costa Rican Ministry of Education Programs to plan?*		Q1 Asynchronous
6. 20-24/9	Teaching Drama (1) (Showalter, pp. 79-87), Strategies for building comprehension (12-22) (11) (digital record #2), McCloskey, 2018	C. 13-16	Share findings* Group 4 /all **
7. 27/9-1/10	Teaching Fiction (1) (Showalter, pp. 88-102)	C. 17-20	Group 5 Q2
8. 4-8/10	Teaching Theory (Showalter, pp. 103-110) Teaching dangerous subjects (Showalter, pp. 125-131), Reading process strategies (23-29) (7) (digital record #3), McCloskey, 2018	C. 21-24 C. 25-28	Group 6 Group 7 / all**
9. 11-15/10 desconexión tecnológica			
10. 18- 22/10	Reading Comprehension Strategy One Activating or Building Background Knowledge Moreillon (2007)	C. 29-33	Group 1 Q3
11. 25- 29/10	Reading Comprehension Strategy Two Using Sensory Images, Moreillon (2007)	C. 34-37	Group 2 /





	Meet with assigned peer(s) to discuss and then post video evaluation of Lesson Plan 1. Use template		Lesson 1 4% Asynchr.
12. 1-5/11	Reading Comprehension Strategy Three Questioning, Moreillon (2007), Graphic organizers for text structure (30-38) (9) (digital record #4), McCloskey, 2018	C.38-42	Group 3 / all**
13. 8-12/11	Reading Comprehension Strategy Four Making Predictions and Inferences, Moreillon (2007)	C. 43-46	Group 4 Q4 (asynchronous)
14. 15-19/11	Reading Comprehension Strategy Five Determining Main Ideas, Moreillon (2007)	C. 47-51	Group 5 (Share text for Lesson 2)
15. 22-26/11	Reading Comprehension Strategy Six Using Fix-Up Options Moreillon (2007), Vocabulary exploration and study (39-51) (13) (digital record #5), McCloskey, 2018	C. 52-56	Group 6 / all**
	Reading Comprehension Strategy Seven Synthesizing, Moreillon (2007)	C. 57-61	Group 7 Q5-Group Evaluation of one digital portfolio)
16. 29/11-3/12 holiday	Meet with assigned peer(s) to discuss and then post video evaluation of Lesson Plan 2. Use template		(Asynchronous task 4%). Lesson 2
17. 6-10/12	Ampliación		





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ADDITIONAL INFORMATION:

ARTÍCULO 24. Cuando el estudiante se vea imposibilitado, por razones justificadas, para efectuar una evaluación en la fecha fijada, puede presentar una solicitud de reposición a más tardar en cinco días hábiles a partir del momento en que se reintegre normalmente a sus estudios. Esta solicitud debe presentarla ante el profesor que imparte el curso, adjuntando la documentación y las razones por las cuales no pudo efectuar la prueba, con el fin de que el profesor determine, en los tres días hábiles posteriores a la presentación de la solicitud, si procede una reposición. Si ésta procede, el profesor deberá fijar la fecha de reposición, la cual no podrá establecerse en un plazo menor de cinco días hábiles contados a partir del momento en que el estudiante se reintegre normalmente a sus estudios. Son justificaciones: la muerte de un pariente hasta de segundo grado, la enfermedad del estudiante u otra situación de fuerza mayor o caso fortuito. En caso de rechazo, esta decisión podrá ser apelada ante la dirección de la unidad académica en los cinco días hábiles posteriores a la notificación del rechazo, según lo establecido en este Reglamento.

To get acquainted with the rest of the regulations, please refer to the QR code below.



Tentative rubric for presentations:
an



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CRITERIA	100 EXCELLENT	85 VERY GOOD	70 FAIR	55 POOR
ACCURACY (grammar) 20	2 errors 20.0	3 errors 17.0	4 errors 14.0	5 or more errors 11.0
CONTENT (fulfills task) 45	All aspects of task were addressed 45.0	One or two aspects were not addressed. 38.3	Three or four aspects were not addressed. 31.5	More than four aspects were not addressed. 24.8
FLUENCY (acceptable) 5	Natural pauses and/or fillers are present. Student communicates fluently and with confidence. 5.0	Some pauses and/or fillers are present. Student often communicates fluently and with confidence. 4.3	Frequent pauses and/or fillers are present,. Student sometimes communicates fluently and with confidence. 3.5	Several pauses and/or fillers are present. Student does not communicate fluently or with confidence. 2.8
LINGUISTIC ABILITY (intelligible pronunciation, appropriate intonation & stress) 15	2 errors 15.0	3 to 4 errors 12.8	5 errors 10.5	6 or more errors 8.3
VOCABULARY (related to the topic) 15	one error 15.0	2 errors 12.8	4 errors 10.5	5 or more errors 8.3

Group	Member A	Member B	Members C/D	Strategy McCloskey, 2018
1	Mariann	Hazel	Valery/Johan	1, 8, 15, 23, 30, 37, 44, (total 7)
2	Keren F	Valeria L	Stefany M/Angie	2, 9, 16, 24, 31, 38, 45, 51 (8)
3	Diego	Keren	Kim	3, 10, 17, 25, 32, 39, 46, (7)
4	Dayanna	M. Jose Al	Katherine Madriz	4, 11, 18, 26, 33, 40, 47, (7)
5	Brian	Kenneth	Mark	5, 12, 19, 27, 34, 41, 48, (7)
6	Javier	Carlos A	Carlos Garro	6, 13, 20, 28, 35, 42, 49, (7)
7	Jose D	Jose Ariel	Anthony Daniel	7, 14, 21, 22, 29, 36, 43, 50 (8)

