



CAREER: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

TERM: II-2018

DOCUMENT: Course Syllabus

COURSE: IO5010 Introduction to Literature

GROUP: 01

CREDITS: 03

HOURS PER WEEK: 04 (theoretical-practical)

EXTRA CLASS HOURS: 05

REQUIREMENT: IO5600 Técnicas de Investigación

CO-REQUIREMENT: None

LEVEL: 3rd year (VI Cycle) of the study plan

PROFESSOR: ML: Karla Araya Araya

STUDENT ATTENTION HOURS: Thursday 9:00 am to 11:50 am



COURSE DESCRIPTION:

This is an intermediate course which gives an overview of basic concepts in literature as well as various genres, including poetry, short fiction, the novel, and drama. This course will also focus on identifying, discussing, and applying key elements of each specific literary genre including the cultural aspects within the literary pieces which will nurture intellectual curiosity and interest in literary studies. In addition to identifying and discussing the elements of literature, this course will also provide students with an introduction to critical reading as understood within the principles of the formalistic approach. This will help students build critical skills while enhancing competence and performance of the student's English integrated skills of listening, speaking, reading, writing, and culture.

Note: According to the regulation of the "Vicerrectoría de Docencia-UCR," this course is classified as low virtual because the METICS platform will be used to require students perform some tasks online and check materials that will be posted there.

OBJECTIVES:

By the end of the course, students will be able to:

GENERAL OBJECTIVE:	SPECIFIC OBJETIVES:
<p>1. Develop basic tools for the understanding, interpretation and reaction to literary pieces while analyzing different literary genres. (cognitive and attitudinal objective)</p>	<p>1.1 Recognize a wide range of critical perspectives in literary genres and their historical backgrounds. (cognitive and attitudinal objective)</p> <p>1.2 Generalize the aesthetic and didactic aspects of a text. (cognitive objective)</p> <p>1.3 Respond academically to individual pieces of literature, both through in-class discussion and through written interpretations using the proper metalanguage from the field of literature. (cognitive objective)</p> <p>1.4 Formulate and articulate basic interpretations of simple literary texts in terms of message and/or theme. (attitudinal and cognitive objective)</p>
<p>2. Raise awareness of the different literature genres in English and their in English and their sub-characteristics. (cognitive and attitudinal)</p>	<p>2.1 Recognize the distinctive features of literary genres and their structures. (cognitive objective)</p> <p>2.2 Distinguish basic characteristics of literary elements in literature. (cognitive objective)</p> <p>2.3 Connect basic figurative uses of language such as metaphor, simile, and hyperbole in the analysis of a variety of literary works. (cognitive and attitudinal objective)</p>
<p>3. Foment critical thinking and linguistic competence in English. (attitudinal objective)</p>	<p>3.1 Analyze literary elements and figurative language through the means of responding to different genres in a variety of literary pieces. (cognitive objective)</p> <p>3.2 Relate their ideas to a literary piece using examples from the primary source. (cognitive and attitudinal objective)</p>



CONTENT AND CHRONOGRAM: The following general themes of literary study genres:

A. Introduction to Literature: key concepts and areas

- ✓ Definition of Literature
- ✓ Literary figures and imagery
- ✓ Basic Literary Genres
- ✓ Literary Elements and Figurative Language
- ✓ Introduction to Reading and Writing about Literature / The Role of Good Reading

B. Introduction to Short Stories

- ✓ Elements of Fiction
- ✓ Oral and Written Storytelling
- ✓ Possible Short Stories: *The Cask of Amontillado* (Poe 14); *Winter Dreams* (Fitzgerald 185); *A Rose for Emily* (Faulkner 204); *The Lady, or the Tiger* (Stockton, in World Literature Book); *The Things they Carried* (O'Brien 344); *The House on Mango Street* (Cisneros 391).

C. Introduction to Drama

- ✓ Elements of drama (1223); (McMahan)
- ✓ *What is a Play?* (Hodge 6), *The Foundation and Façade or the Playscript* (Hodge 17), *The Core of the Playscript* (Hodge 28)
- ✓ Possible Plays: *Oedipus Rex* (707); *Antigone* (Sophocles —edited by Fitts & Fitzgerald— 183); *The Tempest / The Taming of the Shrew* (Shakespeare); *Real Women have Curves* (Josefina Lopez); *Medea* (Euripides); *Fences* (Wilson 1053); *Doctor Faustus* (Marlowe, in Heilman 352);
- ✓ Dramatization (Acting—in Acting Essentials book)

D. Introduction to Poetry

- ✓ *Elements of Poetry* (1208); (McMahan)
- ✓ *How to Read a Poem* (Wall & Wall 119)
- ✓ Archetypal Symbols (Guerin 184-191)



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- ✓ Possible Poems: *The Wife's Lament* (Hamer 71); *The Wanderer* (Hamer 172) *Lord Randall* (449); *My Last Duchess* (Browning 503); *To Roosevelt* (Dario); *Sonnets* 18, 73, and 116 (Shakespeare 453); *Kubla Khan* (Coleridge 484); *Keats* (La Bella Dame sans Merci 491); *To My dear and Loving Husband* (Bradstreet 463); *The Tiger* (Blake); *Always the Same* (Hughes 85); *I Heard a Fly Buzz when I Died* (Dickenson 522); *Snake* (D.H. Lawrence); *My Papa's Waltz* (Roethke 565); *Questions My Son Asked Me, Answers I Never Gave Him* (Willard 622); *How I Got that Name* (Chin 685)

E. Introduction to Novels (3 weeks)

- ✓ Elements of a Novel (McMahan)

METHODOLOGY:

The methodology of this course is grounded on an eclectic philosophy, where humanistic, constructivist, investigative and participative approaches are blended together.

THE STUDENT'S ROLE: Students will be provided with basic introductory information on standard literary genres. The students are expected to participate actively and negotiate meaning in the target language by engaging in classroom activities that will foster their linguistic, cultural, and critical thinking skills. This will be framed within the cornerstones of content and cooperative language learning. They are also expected to seek the co-construction, regulation, and direction through out-of-class research, accumulated knowledge from previous courses, and autonomous learning strategies devised on their own.

THE PROFESSOR'S ROLE: As an eclectic course, the professor will profit from different theoretical principles from a variety of teaching philosophies to create learning opportunities for the achievement of the learning outcomes, such as oral presentations, group discussions, choral reading, dramatization, paraphrasing, and written responses. In class, s/he will take the role of a facilitator in explaining key concepts and elements throughout the course, a co-creator in mutually constructing knowledge and experience, a team member, and a guide in the learning process. The professor will take advantage of technological resources (such as the UCR's METICS platform) to supplement materials such as the course anthology.



ACTIVITIES:

A variety of activities –including journal writing, group discussions, choral reading, dramatization, paraphrasing, and written and online responses—will be employed to foment understanding and enjoyment of the subject matter, together with critical reading skills and cross-cultural instruction and understanding. As well as understanding the importance of ethics in literature in relation to plagiarism and applying MLA citation principles throughout the different course tasks done in and out of class. The activities are suggested below. Instructors are invited to adjust them to satisfy their own classroom needs. On the other hand, chats, online forum, oral presentations among other online tasks are proposed to mediate teaching and learning using the UCR-METICS platform.

ASSESSMENT:

A. Summative Assessment

✓ One reaction-paper	25%
✓ Oral presentation	15%
✓ Class journal	15%
✓ Three short quizzes	30% (10% each one)
✓ Participation	15%

REACTION PAPER 25%: this paper is focused on a *response* analysis of a literary text assigned by the professor. The paper consists of at least six pages long. The MLA formatting style is mandatory to format the paper and quoting. Plagiarism in any part of this document means student will be assigned 0%. The aspects to be evaluated are: content (10 pts), format (5pts), language mechanics (5 pts).

ORAL PRESENTATION 15%: Each student has to individually present a course content. For this presentation, students need to focus on key concepts, theoretical tenants, main pioneers, a representative literary text for analysis, an evaluation activity for classmates and a formative quiz to be incorporated in the journal. Students will have 90 minutes to present (if it is needed more,



students have to coordinate with the professor before presenting). An evaluation form with the following aspects will be used to grade this presentation:

- 1) *Content (theoretical aspects previously explained); 2) literary analysis; 3) evaluation activity and quiz for journal; 4) presentation technique; and 5) language performance. Each aspect is five points.*

CLASS JOURNAL 15%: while or upon completion of each literary genre, the professor will post a message online to generate analysis and discussion on one or more literary pieces within each genre and then choose one literary work in which to analyze based on the discussion or question posted. Also, the professor will ask students to incorporate some tasks as keeping track of literary concepts and texts on the journal. Each post and journal task will be graded based on the following criteria: 1) *task completion as directed*, 2) *content of the comments and analysis*, 3) *use of literary concepts studied*, 4) *creative to present responses and 4) support from academic sources*. To finally assign the percentage of this aspect, there will be used an evaluation rubric specifying the aspects below.

SHORT QUIZZES 30% (10% each one): Throughout the course, three quizzes will be administered with the purpose of checking on students' understanding of the subject matter, as well as to open room for reflection on one's learning of the course content. The format of the quiz may be traditional to be done in class –or in the METICs platform, or any other creative form of content application decided by the professor.

PARTICIPATION 15%:

B. Formative assessment

The professor and students may use a range of in-process techniques to monitor comprehension, learning needs, and academic progress throughout the course. A variety of formative activities will be used, such as the following:

Observations
Questioning
Discussion
Exit/Admit Slips
Learning/Response

Kinesthetic Assessments
Individual Whiteboards
Four Corners Constructive
Quizzes

Graphic Organizers
Think Pair Share
Appointment Clock



REFERENCES

Mandatory text

Holt, Rinehart and Winston. *Elements of Literature: The Holt Reader an interactive Work text: Instruction in Reading Literature and Informational Materials* (Third Course). Austin Texas: A Harcourt Education Company, 2003.

Klarer, Mario. *An introduction to the Study of Literature*. New York: Routledge, 1999.

Modern Language Association. *MLA Handbook for Writers of Research Papers*. (7th Ed). London: Modern Language Association, 2009. Print.

Complementary texts

Thompson, Eileen, et. al. (Ed). *Literature: The English Tradition*. (2nd Ed.). New Jersey: Prentice Hall, 1991.

Additionally, the professor and students can use other reading resources as short stories, poems, narrations, comics, etc. to make interpretations and exemplify theoretical tenants. These materials can be found at the photocopy center of the campus and/or at Mediación Virtual site.



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