

**CARRERA:** BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

**CICLO LECTIVO:** II-2019

**DOCUMENTO:** Programa de curso semestral

**COURSE:** IO-5012, Enseñanza de la Literatura (teórico-práctico)

**MEDIACIÓN VIRTUAL:** Bajo virtual

**HORARIO Y AULA:** Lunes de 8:00 a 11:50, aula 214

**GRUPO:** 01

**CRÉDITOS:** 03

**HORAS POR SEMANA:** 04

**HORAS EXTRA CLASE:** 05

**REQUISITO:** IO-5011 Teoría Literaria y Crítica

**CO-REQUISITO:** Ninguno

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

**DOCENTE:** Álvaro Zumbado

**HORAS DE ATENCIÓN A ESTUDIANTES:** L: 11 am a 12 md, K: 1 pm a 4 pm, V: 1 pm a 5 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 then 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 has a low-level virtual component, based on UCR's platform METICS.**

<b>GENERAL OBJECTIVE</b> <i>By the end of the course, students will be able to:</i>	<b>SPECIFIC OBJECTIVES</b> <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 not limited) to secondary Costa Rican English and Literature curriculum. <i>(cognitive and attitudinal objective).</i>	<b>1.1</b> Recognize different purposes for the teaching of literature in various ELT contexts including Costa Rica's public educational system. <i>(cognitive objective)</i>  <b>1.2</b> Identify the main theoretical grounding (pedagogical principles and characteristics) for different methods to teach literature in ELT contexts. <i>(cognitive objective)</i>  <b>1.3</b> 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><b>2.</b> 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><b>2.1</b> 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><b>2.2</b> 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>
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## **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: the reading process
- 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 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 class activities and 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 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 technological resources 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 workshops, traditional classes, virtual environments, discussions based upon related reading assignments, student reports, selection and creation of materials and lesson plans, and other practical activities. These activities will consider the 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 citation principles throughout the different course tasks done in and out of class. The activities are suggestions. Instructors are invited to adjust them to satisfy their own classroom needs.

- 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	PORCENTAGES
Four short quizzes (10% each)	40%
Participation (7.5% in class and 7.5% virtually)	15%
Oral Presentation	10%
Teaching Project	20%
e-Portfolio	15%

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

**Participation:** presentation of homework, virtual discussion as well as in class and/or on-line tasks will be considered to give a final grade. In-class participation needs to be supported by studied material or any other reliable sources. It is a must to read the material before classes. Works presented late do not have any credit for a final score. An evaluation form with detailed description of the mentioned aspects will be discussed within two first weeks of classes.

**Oral presentation:** In groups, students will present and analyze (in class) an assigned course content. They are required to use creative techniques (such as movie presentation, drama, documentary, talk show, etc.) to present their work. They need to do academic research of topics. The aspects to be evaluated are: 1) Language performance, 2) Content, 3) evaluation activities & 4) presentation-technique. An evaluation form with detailed description of the before mentioned aspects will be discussed within the two first weeks of classes.

**Teaching project:** individually or in pairs, students have to prepare a lesson plan for a 90 minute- class using literature to teach any of the MEP's content targets. They also need to

prepare all the materials they will use as the lesson plan will be executed in a real class environment. Therefore, 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 a digital record of homework with its corresponding corrections generated from peers' and teacher's feedback, key terms related to the course, and visual explanations of any other aspects students or teachers may consider relevant to co evaluate coursework quality, learning progress, and academic achievement. So, this digital portfolio should contain at least three sections that may include videos, scanned corrected assignments, blogs, diagrams, digital posters, power point presentations, photographs, or other digital artifacts of learning. 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 in classes 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**

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](http://www.ddc.mep.go.cr/sites/all/files/ddc_mep_go_cr/archivos/literature_syllabus_for_bilingual_schools.pdf)

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

### **RECOMMENDED TEXTS**

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

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 Pernnial.

Gray, R. (2012). *A history of American literature*. (2<sup>nd</sup> 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.
- 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	Assessment
1	12 AUG	Course introduction Ethical considerations The Anxiety of Teaching (Showalter, pp. 1-20)	Formative
2	19 AUG	How Readers and Texts make meaning: The reading process * Models of the Reading Process (Rayner & Reichle, pp. 787-799) * Theories of Teaching Literature (Showlater, pp.21-43) * MEP's program theoretical foundations	Formative
3	26 AUG	Methods of Teaching Literature (Showlater, pp. 42-61) MEP's program generalities "My Literature Teaching Proposal" Evaluated in-class activity in groups	Formative 3.75% of participation individual grade
4	02 SEP	Teaching dangerous subjects (Showalter, pp. 125-131) Sample text analysis <b>Quiz 1</b>	10% Individual grade





5	09 SEP	Teaching Poetry (1) (Showlater, pp. 62-79) Sample texts and lesson plans <b>Oral presentation: <i>María José Segura and Brandon Vega.</i></b>	10% individual grade
6	16 SEP	Teaching Poetry (2) Supplementary text Sample texts and lesson plans <b>Oral presentation: <i>Kimberly Alvarado and Alberto León</i></b> <b>Quiz 2.</b> <i>Presenting students will take an online version through METICS</i>	10% individual grade
7	23 SEP	<b>Fieldtrip:</b> Visit to the Israeli Community Museum in Pavas. Conference on Literature and Life Experience by the museum director	Formative
8	30 SEP	Teaching Drama (1) (Showlater, pp. 79-87) Sample texts and lesson plans <b>Oral presentation: <i>Jean Carlo Fernández, Félix Fonseca and Jennifer Quirós.</i></b>	10% individual grade
9	07 OCT	Teaching Drama (2) Supplementary text Sample texts and lesson plans <b>Oral presentation: <i>Jorge Andrés Chavarría, Mónica Villalobos, and Nazareth Chavarría.</i></b> <b>Quiz 3.</b> <i>Presenting students will take an online version through METICS</i>	10% individual grade
10	14 OCT	<b>Culture Day (holiday)</b> Virtual participation <i>(to be completed in extra-class time along the week)</i>	7.5% Participation in Día del Cultura e Idoma
11	21 OCT	Teaching Fiction (1) (Showlater, pp. 88-102) Sample texts and lesson plans <b>Oral presentation: <i>Eliécer Vargas, David Vargas, and Joselyn Pérez.</i></b>	10% individual grade
12	28 OCT	Teaching Fiction (2) Supplementary text Sample texts and lesson plans <b>Oral presentation: <i>Nazareth Segura, Andrey Quirós, and Diego Jiménez.</i></b> <b>Quiz 4.</b> <i>Presenting students will take an online version through METICS</i>	10% individual grade
13	04 OCT	Teaching Theory (Showalter, pp. 103-110) Supplementary text In-class workshop	3.75% of participation individual grade
14	11 NOV	Teaching Literature in "Dark Times" Supplementary text <b>Oral presentation: <i>María José Salguera.</i></b>	10% individual grade
15	18 NOV	Student-teacher and subgroup-class feedback on teaching projects	Formative

16	25 NOV	Teaching projects	20% individual grade
17	02 DEC	Teaching projects	20% individual grade
18	09 DEC	e-Portfolio, analysis and grades	15%

**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.





