

MAJOR: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

TERM: I-2025

DOCUMENT: Semester Syllabus

COURSE: IO5011 Literary Theory and Criticism (Teoría y Crítica Literaria)

GROUP: 01

CREDITS: 03

HOURS PER WEEK: 04 (theoretical-practical)

EXTRA CLASS HOURS: 05

REQUIREMENT: IO5010 Introduction to Literature

CO-REQUIREMENT: None

LEVEL: 4th year (VII Cycle) of the study plan

MODALITY: *bimodal*

SCHEDULE: Mondays from 1 to 4:50 pm

PROFESSOR: Karla Araya Araya (**email:** karla.arayaaraya@ucr.ac.cr)

STUDENT OFFICE HOURS: Tuesdays 8 to 12 noon (from 8 to 10 on line through teams; and from 10 to 12 face to face office 24)

COURSE DESCRIPTION

Este curso es bimodal en su versión del I semestre 2025. Se utilizará la plataforma institucional Mediación Virtual (MV) para colocar los documentos, presentaciones y videos del curso. Las clases asincrónicas se realizarán por medio de tareas, evaluaciones y foros, las actividades sincrónicas por medio de la aplicación Teams y las actividades presenciales en el aula correspondiente. Para las clases sincrónicas se compartirá con antelación la fecha y el enlace a utilizar en MV, que permita al estudiante preparar su espacio físico y dispositivos necesarios.

This is an upper intermediate course that introduces students to the field of literary theory and criticism. Traditional and modern approaches are studied to develop students' critical analysis and interpretation of texts. The course introduces some important strategies in which to engage with literary texts that have been developed in the field of literary criticism and theory, to introduce students to basic approaches and their applications while fomenting understanding and appreciation of literature in English. The course entails the use of higher-order thinking skills in the reading, analysis, and criticism of major literary works in the target language.

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

GENERAL	SPECIFIC
1. Understand the role of literary criticism and theory in conjunction to the particulars of different traditional and modern	1.1 Determine the main pioneers' contribution as well as the concepts, characteristics and methodological application of the traditional and modern literary approaches. (cognitive objective)

approaches. (cognitive objective)	
GENERAL	SPECIFIC
	1.2 Interpret between each of the literary criticism approaches studied in order to conduct an analysis of a literary work. (cognitive and skill objective)
2. Analyze the main proposal of the major schools of 20th and 21 st century literary criticism and theory. (cognitive and attitudinal objective)	2.1 Identify the similarities and differences among the American, Russian and French schools in terms of objectives, key literary concepts, process of interpretation, meaning and aesthetics. (cognitive objective) 2.2 Distinguish specific concepts from each literary criticism approach in the analysis and interpretation of a given literary work. (cognitive and skill objective)
3. Apply literary criticism theories to works of literature in English and in teaching. (skill objective)	3.1 Develop different perspectives and ideas related to literary criticism by employing explicit metalanguage from the field. (cognitive and attitudinal objective) 3.2 Employ a variety of literary approaches in analyzing a given literary work. (cognitive and skill objective) 3.3 Augment teaching techniques / strategies through an understanding of literary theories and how they may be used in teaching literature in English. (cognitive and attitudinal objective)
4. Foment analytical and language skills through oral presentations and written work. (skill – attitudinal)	4.1 Defend personal insights and positions through clear use of theory and text support in well-thought-out and effective academic English, both orally and in writing. (attitudinal and skill objective) 4.2 Apply analytical and language skills through the application of given approaches while supporting ideas using primary and secondary sources pertaining to the field of literary criticism. (skill objective).

CONTENTS:

The following concepts, historical developments, literary theories and practices, assumptions and methodologies will be discussed in class and applied to one short story and a novel throughout the course. Selected essays based on literary texts will also be discussed, analyzed and presented in class applying the following content:

- ✓ The Relationship of Reading and Writing C.1
- ✓ Familiar (Traditional) Approaches C.2
- ✓ Formalism C.3
- ✓ Psychological Criticism C.4
- ✓ Marxist Criticism C.5
- ✓ Feminist Criticism C.6
- ✓ Reader Response Criticism C. 7
- ✓ Deconstruction C.8
- ✓ Cultural Studies: New Historicism C.9
- ✓ More Cultural Studies: Post-colonialism C.10
- ✓ Multiculturalism C. 10
- ✓ Ecocriticism: Literature Goes Green C. 11

METHODOLOGY:

All communications, digital materials and evaluations (forums/graded tasks) will be completed using the University of Costa Rica educational platform METICS, *Mediación Virtual*, and during scheduled face to face sessions. The methodology of this course is grounded on an eclectic and ethical philosophy, where humanistic, constructivist, investigative and participative approaches are integrated together.

THE STUDENT'S ROLE: To do well in the course, each student is expected to participate actively and negotiate meaning as well as interact with the literary works in the target language through in-class activities that will foster student's linguistic, cultural, and critical thinking skills framed within cooperative language learning. Incorporating previous knowledge on theories of literary criticism and literary works is necessary for individual and group participation. Basic MLA aspects of literary essays to produce academic essays as well as an educational booklet and/or teaching video are part of students' tasks and responsibilities. Also, it is important to keep in mind: 1) completing each assignment on-time 2) looking up unfamiliar terminology in different documentary search engines, and 3) going beyond by researching the material through traditional library resources and/or the Web.

Group work must be balanced in responsibility and participation. Students will also use their knowledge of the conventions of oratory acquired throughout their career to prepare and perform panels, discussions and group presentations for some literary works studied over the course of the semester. When a student has doubts, she/he should communicate them in class to obtain clarifications. In this sense, students are encouraged to co-monitor their learning.

THE PROFESSOR'S ROLE: As an eclectic course, the professor will take advantage of different theoretical principles from a variety of teaching philosophies. Thus, he will create learning opportunities for the achievement of learning outcomes that facilitate the fulfillment of learning objectives. In class, she will take the role of a facilitator in explaining key concepts and contents of the course; a co-creator in

mutually constructing knowledge and experience; a member; and a guide in the learning process. The professor will take advantage of technological resources to enhance the course.

ACTIVITIES AND SKILLS TO BE DEVELOPED:

A variety of activities—round-table discussions, presentations, group discussions, projects, paraphrasing, and written responses—will be employed to foment understanding and enjoyment of the subject matter, together with critical reading skills and cross-cultural instruction and understanding. 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. Other activities may include:

- ✓ Summarizing
- ✓ Sequencing
- ✓ Inferencing
- ✓ Drawing conclusions
- ✓ Self-questioning
- ✓ Problem-solving
- ✓ Relating background knowledge
- ✓ Finding the main idea, important facts, and supporting details
- ✓ Interpreting literary texts through Literary Theory and Criticism
- ✓ Using theoretical support to state arguments and interpretations of texts
- ✓ Asking for and giving examples/ideas/explanations
- ✓ Using new vocabulary to discuss a literary work as well as to explain them
- ✓ Researching about authors, texts, socio historical contexts, literary theory and criticism
- ✓ Using the web, virtual environments, AI and other resources academically and responsibly (acknowledging authorship through proper quoting)

ETHICAL ELEMENT: Presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement will be dealt with following university regulations. Instead, students are encouraged to properly use the MLA format to acknowledge authorship and sources used to accomplish course's tasks.

ASSESSMENT:

A. FORMATIVE ASSESSMENTS

Regarding Formative Assessment, the instructor and students may use a range of in-process techniques to monitor comprehension, learning needs, and academic progress throughout the course. Some suggestive formative activities are the following: questioning, exit slips, observations, discussions, and consultations.



B. SUMMATIVE ASSESSMENTS

ASSESSMENT COMPONENTS	PERCENTAGES
4 Graded tasks (10% each)	40%
2 Group presentation (one 10% theory, and another 10% its application)	20%
1 Academic literary essay	25%
1 Educational resource	15%

GRADED TASKS (40%): Four specific tasks will be administered with the purpose of checking student' understanding of the subject matter as well as to reflect on one's comprehension of the course literary contents. Each task will be worth 10% and will be completed in class or may be done online through *Mediación Virtual* following guidelines. These tasks can be accomplished individually, in pairs and/or in groups. They can be of practical or theoretical (or both) nature. When necessary, evaluation rubrics will be used.

TWO GROUP-PRESENTATIONS OF A LITERARY THEORY AND ITS APPLICATION (10% and 10%):

Students will have to make two different presentations. One group presentation refers to a content theory in which students will introduce key pioneers in the field, their contributions, the central theoretical assumptions, essential literary concepts for analysis, the historical background, and reading strategies relevant to the assigned literary approach (10%).

The other oral presentation relates to the application of a literary critical approach (10%). Students will apply the theoretical assumptions and concepts in the analysis a literary text provided by the instructor in advance (the presentation of this application must differ from the presentation of the theoretical approach). Students must formulate a question they intend to answer using the principles of the assigned literary approach. In doing so, students should ensure that their analysis (main ideas and arguments) is supported with at least five quotes from the literary text and five from the theory, as well as by a variety of literary devices (such as metaphors, similes, personification, imagery, conflict, tone, irony, flashbacks, foreshadowing, etc.)

Regarding the expository technique, it should go beyond the traditional "PowerPoint" presentation or poster. Therefore, each group is expected to incorporate innovative documentary techniques, such as panels, roundtable discussions, photography, video report, news articles, or newspapers, among others. While presenting, student must stimulate and encourage classmates' participation through different engaging techniques.



The chosen technique and the question for the analysis must be approved by the instructor at least seven days (consecutive) before the presentation. The criteria for evaluation will be outlined in an evaluation rubric, which will be discussed within the three first weeks of the beginning of the semester. This material will be posted in *Mediación Virtual* so students must check it to prepare their presentation. Each presentation should take from 60 to 80 minutes. Students must post the corresponding PPP and a summary for student's guidance before class starts. The general aspects to be evaluated for this assignment are:

Language proficiency (5 pts):

- ✓ Students' oral performance must exhibit grammatical accuracy, appropriate word choice, correct syntax, rhetorical effectiveness, accurate pronunciation, appropriate fluency (including well-timed pauses), good intonation and rhythm. All these aspects must demonstrate at least B2 English proficiency level. Although this is a group presentation, this aspect will be graded individually.

Theoretical content (5 pts):

- ✓ Key pioneers in the field, their contributions, central theoretical assumptions, essential literary concepts for analysis, historical background, and reading strategies are clearly explained. There are no information gaps, inconsistencies, contradictions or vague interpretation of the theoretical precepts of the critical literary approach.

Literary application to text analysis (5 pts):

- ✓ Students apply coherently the theoretical concepts presented to analyze a literary text. The formulated question for analysis is clear and appropriate to the literary approach. To answer it, students must ensure that their analysis (main ideas and arguments) is well supported with at least five quotes from the literary text and five from the theory, as well as by a variety of literary devices (such as metaphors, similes, personification, imagery, conflict, tone, irony, flashbacks, foreshadowing, etc.).

Presentation technique (5 pts):

- ✓ Presentation technique actively engages class participation. While presenting, the group must facilitate discussion and guide classmates by providing feedback and corrections.
- ✓ The presentation method is original and creative, going beyond traditional formats such as PowerPoint slides or monotonous posters. Then all materials are well-prepared and effectively designed to capture classmates' attention and promote participation when needed.

ACADEMIC LITERARY ESSAYS (20%): This assignment requires a literary analysis based on one of the approaches studied in class. The texts for analysis will be provided by the instructor in advance,

allowing students to select one for their essay. The assessment will be based on three main criteria: Format, Content, and Language. A rubric will be used to evaluate performance in each of these areas. This rubric includes the following aspects and descriptions. Students should adhere to the following guidelines:

Format (5 pts): The essay should be between five and seven pages in length, excluding the reference list. MLA formatting is required for both the essay and any citations or quotations.

Content (5 pts):

- ✓ The first three paragraphs should provide a general theoretical background of the chosen literary approach, outline the objectives (or research question) of the essay, and explain how these objectives will be addressed.
- ✓ Each paragraph must present a clear thesis statement, with well-organized and substantiated main ideas. Ideas are deep, clear, and concise. No information-gaps / contradictions, no confusions, or lack of concreteness. The presenter demonstrates knowledge on topic through clear explanations and proper answers to questions made. The information provided is very reliable.
- ✓ Arguments should be supported by direct quotes from the selected literary text(s) and references to relevant theory, with a minimum of ten citations (from both texts and theoretical sources) throughout the essay.
- ✓ The concluding paragraph should revisit the initial objectives, offering final reflections or insights.
- ✓ Key terminology associated with the chosen critical approach must be integrated throughout the essay.

Language (5 pts): The essay will be evaluated for grammatical accuracy, word choice, syntax, rhetorical effectiveness, punctuation, and spelling. In other words, essay must have full grammatical accuracy; correct word choice; syntactic correctness; rhetorical effectiveness; appropriate standard punctuation and correct spelling. Academic writing is used according to English standard language.

Therefore, it is a 15 pts evaluation for a total of 20% of the assignment's grade. Before presenting the essay for summative evaluation, students are advised to check carefully the previous aspects. Essay must be done in pairs.

Some class sessions, along with individual HAE meetings, will be dedicated to supporting the writing process. However, students are responsible for independently gathering quotations, developing ideas, and drafting outlines or preliminary versions of their essays for formative feedback from the instructor. It should be noted that plagiarism either by internet or any other source based on the regulations of the UCR will be strongly punished. Pleading ignorance on this is not a valid defense. The use of phrases, ideas, or words without giving credit to the author of the material is considered plagiarism.

EDUCATIONAL RESOURCE (15%): This is a group assignment that consists of the creation of one original interactive material with its corresponding lesson plan that may be used as didactic resource in the teaching of any content stated in the MEP' syllabus for teaching English or literature. This resource should reflect the students' accumulated knowledge of the course. It has to be explained and presented in class. Students are encouraged to use technological programs to create interactive materials. The aspects to be evaluated are:

- ✓ **Teaching materials (5 pts):** they are highly engaging, practical, and effective for teaching English as a foreign language. They are appropriate for high school students and stimulate critical thinking while accommodating to different learning styles. Elements such as size, color, volume and/or images do not hinder students' understanding or participation. Technology is seamlessly and creatively integrated into at least one material and activity.
- ✓ **Lesson plan (5 pts):** Students must determine the critical literary approach they will use to develop the selected MEP's content and cognitive objective. This approach must differ from the one chosen for their essay. The lesson plan is well structured for two class lessons of 45 minutes each (90 minutes total). It also includes MEP's cognitive targets, educational level, class objectives, language functions (structure and vocabulary) estimated activities duration, procedures (aligned to MEP's regulations) and evaluation criteria. All these components of the lesson show full coherence among themselves and the principles of the literary critical approach.
- ✓ **Activities (5 pts):** they are appropriate for the designed high school level. Additionally, they effectively promote both individual engagement and collaborative group participation. They are sufficient to develop the MEP's content under the precepts of the chosen literary critical approach.
- ✓ **Content (5 pts):** there is an accurate and well-integrated application of course contents in relation to the proposed lesson plan. It clearly reflects accumulated understanding of the contents studied in class. The literary approach is properly aligned with the MEP' syllabus expectations. There are no gaps, contradictions or inadequate explanations.
- ✓ **Language proficiency (5 pts):** both the written and oral presentation of this assignment must exhibit grammatical accuracy, appropriate word choice, correct syntax, rhetorical effectiveness, proper punctuation, and correct spelling. Regarding oral proficiency, pronunciation, fluency, intonation and rhythm are according to English linguistic rules.

TENTATIVE TIMETABLE

Week/Date	Contents	Main activities	
1 11-Marzo	Course Guidelines Diagnosis evaluation Groups' organization	Review and introduction	Defining Criticism, Theory, Literature and Literary Theory:
2 18-Marzo	The Relationship of Reading and Writing C.1	*	<i>Chapter 1</i>
3 25-Marzo	Holy Week		
4 01- Abril	Group 1: Familiar Approaches C2 & Barn Burning	*	<i>Group 10 Chapters 2-4 Young Goodman Brown (Essay)</i>
5 08-Abril	Group 2 Formalism C.3 & Araby	Task 1 * Essay 1 using Traditional Approaches	<i>Group 6 Chapters 5-8 Richard Cory (Poem) (Essay)</i>
6 15-Abril			
7 22-Abril	Semana Universitaria		
8 29-April	Group 3 Psychological Criticism C.4 & Young Goodman Brown	Task 2 *	<i>Group 8 Chapters 09-12 The Sky is Gray Essay</i>
9 6- Mayo	Group 4 Marxist Criticism C.5 & The Diamond Necklace	Proposal: Theory Selected / Questions you want to answer/ Objectives *	<i>Group 7 Chapters 13-14 Barn Burning Essay</i>
10 13-Mayo	Group 5 Feminist Criticism C.6 & Letters of Abigail and John Adams	Task 3 *	<i>Group 09 Chapters 15-20 The Road to Corrain Essay</i>
11 20-Mayo	Group 6 Reader Response Criticism C. 7 & The Masque of the Red Death	Introduction with Thesis Statement *	<i>Grupo 5 Chapters 21-23 Araby Essay</i>

12	27-Mayo	Group 7 Deconstruction C.8 & Stopping by Woods on a Snowy Evening	Task 4 *	Group 4 Chapters 24-27 <i>The Diamond Necklace Essay</i>
	03-junio			
Week/Date		Contents	Main activities	
14	10-Junio	Group 9 Cultural Studies: Colonialism and Multiculturalism C.10 & The Road from Coorain / The Eaton-ville Anthology	In class session to work on essay	Group 2 Chapters 32-34 <i>Once Upon a Time Essay / I Too / Theme for English B Essay</i>
15	17-Junio	Group 10 Ecocriticism C. 11 & Stopping by Woods on a Snowy Evening (poem)	Essay 2 *	Group 1 Chapters 35-38 <i>To Autumn Essay</i>
16	24-Junio	Make up session		
17	01- Julio	Video Forums		
18	08- Julio		ampliación test	Final Grades

****Mandatory Texts analyzed and texts mentioned* in each chapter (Texts available in the literary selections of the book (p. 253)**

2. Nathaniel Hawthorne Young Goodman Brown 2 <https://www.youtube.com/watch?v=TAqMd6ObUj8>
<https://www.youtube.com/watch?v=IOmVbkjJwaw>
3. Edwin Arlington Robinson Richard Cory <https://www.youtube.com/watch?v=iO5YdXHJD2c>
<https://www.youtube.com/watch?v=gt0VMNyFaoQ> 3
4. Ernest J. Gaines The Sky Is Gray <https://www.youtube.com/watch?v=pUbEBDETMec> / John Keats To
Autumn <https://www.youtube.com/watch?v=AHAE-jF4YNE>
<https://www.youtube.com/watch?v=lZwSqndKwDw> <https://www.youtube.com/watch?v=rKcG36jyto&t=52s> 4
5. William Faulkner Barn Burning 5 <https://www.youtube.com/watch?v=uFQ9BBFGNNO> 6. Jill Ker Conway
Excerpt from The Road from Coorain https://www.youtube.com/watch?v=lzqA_qZjvt8
- 6 Letters of Abigail and John Adams 6*
7. James Joyce Araby <https://www.youtube.com/watch?v=3BwnakUOS-U>
<https://www.youtube.com/watch?v=SgnVaBNScoc> 7 Edgar Allan Poe The Masque of the Red Death
https://www.youtube.com/watch?v=Z2Ng-vJ_dcg <https://www.youtube.com/watch?v=bhH6FaKjdlI> 7*
- 8 Guy De Maupassant The Diamond Necklace. <https://www.youtube.com/watch?v=xcasBNFFhjE>
Robert Frost Stopping by Woods on a Snowy Evening <https://www.youtube.com/watch?v=1sWcq2ZA5o> 8/11*

9. Nadine Gordimer Once upon a Time 9
10 Nadine Gordimer Once upon a Time 10
Zora Neale Hurston Excerpt from The Eatonville Anthology 10*
10. Langston Hughes I, Too / Langston Hughes Theme for English B 10 11. John
Keats To Autumn 11

COURSE POLICIES

1. 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 at the beginning of the class.
2. Task dates are included in the timetable. The professor may schedule them 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.
3. 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. Follow ***“REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL, CAPÍTULO VI, artículo 24 De las normas de evaluación: ARTÍCULO 24”*** that states that *“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”*.
4. Students must stay abreast of any possible changes in the course timetable.
5. Cell phones and other electronics must be turned off during class, as stated by the University's regulations unless they are used for academic purposes as directed by the instructor.
6. The minimum passing grade for the course is 7.0. Students scoring between 6.0 and 6.5. may take an extraordinary examination. If students obtained more than 7.0, they will be assigned 7.0. But if they don't pass the test, the original course grade will be maintained. The *Ampliación* test will cover all the course contents.

BIBLIOGRAFÍA OBLIGATORIA

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