



CARRERA: BACHILLERATO Y LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS

CICLO LECTIVO: II-2025

DOCUMENTO: Programa de curso semestral

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

MEDIACIÓN VIRTUAL: Bimodal

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

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HORAS DE ATENCIÓN A ESTUDIANTES: Tuesdays 08:00 12:00 (virtual)

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 built 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 “bimodal” 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 not limited) to secondary Costa Rican English and Literature curriculum. <i>(cognitive and</i>	1.1 Recognize different purposes for the teaching of literature in various ELT contexts including Costa Rica’s public educational system. <i>(cognitive objective)</i>





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>
<i>attitudinal objective).</i>	1.2 Identify the main theoretical grounding (pedagogical principles and characteristics) for different methods to teach literature in ELT contexts. <i>(cognitive objective)</i> 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>
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>	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> 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>

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 (formal, 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 inverted classroom 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. 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 IO5010 and IO5011 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 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:

- ✓ One oral presentation (15%) in pairs
- ✓ One research project on teaching literature 30% (three reports, 10% each)
- ✓ Portfolio 35% (15 class reactions, 2% each one)
- ✓ Two teaching proposals 20% (10% each)

Oral Presentations: In pairs, students will present orally and analyze one assigned course content in class. The aspects to be evaluated are: 1) Accuracy, 2) Content, 3) Fluency and Rhythm 4) Linguistic performance (intonation, grammar, syntax) and 5) Vocabulary. A presentation's rubric (see below) will be discussed within the two first weeks of classes.

Research Project: In groups, students are going to make a research that should be focused on the teaching of literature in Costa Rican high schools. The topic as well as the objectives have to be approved by the teacher within the first month of classes. It is students' responsibility to provide that information to the professor before they start their investigation. The research should have: A front informational page, Introduction (justification and objectives are stated here), Literary review, Theoretical framework, Methodology, Results and Analysis, Conclusions, References. A rubric chart will be used to evaluate each report of this project.

Portfolio: students will have to present written reaction of the contents studied in previous class. In some cases, the professor can ask students to present orally their reaction in class. There should be 15 class reactions. Each of them is worth 2%. In some other cases, professor can ask students to self or peer evaluate these actions in class with a provided check list (provided by the teacher in advance). Corrections generated from peers' and teacher's feedback need to be included in the portfolio version. So, this portfolio should contain corrected assignments, feedback, materials, texts or any other digital material required by the teacher.

Teaching proposals: in groups, students have to prepare two 80 minute-lesson plans using a literary text provided by the teacher to teach any of the MEP's content targets. They also need to prepare all the materials they will use to be executed in class. 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. If permissions are not granted, each group may be asked to develop the main task in class if time allows.





Late assignments will not receive any credit for a final score.

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 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>
- Fields, J., Fisher, E. S., & Austen, J. (2012). *Jane Austen's Pride and prejudice*. Edina, Minn: Magic Wagon.
- 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.

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. 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.
- iii. Students must stay abreast of any possible changes in the course timetable.
- iv. Cell phones and other electronics must be turned off during class, as stated by the University's regulations.
- v. 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.

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:

NOTA IMPORTANTE SOBRE EL PLAGIO:

Plagio es cuando se presenta el trabajo de otros, incluyendo el trabajo de otros estudiantes, como propio. No se permite presentar, de forma oral o escrita, ideas o materiales tomados de otras fuentes sin citar correctamente y en su totalidad, al menos de que la información sea de conocimiento general. Faltar a la integridad académica (hacer trampa y cometer plagio) también constituye el usar, proveer, o intentar usar o proveer asistencia, materiales, información u otras formas de “ayuda académica”. Si usa las palabras, gráficos, imágenes, cálculos o ideas de cualquier otra persona o sistema de inteligencia artificial debe citarlos correctamente. Generadores o programas de inteligencia artificial como ChatGPT, Grammarly, QuillBot, Spinbot, Dall-E, etc. no deben ser utilizados en esta clase sin permiso explícito de la persona docente. Generadores de texto IA no deben ser utilizados para:

- Crear o revisar borradores de asignaciones (por ejemplo, outlines de ensayos y presentaciones orales)
- Para editar su trabajo.
- Para revisar el trabajo de sus compañeros.
- Para referencias académicas como citas textuales o hechos sin previa corroboración.

El uso de cualquier plataforma de IA sin previo consentimiento será considerado plagio y se reportará a las autoridades correspondientes y se seguirá el debido proceso, de acuerdo a las políticas universitarias.

