

**UNIVERSIDAD DE COSTA RICA  
 ESCUELA DE LENGUAS MODERNAS  
 BACHILLERATO EN INGLÉS  
 SECCIÓN LITERATURA INGLESA  
 JIMENEZ I-2017**

**Proposed Course Outline**

Narrative for Teaching ESL LM-1243	Pre-requisites: None
Credits: 2	Academic Cycle: V
Hours: 4 Class Work: 2 Out-of-Class Work: 2	Type: Course of study for the B.A. degree in English Teaching
Level: 2nd year	<i>Blended Course: Online 25% F2F 75%</i>

**I. Course Description**

The purpose of the course is to introduce students to basic elements of prose fiction and strategies for incorporating these elements into the teaching of English as a foreign language.

**II. Course Objectives**

1. General Objectives

1. Have a clear understanding of elementary components of prose fiction.
2. Be able to analyze and interpret short texts at an elementary level.
3. Encourage a positive attitude toward the reading of prose fiction and its use in the classroom.
4. Demonstrate the multiple functions of short fiction in the EFL/ESL classroom.

2. Specific Objectives

1. Define and identify the following: plot, character, setting, and theme.
2. Summarize the sequence of narrative events.
3. Identify the conflict (s) of a given work.
4. Define and identify the protagonist and the antagonist(s).
5. Analyze main characters in terms of physical and psychological traits.
6. Identify the time and place where the story develops and their implications.
7. Identify the narrator's point of view and discuss its implications.
8. Formulate the central idea of the work.
9. Identify significant cultural elements (values, norms, priorities) in a given work.
10. Elaborate criteria for selection of material appropriate for EFL teaching.
11. Choose appropriate techniques to reinforce the process of language acquisition.

### III. Contents

1. The nature of fiction
2. Elements of fiction
3. Interrelation of the basic elements of fiction
4. Cultural elements in the text
5. Criteria for selection of short stories for EFL/ESL
6. Use of short stories in the EFL/ESL classroom

### IV. Methodology

The professor will lecture on the introductory theory and guide the analyses and discussions of the short stories, as well as their potential application to the EFL/ESL classroom. Students will then put into practice what they have learned, applying it to the short stories assigned for either individual or group work and presenting them orally to the rest of the class or in written form to the professor. The students will compile a reading / teaching portfolio during the course of the semester, either in physical or digital format. There will be a number of virtual classes. The course will conclude with a final project in which the students will develop a full class based on an assigned short story which will include a complete lesson plan, teaching activities, answer keys and materials.

### V. Evaluation

Class work (oral/ written activities, presentations)	35%
Portfolio	30%
Final project	35%

### VI. Bibliography

Calitri, Charles, and Jennings, Frank. *Stories*. Harcourt Brace Jovanovich, 1957.

Collie, Joanne and Stephen Slater. *Literature in the Language Classroom*. Cambridge University Press, 1987.

Crane, Milton, ed. *Fifty Great Short Stories*. Bantam Books. 1962.

Meyers, Kari, and Gilda Pacheco. *The Telling and the Tale: An Introductory Guide to Short, Creative Prose*. Edit UCR, 2012.

Pickering, James H. *Reader's Guide to the Short Story to Accompany Fiction 100*. 5<sup>th</sup> ed. Macmillan Publishing Co., 1988.

Stegner, Wallace and Mary, ed. *Great American Short Stories*. Dell Publishing Cop., Inc., 1957

## VII. Tentative Timetable

### MARCH

17: Introduction

24: Children Stories

31: Children Stories

### APRIL

7: Children Stories

14: HOLY WEEK

21: UNIVERSITY WEEK Fables Virtual Class

28: Fables

### MAY

5: Fables

12: Myths Virtual Class

19: Myths

26: Short Stories Virtual Class

### JUNE:

2: Short Stories Virtual Class

9: Short Stories

16: Short Stories

23: Final Projects

30: Final Projects

### JULY

7: Final Projects Portfolio Due