

**UNIVERSIDAD DE COSTA RICA
ESCUELA DE LENGUAS MODERNAS
BACHILLERATO EN INGLÉS
SECCION DE LITERATURA INGLESA**

Proposed Course Outline

Poetry for TESOL	Pre-requisites: None
LM-1354	
Credits: 3	Academic Cycle: VI
Hours: 9 Class Work: 4 Out-of-Class Work: 5	Type: Course of study for the B.A. degree in English Teaching
Level: 3rd year	

I. Description:

The purpose of this course is to introduce students to basic elements of poetry and strategies for incorporating these elements into the teaching of English as a foreign language. It is related to the previous course (LM-1243, Narrative for EFL) in that it reinforces literary devices.

This course, however, examines and develops literary devices in the context of the poetic process. The course uses poetry to enhance and enrich the extraordinary process of language learning since poetry evokes and exalts special life experiences, and suffuses feelings with the reader's understanding of language.

II. Course Objectives

1. General Objectives:

- A. Appreciate and enjoy poetry.
- B. Be able to transmit the enjoyment of poetry to students.
- C. Be able to interpret poems at a basic level.
- D. Reflect upon the relationship between poetry and education.
- E. Develop the skills to use poetry for EFL instruction.

2. Specific Objectives:

- A. Get acquainted with a wide corpus of poems suitable for EFL teaching.
- B. Be familiar with the use of audio-visual resources as a means to enhance the enjoyment of poetry.
- C. Study the structural elements of a poetic language.
- D. Develop skills for choosing appropriate material, reinforcing vocabulary, grammatical structures, pronunciation, rhythm, and intonation.

III. Contents

IV. Methodology:

The professor will lecture on the theory and guide the analysis and discussions of the poems, as well as potential applications of the same to the EFL classroom. Students will put into practice what they have learned while selecting material and developing suitable activities with the poems of their choice.

V. Evaluation:

Midterm Exam	20%
Final Exam	25%
In- class and out-of- class assignments	55%
1. Quizzes and portfolio	10%
2. Essay (literary analysis)	5%
2. Class Presentations	25%
3. Project	15%

Late papers or homework will not be accepted.

VI. Bibliography

- Cadorath, Jill. "Appreciating Poetry." *English Teaching Forum*, Jan 1994, 12-15.
- Collie, Joanne and Stephen Slater. *Literature in the Language Classroom*. A resource book of ideas and activities. Glasgow, Cambridge University Press, 1987.
- Connell, Marjorie. "Click: Poets at Work in the Middle School." *English Journal* Nov. 1990. 30-31.
- Elbow, Peter. *Writing with Power*. New York: Oxford Univ. Press 1981.
- Glasser, Jane Ellen. "The Reading-Writing-Reading Connection: An Approach to Poetry." *English Journal* Nov. 1990. 22-25.
- Greenberg, Joyce. "Not Teaching Poetry." *English Journal* Apr 1989. 66-67.
- Koch, Kenneth. *Wishes. Lies. and Dreams: Teaching Children to Write Poetry*. New York, 1970.
- Lazar, Gillian. *Literature and Language Teaching*. Cambridge Teacher Training and Development. Cambridge University Press, 1993.
- Maher, John Christopher. "Poetry for Instructional Purposes: Authenticity and Aspects of Performance." *Forum* Jan 1982.
- Martin, Alex and Robert Hill. *Modern Poetry*. New York: Prentice Hall, 1992.
- McConochie, Jean and Howard Sage. "Since Feeling is First: Thoughts on Sharing Poetry in the ESOL Classroom." *A Forum Anthology* Vol. IV, 1984-1988.
- Miller, James E. et al. *Traditions in Literature*. Glenview, Illinois. Scott, Foresman and Company. 1985. (Handbook of literary terms)
- Nims, John Frederick. *Western Wind*. David Mason: The Colorado College, 2000.
- Sage, Howard. *Incorporating Literature in ESL Instruction*. Englewood Cliffs, N.J: Prentice-Hall. 1987.
- Wolosky, Shira. *The Art of Poetry: How to Read a Poem*. New York: Oxford University Press, 2001.

Todos los estudiantes están sujetos al Reglamento de Orden y Disciplina de los Estudiantes de la Universidad de Costa Rica

REGLAMENTO DE RÉGIMEN ACADÉMICO ESTUDIANTIL

ARTICULO 4. Son faltas muy graves:

g) Utilizar, con conocimiento de causa, documentos falsificados, para cualquier gestión universitaria administrativa, académica o de cualquier otra índole.

j) Plagiar, en todo o en parte, obras intelectuales de cualquier tipo.

k) Presentar como propia una obra intelectual elaborada por otra u otras personas, para cumplir con los requisitos de cursos, trabajos finales de graduación o actividades académicas similares.

ARTICULO 5. Son faltas graves:

c) Copiar de otro estudiante tareas, informes de laboratorio, trabajos de investigación o de cualquier otro tipo de actividad académica.

ARTICULO 9. Las faltas serán sancionadas según la magnitud del hecho con las siguientes medidas:

a) Las faltas muy graves, con suspensión de su condición de estudiante regular no menor de seis meses calendario, hasta por seis años calendario.

b) Las graves con suspensión de quince días lectivos a seis meses calendario.

ARTÍCULO 22. Debe observarse el siguiente procedimiento, en relación con la calificación, entrega e impugnación de los resultados de cualquier prueba de evaluación, salvo disposición expresa en contrario:

a. El profesor debe entregar a los alumnos las evaluaciones calificadas y todo documento o material sujeto a evaluación, a más tardar diez días hábiles después de haberse efectuado las evaluaciones y haber recibido los documentos.

VII. Tentative Timetable

Week	Date		Readings
1	March 14	Course introduction	
2	March 21		Literature and language teaching, pages 1 to 45
3	March 28		Literature and language teaching, pages 62 to 70
4	April 4	Introduction to poetry analysis Quiz (5%)	Materials provided by the instructor.
5	April 11	Group presentation (10)%	Literature and language teaching, pages 94-132 Instructions for the final project
6	April 18	Easter	
7	April 25	Semana Universitaria	
8	May 2	Midterm exam (20%)	
9	May 9	Portfolio (5%)	The Art of Poetry, pages 1 to 15
10	May 16	Group presentation	Materials provided by the instructor.
11	May 23	Essay (5%)	
12	May 30		The Art of Poetry, pages 29-40
13	June 6	Group presentation (15%)	
14	June 13		The Art of Poetry, pages 69-79
15	June 20	Poetry workshop	
16	June 27	Group discussion	Materials provided by the instructor.
17	July 4	Final projects (15%)	
18	July 11	Final exam (25%)	