Course Syllabus

ELT 305 – Literature and Language Teaching
Faculty of Education
Department of English Language Teaching
Fall, 2013-2014

Instructor Information

Instructor   : Sen. Inst. Ali İLYA
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Course Identification

Course Number   : ELT 305
Course Title   : Literature and Language Teaching
Credits / ECTS   : 6 / 9
Course Location :
Class Times   :
Prerequisites[1]   **:** ELT 105 Reading and Writing Skills
ELT 201 English Literature
ELT 202 American Literature

Course Description/Overview

ELT 305 is designed to raise an awareness of various approaches to the integration of literary texts into EFL/ESL contexts. The course departs from a close analysis of different definitions of the term "literature," moves on to an exploration of the preliminary terms, notions and concepts, and turns to a discussion of the pros and cons of utilizing literature for the purpose of teaching language. The process encourages you to debunk the myth that defines the language of literature as "literary," an adjective which divorces the language of literature from other uses –particularly from everyday language- and definitely it invites you to rebut the misconception that the language barrier in the literary materials makes it accessible only to the advanced learners. Through an examination of numerous teaching

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[1] Though they are not formal prerequisites, your success in the present course highly depends on the attainments of these courses.

activities to be conducted at all levels and first-hand experiences you gain by means of micro-teachings, you construct a new understanding of not only "literary language" but also the place of literature in the field of ELT.

Following the presentation of the introductory remarks, the course focuses on each genre separately and introduces its distinctive features in terms of language uses. As you further you sharpen your wits and become favorably disposed towards making use of literary pieces in the field since you will definitely appreciate that they present authentic uses of the language, a blend of various registers on a single tissue, certain deviations from the formal use of English and many sorts of second-hand experiences which generate enthusiasm and motivation for learning the language.

Course Learning Objectives

Upon the successful completion of the present course, the students should be able to

- ✓ enumerate various definitions of the term "literature,"
- ✓ identify some characteristics of the language used in the literary pieces,
- ✓ explain basic characteristics of different approaches to teaching language through literature,
- ✓ exemplify some sorts of language deviations in the literary pieces and explain their importance for developing language awareness,
- ✓ appreciate the necessity of integrating literature into EFL/ESL contexts,
- ✓ give some examples of pros and cons of the use of literature in ELT.

Instructional Methods & Techniques & Strategies

Our classes will be heavily based on debate, discussion; brainstorming and questioning that stimulate in-class participation of the students. Since you have been taught the necessary terminology and the distinctive features of each genre along with different theories of approaching a textual material in the previous literature courses, I will not elaborate on them once again but at times I will provide you with some reminders and expect you to reconstruct your current knowledge by adding the new information onto the existing fund of knowledge. But please make sure that I will not bring anything ready-made and let you just listen and repeat or waste your time with typing; rather what I expect you are to do extensive research on the topic beforehand by scanning the databases of the suggested websites or by reading the assigned pages to be informed about the subject matter and to bring your questions to the class. Since being in the classroom setting or attending the classes means in-class participation to the fullest extent possible –it goes without saying that this means in-class participation is compulsory independent of the degree of your willingness-, the first and foremost criterion to attend the classes is a close reading of the course materials not in time but on time! If you have a serious excuse that precludes you from accomplishing your task throughout the process, please let me know it; otherwise you cannot anticipate indulgence & tolerance.

Metaphorically ELT 305 is a tissue on which the curricula of ELT and literature are blended, thus the students should be able to retrieve the related information when it's required and produce their own interpretations and comments in the light of the instructions.

Furthermore, in comparison to the previous literature classes, it attaches a greater significance to the practicality, to put it another way you're supposed to give sample presentations that necessitate you to apply to the theory discussed within the classroom setting and to press yourself into service. Not only while you're performing but also while you're observing your class mates, you'll consolidate your knowledge and add new dimensions to your teaching skills as you're exposed to constant feedback.

Course Resources

Required Course Text

- Bassnett, Susan and Peter Grundy. <u>Language through Literature</u>. Singapore: Longman, 1993. Print.
- Lazar, Gillian. <u>Literature and Language Teaching: A Guide for Teachers and Trainers.</u> Cambridge: Cambridge University Press, 1993. Print.
- The Course Package.

Notes on the Required Texts

- First of all, please make sure you have the same version to the one indicated above. As we do close reading in the classroom, it's very important that all the students look at the same version of the text, otherwise it would be challenging and distracting.
- No photocopies will be accepted other than the papers compiled by me.
- Some different ways might be possible to obtain the materials.
- Obtain all the required course materials by the end of the first week of the semester.
- Please make sure that the related text/s is/are with you throughout the class time!

Grading Scheme

Grading System

Letter Grade	Percentage	Grade points/credit	Rating
AA	90% & above	4.00	Excellent
BA	85% – 89%	3.50	Very good
BB	80% – 84%	3.00	Good
CB	75% – 79%	2.50	Above average
CC	65% – 74%	2.00	Average
DC	58% – 64%	1.50	Below average
DD	50% - 57%	1.00	Inferior
FF	49,99% and below	0.00	Failure
GR	Given those not taking the final test without a formal excuse.		
DZ	Given those who do not maintain regular attendance. For the present course, those who miss more than 25% of the class hours will be graded a DZ, and they do not have a right to take the make-up examination at the end of the semester; that is to say a DZ means absolute failure!		

Grading Policy

Grades will be based on the following:

Midterm	20%
Performance Work / In-Class Participation	10%
Micro Teachings	2 x 10%
Final	50%
Total	**100%**

Lesson Plans / Reports

A student is supposed to submit a rough draft of his/her lesson plan both to me and to the class-mates via email two days in advance of the day his/her micro-teaching has been scheduled so every observer is informed about the attainment targets, procedure, materials etc. and it permits them to generate their own set of criteria to assess the performance and to decide on the points they focus their attention on. Pursuant to the feedback you receive, you will reorganize your lesson plan and hand in a computer printout to me in a week.

Announcement Intervals

Under normal circumstances, I will announce your score on a task within two weeks following its due date. But the scores on your micro teachings along with the lesson plans will be announced when all the students perform their tasks. You can learn your grade through OBIS for each work.. Plus, on your micro-teaching I will share my feedback and it's beneficial for you to keep a record of the feedback you receive since it presents a chance of observing your improvement.

Course Requirements

Microteachings

Each student is assigned to do TWO microteachings throughout the semester. Your performance lasts approximately half an hour and gives you the chance to act as a teacher, to improve your teaching skills and to gain first-hand experience. In the first week, I will organize the schedule of the performances and announce it in class.

Midterm

The midterm carries 20% and depending on the process and your performance, it might be either performance-based (micro-teaching) or sit-on. It's made up of open-ended questions that allow you to produce your own original answers and the test items encourage you to use your knowledge of ELT Methodology and literature to comment on certain issues. Besides, it may include fill-in-the blank, multiple choice and true/false items.

Performance Work / In-Class Participation

After each class session, I will assign you either a plus or a minus based on your in-class participation. Through the end of the semester, the number of plusses and minuses you have will settle your performance score that constitutes 10% of the overall arithmetic mean.

Final

The final-term exam covers all the subject matters discussed throughout the semester. Similar to the midterm test, it's composed of various test items ranging from open-ended questions to fill-in-the-blanks that measure the extent to which you attain the targets. It lasts approximately two hours, carries 50% and could be repeated at the end of the semester as a make-up test if you fail.

Notes on the Submission of the Papers

Firstly, as stressed above, each assignment is submitted on the due date. You will print out your assignment and submit it *in class*. Also I expect you send me the soft copy of it. ***Solely emailed papers and papers under my office door are not accepted!***

Course Policies

Attendance

The very first criterion to do well in that course is to maintain a regular attendance, so attendance is **<u>mandatory</u>**! A student missing more than 25% of the all class hours –for the present course 20 hours; it is equal to 10 class sessions since each session lasts two hours- will lose the chance of taking the final and be graded a DZ. Those graded a DZ cannot take the make-up exam at the end of the semester for the failed students, therefore as indicated above it means absolute failure!

Plus, just sitting in the classroom does not mean that you maintain attendance. To get information on that, please refer to the section, "Instructional Methods & Techniques & Strategies" on the second page.

A student attending the first half of a class session is supposed to remain for the second half too; otherwise s/he will be considered absent from the whole session. But if you have an excuse, please see me during the break to inform about it and ask for permission.

Lateness

A student can attend the class if s/he is not late more than 10 minutes. But if you exceed the limit, please wait for the break to attend the class. Please bear it in mind that repeated lateness will also count towards the attendance limit.

Forged Signature

Heaven forbid that I should ever detect a forged signature on the attendance sheet! Honesty is above everything, so if I see you doing that, my impression of you will be deeply affected and trust I put in you will be annihilated. The first time I will warn you; if you persist in repeating your action, I will deliberately inform the administration on your illegal behavior.

Use of Technological Devices

Throughout the class time other than the practical hours, no student is allowed to use mobile phone or any other technological devices including laptops, netbooks, tablets, iPods etc. This prohibition includes utilizing your mobile phone as a dictionary. Each student is supposed to bring a comprehensive dictionary with him/her, so an electronic one is not

necessary. That rule will be strictly applied since the aforementioned tools are driving you to distraction.

Collaboration/Plagiarism Rules & Academic Dishonesty

Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren't aware of or don't know how to follow. Many of these rules have to do with research and proper citation. Gaining a familiarity of these rules, however, is critically important, as inadvertent mistakes can lead to charges of **plagiarism**, which is the uncredited use (both intentional and unintentional) of somebody else's words or ideas.

While some rhetorical traditions may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American academic rhetorical tradition do. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing. (Purdue University)

Penalties of plagiarism vary from failure of the assignment to failure of the course to university reprimand, so cite work using the MLA style. You can refer to the following websites to learn about the cases considered plagiarism and some basic tips to avoid it. If you cannot make sure whether you plagiarize or not, please consult me during the office hours *before the due date of the assignment.*

Links to be referred about plagiarism and academic dishonesty:

https://docs.google.com/viewer?a=v&q=cache:3oSxBLRvG78J:www.wadsworth.com/english_d/special_features/plagiarism/WPAplagiarism.pdf+wpa+best+practices&hl=en&gl=us&pid=bl&srcid=ADGEESgada7GOZkdp0heMYBqABCq4z04p6ZeSlbV7LaSqjQNCt5iKxgOf11CCrXZnhsFHvhBGb4yAI03Sq3g6zHe2dAQJ4HPWFqKF6EafaVHHA1VxUsHvkrLz0-_7ms84eDdx4kEQb6S&sig=AHIEtbQj6bsPCMWj2L2GBf296bnMzYOnaA

http://www.purdue.edu/odos/osrr/academicintegritybrochure.php

http://owl.english.purdue.edu/owl/resource/589/01/

University Policies

For the issues determined by the administration of Sakarya University, please refer to the following websites to have information of the related issues. As the lecturer, I assume that you are aware of the items of the regulations, so I do not take the responsibility of informing you about them.

- Regulations for the Issues of Education, Instruction and Examination
  http://www.hukuk.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_lisans

- Disciplinary Regulations
  http://www.ogrisl.sakarya.edu.tr/index.php?pid=yonetmelik&gid=y_disiplin

Tentative Schedule

Week 1
Introduction & Revision of the Syllabus and Discussion of the Course Policies.

Organization of the performance schedule and further explanations on my expectations.

Revision of the points covered in the previous courses.

Week 2
Various definitions of literature and their implications on teaching language

Distinctive sides of the language of literature / Reasons of integrating literature into ELT

Interaction between the components of a reading process & Literary competence

Week 3
Approaches to using literature with the language learner: A language-based approach

Approaches to using literature with the language learner: Literature as conent

Approaches to using literature with the language learner: Personal enrichment

Week 4
Religious Festival. No Classes.

Week 5
Selecting Texts

Evaluating Materials

Reading literature cross-culturally

Week 6
Using novels and short stories: Distinctive features of the genre

Using novels and short stories: Designing activities

Using novels and short stories: Possible drawbacks and discussion of different views

Week 7
Using poetry: Distinctive elements / Language deviations and language awareness

Using poetry: Its use with different levels of learners

Using Poetry: Its use for developing different skills

Week 8
Integrating Drama: Distinctive Features / Different reasons of using plays

Integrating Drama: Its use with different types of learners

Integrating Drama: Exploration of activities

Week 9
Midterms Week.

Week 10
Reflecting on the literature lesson

Week 11
Literature and self-access

Week 12
Students' performances

Week 13
Students' performances

Week 14
Students' performances

Week 15
Students' performances

Finals Week
Jan. 6 – 18 2014

Make-Up Tests
Jan. 27 – Feb. 1 2014