



Universidad
de Alcalá

Poetry in the Language Classroom

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera**

Universidad de Alcalá

Curso Académico 2018/19

GUÍA DOCENTE

Nombre de la asignatura:	Poetry in the Language Classroom
Código:	200421
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Obligatoria/Optativa
Créditos ECTS:	4
Cuatrimestre:	1º
Profesorado:	Daniel Candel Bormann
Correo electrónico:	daniel.candel@uah.es
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This module **introduces you** to the use of poetry in the language classroom, making the most of poetry and poetic language and devices within the wider context of second language acquisition as outlined in the overall objectives of this Masters.

2. AIMS

Generic competences:

- Know the potential of poetry as a didactic resource to boost students' learning, both with regard to content, language, and poetry's 'musical' and visual resources.
- Analyse and reflect on lesson plans which use poetry
- Develop an appropriate teaching-learning sequence to be used with poems.
- Know and use scaffolding techniques to design lesson plans based on poetry.
- Explore and use resources which can enhance learning when using poetry.

Specific competences:

By the end of the course, participants are expected to be able to

- Support the use of poems in the English classroom adequately.
- Analyse lesson plans using poems, identifying key elements and justifying their learning potential.
- Design and/or justify a teaching-learning sequence to use poetry in the classroom.
- Use scaffolding techniques to design appropriate activities using poems.
- Integrate a variety of didactic resources to foster students' learning.

3. MODULE CONTENTS

Units	Credits
1. The potential of poetry in the language classroom	• 2
2. Creating your own lesson plan: designing a unit of work around poetry	• 2

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	9
Independent study	15
Readings	31
Assignments	45

4.2. Learning activities

Course time includes a range of inputs, plus group work, class discussions, demonstrations, workshop tasks, readings and critical writing. Students are expected to read some of the relevant critical texts alongside the class meetings. All classes are in English.

5. ASSESSMENT

Continuous assessment

Students following the continuous assessment scheme will submit assessment tasks within the submission deadlines, which will be given at the beginning of the course. Students will have to hand in three assignments to be explained at the beginning of the course.

In accordance with the University regulation on evaluation, students unable to follow the continuous assessment scheme should contact the director of these studies to send a proposal to be accepted as final assessment students.

Students opting for final assessment will complete a learning portfolio and send it to the lecturer within the submission deadline set for final projects. Information on this learning portfolio will be given by the lecturer at the beginning of the course.

There will be a resit opportunity at the end of the second semester. This will also take the form of learning portfolio, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

Reference texts

- Bassnett, Susan, and Peter Grundy (1993) *Language through Literature: Creative Language Teaching through Literature*. London: Longman.
- Carter, R., and M. N. Long (1991) *Teaching Literature*. London: Longman.
- Collie, J., and S. Slate (1987) *Literature in the Language Classroom*. Cambridge: CUP.
- Hall, Geoff (2005) *Literature in Language Education*. London: Macmillan Palgrave.
- Heard, Georgia. (2012) *Poetry Lessons to Meet the Common Core State Standards: Exemplar Poems with Engaging Lessons and Response Activities that Help Students Read, Understand, and Appreciate Poetry*. Scholastic Teaching Resources.
- Janeczko, Paul B. (2011) *Reading Poetry in the Middle Grades: 20 Poems and Activities that Meet the Common Core Standards and Cultivate a Passion for Poetry*. London: Heinemann.
- Lazar, G. (1993) *Literature and Language Teaching. A Guide for Teachers and Trainers*. Ed. Cairns & Williams. Cambridge: CUP.
- Naylor, Amanda & Wood, Audrey B. (2012) *Teaching Poetry: Reading and responding to poetry in the secondary classroom*. London: Routledge.
- Perrine, L. (1987) *Sound and Sense*. 7th ed. San Diego: HBJ.
- Phinn, Gervase. (2009) *Teaching Poetry in the Primary Classroom*. Crown House Publishing.
- Pinker, S. (1999) *Words and Rules*. London: Phoenix.
- The Poetry Trust. (2010) *The Poetry Toolkit: foolproof recipes for teaching poetry in the classroom*. Leiston: Leiston Press.