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**Department of English**

**College of Basic Education**

**Salahaddin University-Erbil**

**Subject: *[Teaching Literature]***

**Coursebook: *[4th Stage]***

***Mr. Bukhari Abdullah Rasool***

**Academic Year: *[2023-2024]***

**Course Book**

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| **1. Course name** | Advanced Speaking |
| **2. Lecturer in charge** | Bukhari Abdullah Rasool |
| **3. Department/ College** | English- Basic Education |
| **4. Contact** | e-mail : [bukhari.rasool@su.edu.krd](mailto:bukhari.rasool@su.edu.krd)  Tel: (optional): 07501353519 |
| **5. Time (in hours) per week** | 3 hours |
| **6. Office hours** | Tuesday |
| **7. Course code** | / |
| **8. Teacher's academic profile** | Bukhari Abdullah Rasool was born on 9th March, 1990 in Erbil. In 2012, he graduated in English Department, in the College of Languages, in Salahaddin University. He has taught English language in more than 8 institutions and language centers. At his college life, he presented many seminars and activities. His current M.A. Thesis is entitled:  **Illusion and Reality in Sophocles' Oedipus Rex and Albee's Who's Afraid of Virginia Woolf?**  Supervised by Prof. Dr. Tara Dabbagh.  Obtained Phd in English Literature/novel. The dissertation is under the title of:  **Meaning and Memory: Existential Psychotherapy in Selected Modern and Postmodern Novels**  Supervised by Prof. Dr. Juan Abdullah Ibrahim.  Writer of *Think Out of the Box* |
| **9. Course overview**  To teach literature effectively, a course overview typically includes the following key components:  1. Introduction to Literary Genres: Explore the major genres of literature such as poetry, prose, drama, and fiction. Discuss the characteristics and elements of each genre.  2. Literary Analysis: Teach students how to analyze and interpret literary works. This involves examining themes, characters, settings, symbolism, and literary devices used by authors.  3. Major Literary Movements: Cover significant literary movements such as Romanticism, Realism, Modernism, and Postmodernism. Discuss the historical context and key figures associated with each movement.  4. Author Studies: Focus on studying the works of important authors from different time periods and regions. Analyze their writing style, themes, and contributions to literature.  5. Close Reading and Critical Thinking: Develop students' skills in close reading to understand the nuances of texts. Encourage critical thinking by challenging students to interpret literature from various perspectives.  6. Literary Theory: Introduce students to different literary theories such as feminism, postcolonialism, structuralism, and deconstruction. Explore how these theories offer unique insights into literary works.  7. Writing about Literature: Teach students how to write analytical essays, literary critiques, and research papers on literary topics. Emphasize the importance of clear thesis statements and supporting evidence.  8. Engaging with Diverse Voices: Include works by diverse authors representing various cultures, backgrounds, and perspectives. Encourage students to explore literature beyond their own experiences.  9. Discussion and Participation: Foster a classroom environment that promotes active discussion, participation, and collaboration among students. Encourage sharing insights and interpretations of literary works.  10. Culminating Projects: Assign creative projects such as writing original stories, staging dramatic readings, or organizing literary events to showcase students' understanding and creativity.  By incorporating these elements into a course on teaching literature, educators can provide students with a comprehensive understanding of literary analysis, appreciation, and interpretation. | |
| **10. Course objective**  After completing a literature course, students can achieve a deeper understanding of human emotions, cultures, and societies, improved critical thinking and analytical skills, enhanced communication abilities, increased empathy and appreciation for diverse perspectives, and a heightened creativity and imagination. Literature can empower students to navigate complex ideas, express themselves effectively, and engage meaningfully with the world around them, fostering a lifelong love for reading and learning. | |
| **11. Student's obligation**  **Attendance** is obligatory. If a student skips a class, they have to inform the instructor in advance (at least two hours ahead of the class and NOT in the classroom). Students are expected to be seated in their positions before the instructor enters the class. Only for the classes which start on 8.30 a.m. students may enter the class up to 8.45 or else they will be deprived from the lecture. Student's attendance and etiquettes will be considered in scoring their overall performance in the course. The classes last for 90 minutes. Students should avoid hammering on the instructor to leave unless he chooses to dismiss the class earlier than the scheduled time.    **Preparation for class:** Students should prepare themselves for each lecture beforehand according to the schedule that comes with this guide. There is a blog hat is designed for the students’ needs and the texts are going to be put in it so that they will read before coming to the class. We have created a Facebook group to achieve this.  They are expected to collect necessary vocabulary and information needed to launch a hot debate and discussion in the class. The students are required to bring with themselves writing tools to note down the new information.  **Students will be asked at least two different articles related to the topic, students should report them briefly via group work in the class.**  **Students will be asked to read a book. Every week students should summarise 15 pages in the class and at the end of the year they have to prepare a presentation.**  **Students will be practically trained and then asked to record (a video or sound) a typical interview (12-15 minutes) at the end of the year.**  **Seminars and homework**: Students must present one seminar throughout the course and also bring with them the assignments that the instructor may ask them during the course. The students should take the homework seriously and make sure they present their seminars on time or they will lose marks. | |
| **12. Forms of teaching**  The above-mentioned targets are aimed to be achieved through pedagogic methodologies of Reflective Teaching, Learner Centered - Curriculum, and Direct method, learning through Doing or perhaps more. Students share unbounded roles of participation, collaboration, team-working, and project running. The teaching techniques of this class are innumerable and various as they are put forth to make the students learn and enjoy; “didactic ad delight” as Aristotle, the philosopher, long ago put it in wording.  A student-centered environment and a workshop style class will be created where the students are responsible for learning. The role of the teacher is mainly that of a facilitator, communicator, moderator, prompter and an assessor. That means the teacher will spend a little time talking and the students will spend a lot of time speaking or working. | |
| **13. Assessment scheme**  There will be two exams and two quizzes. The mid-term exam and final exam will be speaking tests. Each quiz will review the material studied in class and help prepare you for the exams. Scores for the class will be as follows:  1- Presenting a class demo 20 marks  2- Novel Book-Review (video Project) 20 marks  3- midterm Exam 20marks  4- Final exam 40 marks  **Note: The division of grades might possibly change.**  For the demo lesson the **criteria** is various such as lesson planning, engaging delivery, clear communication, student interaction, effective use of teaching aids, and assessment strategies. Each criterion can be broken down into specific components like organization of content, active student participation, clarity of explanations, use of varied instructional methods, and feedback mechanisms. By assessing these aspects, evaluators can gauge the effectiveness of the teaching demo in terms of content delivery, student engagement, and overall teaching skills. | |
| **14. Student learning outcome**  From a training course that teaches students how to teach literature, they can gain valuable insights into effective instructional strategies, classroom management techniques, student assessment methods, and lesson planning skills. By learning about different learning styles, educational theories, and teaching approaches in relation to literary genres, students can enhance their ability to create engaging and inclusive learning environments, adapt to diverse student needs, and foster positive student outcomes. Additionally, such a course can help students develop their communication skills, build confidence in their teaching abilities, and prepare them for successful teaching careers. | |
| **15. Course Reading List and References‌**  1. "Teaching Literature: A Companion" by John Lennard  2. "The English Teacher's Companion: A Complete Guide to Classroom, Curriculum, and the Profession" by Jim Burke  3. "Teaching Literature in the Context of Literacy Instruction" by Sheridan Blau  4. "Teaching Literature to Adolescents" by Richard Beach, Deborah Appleman, and Jeffrey Wilhelm  5. "The Power of Reading: Insights from the Research" by Stephen D. Krashen | |
| **16. The Topics** | |
| **Hey there! For a course for children, here are 15 easy genres of literature that can be taught:**  **1. Fairy Tales - with magical settings and characters.**  **2. Fables - short stories with moral lessons.**  **3. Picture Books - combining illustrations with simple text.**  **4. Nursery Rhymes - fun and rhythmic poems for young children.**  **5. ABC Books - teaching the alphabet through stories.**  **6. Counting Books - helping kids learn numbers in a fun way.**  **7. Animal Stories - featuring animals as main characters.**  **8. Adventure Stories - exciting tales of exploration and discovery.**  **9. Fantasy - with imaginative worlds and creatures.**  **10. Folktales - traditional stories passed down through generations.**  **11. Mythology - exploring ancient tales of gods and heroes.**  **12. Humorous Stories - for a good laugh and light-hearted fun.**  **13. Science Fiction - introducing futuristic concepts in a kid-friendly way.**  **14. Historical Fiction - stories set in the past with relatable characters.**  **15. Poetry - simple and engaging poems for young readers.** | |

**17- Course Policies:**

1-The classroom should have a collaborative environment, the students should help each other for the projects in shape of team work. No impolite language or harsh attitude is allowed.

Students are expected to observe politeness and interaction principles. They should refrain from mocking classmates or cutting them off repeatedly.

2- Also, the **use of electronic devices** is strictly prohibited because they will distract the students.

3- The language of the classroom is English. Kurdish in some necessary situations are limitedly allowed when the teachers permits.

**4- Plagiarism** has severe consequences.

**5- Attendance** is obligatory. If a student skips a class, they have to inform the instructor in advance.

**7-** Students are expected to prepare themselves for each lecture in advance.