

| Course Name : English Through Poetry and Drama | | | | | | | |
|--|---|--|----------------------|----------------------|-------------------|---------|------|
| Course Code | Course Type | Regular Semester | Lecture (hours/week) | Seminar (hours/week) | Lab. (hours/week) | Credits | ECTS |
| ELL 122 | C | Spring | 3.00 | 0.00 | 0.00 | 3.00 | 5.00 |
| Lecturer Rudina Çinari, Msc | | | | | | | |
| Assistant | | | | | | | |
| Course language English | | | | | | | |
| Course level Bachelor | | | | | | | |
| Description | | The course Teaching English through Poetry and Drama has two main aims: to encourage an appreciation of literature in English - poetry and drama - of different types and from different cultures; and to develop the key skills required to read, analyze and communicate effectively in English, orally and in written form. By studying a range of texts, students learn more about writers' choices of structure and language, and develop their ability to form independent opinions about what they read. Students also improve their understanding of the English language and how it is used. The course also helps in improving students' language skills and enhancing their awareness for the language and its use. | | | | | |
| Objectives | | to promote a love and appreciation of Literature and of reading in English to teach lifelong skills including the ability to: write clearly and persuasively develop arguments Research and manage information analyze complex texts in different forms and styles to introduce students to the principles and basic knowledge of poetry and drama and improve their knowledge in these fields to explore different cultural and historical backgrounds as evidenced in texts to improve students 'knowledge of English language skills and literature | | | | | |
| Core Concepts | | • Aftësië gjuhësore • Njohuri për letërsinë • Kulturë • Analizë • Mendim kritik | | | | | |
| Course Outline | | | | | | | |
| Week | Topic | | | | | | |
| 1 | Introduction to the course. Discussion on the link between Literature and Language Introduction to the course- Literature and Language teaching. Discussion of course objectives, expectations, assessments etc. Students are introduced as well with topics and the most relevant materials | | | | | | |
| 2 | Poem Analysis. R. Frost, ' The road not taken". This lecture`s focus is the analysis of a poem from two perspectives, literary and linguistics one with reference to short material taken from (onestopenglish 2003) | | | | | | |
| 3 | Figures of speech and exercises. First students are introduced and explained with the most important figures of speech and then they are provided with exercises by referring to materials from Lazar G. (2003), Chapter 1. | | | | | | |
| 4 | Paul Laurence Dunba "Sympathy" and "Mother to son " Langston Hughes. This lecture focus mainly on literary analysis of the above poems by following the TWIST scheme analysis and then they are asked to give their reflection on one of the poems. | | | | | | |
| 5 | William Blake; "London ", essay on "The chimney sweeper". First we focus on a literary and language analysis of the above poems. Students are organized in groups and have a debate over the main themes and ideas of the poem "London". Ruby ,M. & Mark M. I.(2000), Poetry for students, chapter 2. Essay writing. Structure and the forms of literary essay. | | | | | | |
| 6 | Drama and its elements. Discussion and analysis of dramas. The focus of this lecture is the identification of the elements to be taken into consideration when analyzing a play or a drama and the differences between drama and play. Students play roles from different plays | | | | | | |
| 7 | Review. Exercises from Lazar. G. (2005).pg 129 | | | | | | |

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| 8 | Midterm Exam |
| 9 | "Trifles" from Susan Glaspell. Discussion and analysis of "Trifle". A short acting on classroom stage by students. Later we focus on Exercises which highlight the language used on the play (EDB 2008 / 200) |
| 10 | Tragedy . "Romeo and Juliet", Shakespeare. During this lecture we discuss on the elements and characteristics of the tragedy by providing examples and illustration from "Romeo and Julliet" |
| 11 | "The Tempest" William Shakespeare. During this lecture we discuss on the elements and characteristics of the comedy by providing examples and illustration from "The Tempest" |
| 12 | Short stories analysis. Analysis of short stories, characteristics and steps to be followed. Exercises and other activities, from "Elements of a story , "Walsh Publishing Co. (2009)"Elements of a story", Walsh Publishing Co. (2009) |
| 13 | 'Story of an hour', Kate Chopin. Literary analysis base on elements of a story |
| 14 | Language exercises. The focus of this lecture is language and its use . Exercises from "Elements of a story", Walsh Publishing Co. (2009). Discussion and Debates in groups |
| 15 | Review . Exam preparation |
| 16 | Final Exam |
| Prerequisites | The student must attend the course at a minimum rate of 75%. |
| Literature | <ul style="list-style-type: none"> • Lazar G. Literature and Language Teaching. Cambridge Universitz press 2009. 2. Kennedy, X.J., Literature: An Introduction to Fiction, Poetry and Drama, 4th edition, Little, Brown and Company, Boston and Toronto, 1987 • Elements of a story. Walsh Publishing Co. 2009 |
| References | <ul style="list-style-type: none"> • Ruby ,M. & Mark M. I..(2000), Poetry for students. Gale Group. New York • Wilfred L. Guerin .(2005) A handbook of critical approaches to literature. New York • EDB Professional Development for Teachers,British Council Hong Kong "Teaching English through Drama",2009 |
| Course Outcome | |
| 1 | Students are able to understand literary genres |
| 2 | Students are able to give critical point of views |
| 3 | Students are able to analyze complex texts |
| 4 | Students are able to work on language exercises |

| Course Evaluation | | | |
|--|-----------------|-------------------------|----------------------|
| In-term Studies | Quantity | Percentage | |
| Midterms | 1 | 35 | |
| Quizzes | 0 | 0 | |
| Projects | 0 | 0 | |
| Term Projects | 0 | 0 | |
| Laboratory | 0 | 0 | |
| Class Participation | 1 | 10 | |
| Total in-term evaluation percent | | 45 | |
| Final exam percent | | 55 | |
| Total | | 100 | |
| ECTS Workload (Based on Student Workload) | | | |
| Activities | Quantity | Duration (hours) | Total (hours) |
| Course duration (Including the exam week: 16x Total hours of the course) | 16 | 3 | 48 |
| Study hours outside the classroom (Preparation, Practice, etc.) | 14 | 5 | 70 |
| Duties | 0 | 0 | 0 |
| Midterms | 1 | 0 | 0 |
| Final Exam | 1 | 1 | 1 |
| Other | 0 | 0 | 0 |
| Total Work Load | | | 119 |
| Total Work Load / 25 (hours) | | | 4.76 |
| ECTS | | | 5.00 |