



Universidad
de Alcalá

GUÍA DOCENTE

Poetry in the Language Classroom

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

Universidad de Alcalá

Curso Académico 2024/25

1er Cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Poetry in the Language Classroom
Código:	200421
Departamento:	Filología Moderna
Área de Conocimiento:	Inglés
Carácter:	Optativa
Créditos ECTS:	4
Cuatrimestre:	1º
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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:

CG2 – Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

CB7 – Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.

CG1 – Acquire the basic didactic knowledge characterising foreign language's teaching and learning processes.

Specific competences:

CE1.4 – Learn technical resources and strategies that foster the development of linguistic and communicative competence and their assessment.

CE2.1 – Plan, develop and assess the teaching and learning process by encouraging educational processes that facilitate the acquisition of competences specific to the English language in bilingual teaching environments and other settings where English is taught as a second language.

CE4.1 – Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE1.2 – Understand the foundations of bilingual education and the possibilities of using literature in teaching the English language.

CE5.1 – Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.

CE5.4 – Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Transversal competences:

- C1. - Communicative competence in English
- C2. – Ability to think critically
- C3. - Use of bibliographical resources
- C4. – Ability to use ICT

Learning outcomes:

Students should be able to...

1. be familiar with the main characteristics of poetry and poetic language
2. show awareness of the challenge of using poetry in the second language classroom
3. understand the concept of scaffolding
4. be able to transfer the specific traits of poetic texts to the needs and possibilities of the language classroom
5. work with the poetry in the language classroom in a productive and communicative way

3. MODULE CONTENTS

Units	Credits
1. The potential of poetry in the language classroom: language, sound, rhythm and visual aspects	• 1
2. Literacy and scaffolding	• 1
3. Creating your own lesson plan: designing a unit of work around poetry	• 2

Class timetable

Sessions	Unit	Activity / Assignment
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1	Presentation of the subject	<ul style="list-style-type: none"> • Aims of the course • Structure and organisation of the course • What is poetry • The place of poetry in the classroom • Present and discuss poems & teaching aims
2	Literacy and scaffolding	<ul style="list-style-type: none"> • Teaching point / productive aim • Scaffolding (modelling) • Present and discuss scaffolding
3	Practice	<ul style="list-style-type: none"> • Present and model varieties of scaffolding • Look at cognitive challenges

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Face to face sessions	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 and workshop tasks.

Learning materials are set theoretical texts, poems and texts with poem-like qualities, as well as explanatory power points and videos.

Students will have to work on poems, theoretical texts and videos, and present the results of their analysis in class, whether freely or with power point. Their understanding of the poems as well as their pedagogical uses will be subjected to constructive criticism and their doubts will be answered at all times. Students are expected to read some of the relevant critical texts alongside the class meetings. All classes are in English.

5. ASSESSMENT

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH official guidelines.¹

Continuous assessment

- **Ordinary**

Students following the continuous assessment scheme will read a series of texts and do a series of tasks, all uploaded to blackboard. The preparation and discussion of these during class will be part of their 'participation' mark. Students will also have to submit three assignments within the submission deadlines, which will be given at the beginning of the course. Students will have to hand in three written assignments. 1. Choice of a poem they enjoy very much and would like to use in class. Students have to [1] specify as best they can the reason(s) for liking this poem, show what there is to observe in the poem (again, highlight or quote if necessary), and [2] present a production aim for the poem.

2. Analysis of one of two texts of their choice (poem / poetic voice-over from a movie) and preparation. Students will have to [1] decide about a possible aim which they would like to pursue with their students, and [2] list the needs of students in each of the phases of the process (understanding, enjoying, observation, analysis, production) and the scaffolding they will need (template provided).

3. Do with the poem of their choice (submission 1) what they have done with the poem / voice-over of submission 2: [1] decide about a possible aim which they would like to pursue with their students, and [2] list the needs of students in each of the phases of the process (understanding, enjoying, observation, analysis, production) and the scaffolding they will need (template provided).

Students should have acquired the desirable level of competence and skills indicated in this syllabus in each of the competences specified in the assessment criteria below. Thus, by the end of the course, students are expected to be able to:

1. be familiar with the main characteristics of poetry and poetic language
2. show awareness of the challenge of using poetry in the second language classroom
3. understand the concept of scaffolding
4. be able to transfer the specific traits of poetic texts to the needs and possibilities of the language classroom
5. work with the poetry in the language classroom in a productive and communicative way

Grading Criteria

¹ Normativa de evaluación de los aprendizajes de la UAH (30 septiembre de 2021).

<https://www.uah.es/export/sites/uah/es/conoce-la-uah/organizacion-y-gobierno/.galleries/Galeria-Secretaria-General/Normativa-Evaluacion-Aprendizajes.pdf>

Assessment will be based on the following:	Percentage	Criteria
Participation	Up to 30%	See assessment criteria 1-5, except 3
Submission 1	Up to 30%	See assessment criteria 1-5
Submission 2	Up to 30 %	See assessment criteria 1-5
Assignment 3	Up to 40%	See assessment criteria 1-5

Note: Students are responsible for completing their assignments before the deadline. Late assessments will not be accepted, unless the instructor determines that a late assignment is justified.

- **Extraordinary**

There will be a resit opportunity at the end of the second semester. It will consist of the same three submitted activities as the ones asked for in the continuous assessment, and will constitute 100% of the resit mark. Students can either start these activities from zero or try to improve what they have already done for the course.

There will be a resit opportunity at the end of the second semester. It will consist of the same three submitted activities as the ones asked for in the continuous assessment, and will constitute 100% of the resit mark. Students can either start these activities from zero or try to improve what they have already done for the course.

Final evaluation

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

Students opting for **final assessment** will complete **the three activities for the continuous assessment** and send them to the lecturer within the submission deadline set for final projects.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to

the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Halbach, Ana. (2022) *The Literacy Approach to Teaching Foreign Languages*. London: Palgrave Macmillan.

Shanklin, Nancy. (2009) Exploring Poetry: How Does a Middle School Teacher Begin? *Voices from the Middle*. 16 (3), 46–47.

Hadaway, Nancy L., Vardell, Sylvia M. and Young, Terrell A. (2001) Scaffolding Oral Language Development through Poetry for Students Learning English. *The Reading Teacher* 54 (8), 796–806.

Hanauer, David I. (2012) Meaningful literacy: Writing poetry in the language classroom. *Language Teaching*. 1, 105–115.

Foale, Jan and Pagett, Linda. (2009) *Creative Approaches to Poetry for the Primary Framework for Literacy*. London: Routledge.

Sedgwick, Fred. (2000) *Writing to Learn: Poetry and Literacy across the Primary Curriculum*. London: Routledge.

Wainwright, Jeffrey. 2004. *Poetry: The Basics*. London: Routledge.

Wolosky, Shira. (2001) *The Art of Poetry: How to Read a Poem*. Oxford: Oxford UP.