

The Hebrew University of Jerusalem

Syllabus

The Teaching of English Literature in the Israeli School System - Special Program - 34033

Last update 04-09-2018

HU Credits: 6

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Teaching Training - Diploma

Academic year: 0

Semester: 2nd Semester

Teaching Languages: Hebrew

Campus: E. Safra

Course/Module Coordinator: Frieda Nissim-Amitay

Coordinator Email: duv.sim18@gmail.com

Coordinator Office Hours: Thursday 15.30-17.30

Teaching Staff:

Ms. Simone Duval

Course/Module description:

Teaching Literature in the Israeli high school system

Course/Module aims:

The course provides participants with a general overview and understanding of the English Bagrut and the necessary knowledge to comfortably prepare appropriate teaching materials for the teaching of English literature.

Learning outcomes - On successful completion of this module, students should be able to:

On successful completion of this course, participants should be able to:

1. Backward plan a 3 year program to teach the complete Literature Program.
2. Prepare a unit planner to teach a poem.

Attendance requirements(%):

80%

Teaching arrangement and method of instruction: Teaching arrangement and method of instruction:

Interactive lectures

Discussions

Teacher and student presentations

Collaborative and individual tasks

Course/Module Content:

Topics:

1. Appreciating literature
2. The Israeli Bagrut
3. Teaching poems, short stories, plays and novels to junior high and high school students.
4. Teaching literature to 3/4/5 point classes.
5. Teaching literature to English Speakers.
6. Incorporating the skills of reading, writing, speaking and listening, while teaching literature.

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7. Reading for Pleasure – Extensive Reading
8. Using YouTube/ smartphones and other digital tools to teach and assess literature

Required Reading:

http://cms.education.gov.il/educationcms/units/mazkirut_pedagogit/english/inspecto ratesdesk/whatsnew.htm
The Literature Handbook

Additional Reading Material:

Linabarger, M. (2004). Poetry top 10: A foolproof formula for teaching poetry. *The reading teacher*, 58(4), 366-372.

Savvidou, C. (2004). An integrated approach to teaching literature in the EFL classroom. *The Internet TESL Journal*, 10(12), 1-6.

Van, T. T. M. (2009). The relevance of literary analysis to teaching literature in the EFL classroom. In *English Teaching Forum* (Vol. 47, No. 3, p. 2). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 C Street NW 4th Floor, Washington, DC 20037.

Zohar, A. (1999). Teachers' metacognitive knowledge and the instruction of higher order thinking. *Teaching and teacher education*, 15(4), 413-429.

Zohar, A., & David, A. B. (2008). Explicit teaching of meta-strategic knowledge in authentic classroom situations. *Metacognition and Learning*, 3(1), 59-82.

Zohar, A., Degani, A., & Vaaknin, E. (2001). Teachers' beliefs about low-achieving students and higher order thinking. *Teaching and Teacher Education*, 17(4), 469-485.

Course/Module evaluation:

End of year written/oral examination 0 %

Presentation 20 %

Participation in Tutorials 10 %

Project work 20 %

Assignments 50 %

Reports 0 %

Research project 0 %

Quizzes 0 %

Other 0 %

Additional information:

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