

POETRY

Credit : 2 Credits

Time : Wednesday, Class B, 07:30 – 09:00 Study Program : English Education Study Program

Academic Year 2021/2022 Odd Semester

Lecturer : Anjar Dwi Astuti, M.Hum

I. COURSE DESCRIPTION

Examine the intrinsic elements of poetry and its content. Develop a video presentation to analyse a poetry in relation to literature and language teaching.

II. LEARNING OUTCOMES:

Students are able to:

- 1. explain the intrinsic elements of poetry based on the characteristics of each element
- 2. examine the content of poetry in detail
- 3. identify poetry in relation to language teaching
- 4. create a video presentation to analyse a poetry in relation to language teaching.

III. COURSE OUTLINE

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Week 1	Course introduction		
18 Aug	Class rules		
(via zoom)	• Syllabus		
	Project summary:		
Speculation	 Main class project: Recommend poetry as learning media in English teaching Stated problem: Literature, specifically poetry, is not an option for preservice teachers to develop learning media in their internship subject. Stated goal: Through the observation, analysis, and discussion we will recommend using poetry to develop learning media. Create groups What is poetry? Definition Types of poetry 		
Week 2	The elements of poetry (1)		
25 Aug	The speaker		
(via geschool)	• Diction		
	• Imagery		
Planning	Discussing <i>The Banyan Tree</i> by Rabindranath Tagore		
	Group assignment : observe videos about poetry and poetry for language teaching		
Week 3	The elements of poetry (2)		
1 Sept	• Structure		
(via geschool)	Sound patterns		
	Figurative language		
	Discussing I Wandered Lonely as a Cloud by William Wordsworth		
Week 4	Poetry analysis		
8 Sept	Reading log		
(via geschool)	Free analysis		
	Individual assignment: write an analysis based on a poetry. (Gform)		

Week 5 Poetry and language teaching (Analyse the content of the model)		
(via zoom) Conducting Week 6 22 Sept Week 7 29 Sept (via geschool) Week 8 6 Oct (via zoom) Week 9 13 Oct (via zoom) Week 10 20 Oct (via zoom) Week 11 27 Oct (via zoom) Week 12 3 Nov (via zoom) Week 13 10 Nov (via zoom) Week 14 17 Nov (via WAG) Week 15 24 Nov (via WAG) Week 16 1 Dec Mid TEST (Written test) Summarize information for presentation Group assignment: find a poetry that will be analysed and the language aspect that can be used to teach English Discussing the result of the previous group assignment. (1) Discussing the result of the previous group assignment. (2) Discussing the result of the previous group assignment. (3) Discussing the result of the previous group assignment. (3) Present the video (1) Fresent the video (2) Show (via zoom) Week 12 17 Nov (via WAG) Week 15 24 Nov (via WAG) Final project submission	Week 5	Poetry and language teaching (Analyse the content of the model)
Group assignment: present the result of the observation by exploring swot analysis on the videos	15 Sept	• Why
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(via email)	1 Dec	
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IV. EVALUATION

Weekly Assignment and Attendance (20%), Mid Term (30%), Final Examination (50%). Please note that a substitute/make-up test is not entertained.

V. SUGGESTED READING

Abrams, M.H. 1999. A Glossary of Literary Terms (7th Ed.). USA. Thomson Learning, Inc.

Dewi, Novita. 2016. Words' Wonder: Beginners' Guide to Literature. Yogyakarta. Sanata Dharma University Press.

Gill, Richard. 1995. Mastering English Literature (Second Edition). London. Macmillan Press Ltd.

Safier, Fannie. 1985. Adventures in Reading. USA. Harcourt Brace Jovanovich, Inc.

VI. CLASSROOM ETIQUETTE

- 1. Please do come on time. Five minute-late with good reason is tolerable for video conference online sessions.
- 2. Activate the video is a must in video conference online session for QA.
- 3. **80%** of attendance is a must (It means **3 times** of absence is the maximum).
- 4. Late assignments (homework questions and/or papers) and make-up exams are not entertained.

VII. GROUP PROJECT

- In a group of THREE members:
 - o make a short video. You may use:
 - o animation,
 - music background but in an appropriate volume for not distracting the explanation voice,
 - and others to make the video interesting.
 - o the content of the video are:
 - o 1. the poetry
 - 2. the theory or argument on poetry for language teaching
 - 3. the steps for using the poetry in relation to teach one of the English skills (reading, writing, listening, or speaking)
 - o the duration of the video 8 until 10 minutes,
 - Sent the video to email: anjardwiastuti@fkip.unmul.ac.id

VIII. SCORING RUBRIC FOR THE VIDEO PROJECT

www.olejarz.com/arted/digitalvideo/interviewrubric.pdf Subject

- is interesting
- is educational
- is relevant to audience
- provides insight into topic
- is discussed thoroughly
- is entertaining

Concept Score _____ 15 - 40

Content

- Presents interesting information
- Language is used properly and effectively
- Images and/ or graphics relate well to content
- Student(s) behave professionally on camera
- Student(s) demonstrate thoughtful approach to subject

Content Score	10 -	35
CONTENT SCOLE	10 -	J

Technical Aspects

- Camera is stable, smooth movements and pans
- Subject is framed well, images are well composed
- Subject is lit and clearly visible
- Sound is clear and understandable
- Video is edited effectively, flows well
- Titles are used effectively
- Transitions are used effectively
- Project was completed in a timely manner

Technical Aspects Score _____ 5 - 25

GROUP	COMMENT	SCORE
2	The audio quality, pronunciation and intonation are okay although	SB: 32
	there are some mispronounced words. The explanation is not only	CT: 27
	reading the slides in some parts which are good. The content is	TA: 20
	okay but the use of the poem in the explanation about language	TOT: 79
	aspect does not explain well.	
3	The presentation is mostly reading the slides. Some mispronounced	SB: 32
	words and intonation needs to be developed. The content is okay	CT: 26
	but the use of the poem in the explanation about language aspect	TA: 21
	does not explain well.	TOT: 79
4	An errors audio before reading the poem. The steps explain in order	SB: 32
	although the detail is needed to show how the poem is used for	CT: 27
	language teaching. Some mispronounced words. The exercise	TA: 21
	shows the position of the words in the poem is better.	TOT: 81
5	Some mispronounced words and grammatical errors. The	SB: 33
	presentation is mostly reading the slides. The content shows the	CT: 27
	use of poetry for teaching language. Reading the formula part need	TA: 21
	variations.	TOT: 81
6	The video format is interesting. In some parts, the music	SB: 34
	background is too loud. Some mispronounced words and	CT: 25
	sometimes unclear. The content is okay but the use of the poem in	TA: 23
	the explanation about language aspect does not explain well.	TOT: 82
7	The presentation is mostly reading the slides. Some mispronounced	SB: 34
	words. The intonation is okay. The colour of the letters in the slides	CT: 26
	is not clearly seen, perhaps because of the pink background. The	TA:22
	content shows the use of poetry for teaching language	TOT:82
8	Some mispronounced words and grammatical errors. The	SB:32
	presentation is mostly reading the slides. The questions and	CT: 26
	answers session are not well-explained and well-arranged. The	TA:21
	content is okay.	TOT: 79
9	The presentation is mostly reading the slides. Some mispronounced	SB: 33
	words. The intonation and transition are okay. The content is okay.	CT: 26
		TA: 22
		TOT: 81
10	The presentation is mostly reading the slides. Some mispronounced	SB: 33
	words and grammatical errors. In certain slides, the audio is not	CT: 27
	stable. Some repetitions for explaining the answer. The content	TA: 22
	shows the use of a poetry for teaching language, specifically in	TOT: 82
	explaining the material part.	