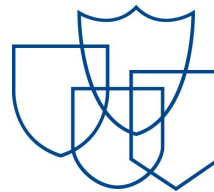


ESSARP Centre programme

Courses



ESSARP
English Speaking Scholastic
Association of the River Plate

Please note:

Enrolment will be made through ESSARP's web page. If you have enrolled for a course and will not be able to attend a single session or the whole course, please advise at the Centre as soon as possible. Please ensure a prompt start by planning to arrive in advance of the beginning of the session.

D995 - Webinar - Staging What is Left. Teaching A Long Day's Journey into the Night (set text, AS & A Level Literature 2024)

Dates: 21 August from 17:30 hs. to 19:30 hs. - 2024

Venue: Distance

Sessions: 1

Minimum attendance for certificates: 1

Vacancies per school: 5

For: Language and Literature teachers interested in teaching Literature, in general, and A Long Day's Journey into the Night, in particular. Literature lovers interested in discussing this dramatic piece from a critical perspective

Please enrol before: **2024, Aug 16th**

Facilitator(s): *Cecilia Lasa MA*

Cecilia Lasa is a Teacher of English (IESLV "Juan R. Fernández") and a Teacher of Literature (Facultad de Filosofía y Letras, UBA). She holds a Master's Degree in Literatures in Foreign Languages and in Comparative Literatures (UBA) and a Higher Diploma in Research in Humanities (UBA). She has done a Specialisation in Reading, Writing and Education (FLACSO) and in Writing and Literature (Ministerio de Educación). She has worked as a teacher of Literature and of academic reading and writing in Teacher Training Colleges in Ciudad Autónoma de Buenos Aires and in Universidad Nacional de Avellaneda. She is currently working as a teacher and researcher in English Literature and American Literature (FFyL, UBA) and conducting her Ph. D research at Instituto de Filología "Amado Alonso" (UBA-CONICET). She is the author of Academic Writing and has edited and co-authored Literatura y formación docente. Proyectos de lectura y de escritura.

Objectives:

- To identify the main problems and challenges teachers and student may face when studying A Long Day's Journey into the Night
- To account for the main conflict(s) in the play
- To explain how the construction of characters and the setting contributes to the main conflict(s) in A Long Day's Journey into the Night
- To analyse the cultural and political implications of the play
- To discuss possible strategies, activities, resources and dynamics to tackle A Long Day's Journey into the Night in class

Contents:

- The USA in the context of the First and the Second World Wars.
- Character construction.
- Setting and atmosphere.
- Family and violence.
- The public and the private.

Bibliography: Source text

O'Neill, E. A Long Day's Journey into the Night.

Critical and theoretical material

Bloom, H. (ed.) (2009). Eugene O'Neill's Long Day's Journey Into Night (Bloom's Modern Critical Interpretations). New York: Infobase Publishing.

Manheim, M. (ed.) (2009). The Cambridge Companion to Eugene O'Neill's. Cambridge: CUP.

Cambridge's Bibliography about Literature in English

Cambridge International Examinations (2018). Learner Guide IGCSE® Literature in English. Cambridge: Cambridge University Press.

Russell, C (2018). Cambridge IGCSE® and O Level Literature in English. Cambridge: Cambridge University Press.

Whitthome, E (2018). AS & A Level Literature in English. Cambridge: Cambridge University Press.

- Methodology:**
- Recovery of attendees' main difficulties when teaching literary texts and of their previous knowledge about the play and its author
 - Discussion of the problems related to the context of production
 - Introduction to Eugene O'Neill's theatre and the importance of this play
 - Exploration of specific features of the play –stage directions, characters, setting, conflict, etc.
 - Guided group analysis of the play.