

## **Comprehensive Situations of Integration**

The main objective of these situations of integration is to consolidate first-year students' foundational knowledge of literary studies by moving them from passive reception of theoretical content to active intellectual production. These situations foster academic autonomy, collaborative competence, and oral communication skills, ensuring that students not only understand core literary concepts but can operationalize them in structured, critical, and contextually grounded discourse.

### **1. Creative-Critical Project: Rewriting a Scene from Another Perspective**

#### **A-Task instructions, text selection, and procedure**

Students select a short scene from a studied literary text and rewrite it from an alternative narrative perspective, such as that of a minor character or through a different focalization. The rewritten piece (800–1000 words) must maintain coherence with the original plot while transforming voice and point of view. Students then produce a brief analytical commentary (approximately 500 words) explaining the narrative strategies they adopted and the stylistic adjustments made. The activity concludes with a peer feedback session during which selected rewritings are discussed in class.

#### **B-Objectives of the Situation**

This situation aims to reinforce students' understanding of narrative voice, focalization, and characterization through applied practice. It encourages the integration of creativity with critical awareness, allowing learners to internalize theoretical concepts by manipulating them. Additionally, it develops interpretive sensitivity, stylistic control, and the ability to justify analytical choices using appropriate literary terminology.

## **2. Comparative Analytical Presentation: Genre and Narrative Technique in Prose vs. Drama**

### **A-Task, Selection, and Procedure**

Working in small groups, students select one prose extract (short story or novel passage) and one dramatic scene previously studied in class. They prepare a structured oral presentation comparing elements such as narrative voice, dialogue, characterization, plot construction, and audience reception. The presentation (approximately 15 minutes) must include a visual comparative framework highlighting similarities and differences. A question-and-answer session follows each presentation to deepen analytical engagement.

### **B-Objectives of the Situation**

This situation aims to consolidate students' knowledge of genre conventions and develop comparative reasoning skills. It fosters the accurate use of narratological and dramatic terminology while strengthening oral academic discourse. Students learn to organize analytical arguments coherently and to synthesize textual observations within a structured comparative framework.

## **3. Case Study Analysis: Literary Character as a Psychological Case**

### **A-Task, Selection, and Procedure**

Students select a fictional character from a studied text and construct a structured psychological profile based exclusively on textual evidence. The report is organized into sections including background information, behavioral patterns, motivations, and internal conflicts. Groups support their interpretations with direct quotations and narrative analysis before presenting their findings orally to the class.

### **B-Objectives of the Situation**

This activity aims to deepen students' analytical engagement with characterization by encouraging close reading and inferential reasoning. It integrates literary analysis with

interdisciplinary perspectives, particularly psychological and sociological insights. The task enhances interpretive rigor, evidentiary support, and structured academic presentation skills.

#### **4. Intertextuality Workshop: Tracing Influence and Adaptation**

##### **A-Task, Selection, and Procedure**

Students identify two texts—one serving as a source or precursor and the other as a reinterpretation, adaptation, or rewriting. Through close reading of selected passages, they analyze shared motifs, themes, symbols, or structural elements. Findings are synthesized in a comparative chart and presented in class, followed by a guided discussion on originality, influence, and transformation in literary production.

##### **B-Objectives of the Situation**

This situation aims to introduce students to the concept of intertextuality and the dynamics of literary influence. It develops advanced comparative analysis and the ability to detect thematic and structural correspondences across texts. Students strengthen their capacity to evaluate how meaning evolves through reinterpretation within different historical or cultural contexts.

#### **5. Structured Academic Debate: “Is Literature a Reflection of Society or a Construction of Ideology?”**

##### **A-Task, Selection, and Procedure**

Students are divided into two panels representing opposing theoretical positions: literature as a reflection of social reality, and literature as an ideological construct shaped by power structures. Each group conducts theoretical research and prepares structured arguments supported by textual examples. The debate includes opening statements, rebuttals, counter-arguments, and a moderated discussion, followed by an individual reflective paragraph submitted after the session.

## **B-Objectives of the Situation**

This situation aims to develop argumentative competence grounded in literary theory. Students learn to mobilize abstract theoretical frameworks within structured academic discourse and to defend positions using logical reasoning and textual support. The activity promotes critical thinking, rhetorical precision, and the ability to evaluate competing interpretations.

## **6. Literary Theory Application Project: Applying One Critical Lens to a Literary Text**

### **A-Task, Selection, and Procedure**

Individually or in pairs, students select a literary text and apply a specific theoretical approach (e.g., Marxist, Feminist,...) to produce a research-based analytical essay of approximately 1500 words. The process includes submission of a brief proposal outlining the research question and theoretical framework, followed by the completed essay and a concise oral summary presented in class.

## **B-Objectives of the Situation**

This culminating situation aims to synthesize theoretical knowledge, analytical methodology, and academic writing skills within an extended scholarly task. It requires students to operationalize abstract critical concepts, construct a sustained argument, and integrate textual evidence coherently. The project develops research autonomy, methodological rigor, and advanced critical literacy appropriate to first-year university standards.