



## Course syllabus

Faculty of Arts and Humanities

Department of Languages

1EN001 Engelska 1, 30 högskolepoäng

English 1, 30 credits

### **Main field of study**

English

### **Subject**

English

### **Level**

First cycle

### **Progression**

G1N

### **Date of Ratification**

Approved 2020-01-08.

Revised 2024-05-16. Changes in required reading

The course syllabus is valid from autumn semester 2024.

### **Prerequisites**

General entry requirements, with the exception of Swedish, and English 6.

### **Objectives**

After completing the course, the student should be able to:

- account for, interpret and discuss basic concepts in English linguistics and literary studies
- identify and account for research questions, methods, material and results in scientific publications, at a basic level
- conduct basic linguistic analyses
- conduct basic literary analyses

- produce written and oral texts in English that serve their given purpose
- describe their own knowledge of English linguistics and literature and identify their needs for further knowledge.

Intended learning outcomes for each module:

### **Module 1. English linguistics, 14 credits**

After completing the module, the student should be able to

- demonstrate good knowledge of a number of linguistic areas, and discuss and use basic linguistic terminology in analyses within these areas
- account for and explain basic grammatical concepts and principles in the English language, and apply these in their own spoken and written production of English
- critically review the aims and relevance of linguistic texts at a basic level
- conduct basic grammatical analyses
- account for the methodological basis of language-history studies in English and demonstrate basic insights regarding processes of change and variation in the English language, as well as an ability to evaluate important factors influencing such processes
- account for and analyse the history and development of the English language, at a basic level
- interpret contemporary English in its many forms through the history of the language.

### **Module 2. English literature, 10 credits**

After completing the module, the student should be able to

- demonstrate basic knowledge of the historical and cultural contexts of literary texts
- form a basic understanding of literature as a research field
- identify and compare literary genres and forms on the basis of a broad understanding of the text concept
- critically review the aims and relevance of literary research texts at a basic level
- discuss the applicability of different theoretical tools in the analysis of a specific literary text,
- structure a literary analysis at a basic level, in accordance with field-specific conventions, based on a theoretical approach.

### **Module 3. Theme course, 3 credits**

After completing the module, the student should be able to

- discuss, problematise and analyse one or several linguistic or cultural themes, or themes specific to the student's programme.

### **Module 4. Portfolio, 3 credits**

After completing the module, the student should be able to

- write short academic texts that are well-structured, for the most part grammatically correct, and adapted to different contexts, using appropriate vocabulary
- use correct referencing and refer to secondary sources
- demonstrate good skills in holding short, well-prepared, coherent oral presentations that are not too dependent on a manuscript (that is, without reading directly from the manuscript). The presentations should be delivered in adequate English serving its given purpose, and the content should be relevant, adapted to the situation and of an academic quality.

## Content

In the first semester of English studies, the students acquire basic knowledge of the English language. The course begins with an introduction to general grammar. The students develop and broaden their knowledge of grammar, linguistics and literature, and are introduced to a linguistic, cultural or programme-specific theme specific for the subject of English. The students practise competencies such as independent work, cooperation, critical thinking, oral and written communication skills, time management and analytical skills.

The course includes the following modules:

### **Module 1. English linguistics, 14 credits**

The component *Introduction to English linguistics* includes a general introduction to the form and function of the English language and discusses the methods and terminology of different fields in linguistics, e.g., phonetics and morphology. These fields are discussed, analysed and problematised in lectures, seminars and oral and written exercises, individually and in groups.

The component *English language history* includes an introduction to the history and development of the English language. It introduces the methodological basis of English language history studies and presents factors that play an important role in processes of change and variation in English. It includes an introduction to the history of the English language. The students are given the opportunity to interpret contemporary English in its many forms through the history of the language.

The component *English grammar* includes an introduction to English grammar, and the students develop their abilities to understand and explain general grammatical concepts and principles, and apply these in their own spoken and written English. The subject is discussed, analysed and problematised in lectures, seminars and oral and written exercises, individually and in groups.

### **Module 2. English literature, 10 credits**

This module exemplifies and discusses a number of different forms and genres on the basis of a broad understanding of the text concept. The module introduces tools for literary analysis, which are subsequently applied in in-depth analyses of texts in an additional number of genres. The texts are studied in relation to their cultural and historical contexts. The module prepares the student for academic writing in the research field, through practical exercises and analyses of texts specific to the discipline.

### **Module 3. Theme course, 3 credits**

This module presents, discusses, analyses and problematises one or several linguistic or

cultural themes, or themes specific to the student's programme. The module prepares the student for academic writing about the themes discussed through practical exercises and analyses of texts specific to the discipline.

#### **Module 4. Portfolio, 3 credits**

This module includes exercises in oral and written language proficiency linked to modules 1–3. The assessment of the students' language proficiency is formative. The students' language proficiency is examined at the end of the course, as part of Module 4. See the section on examination below for information on the content and organisation of the examination.

#### **Type of Instruction**

Teaching is delivered in the form of lectures, seminars and oral and written exercises, individually and in groups.

#### **Examination**

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for at least 12 of the 30 credits, including at least two of the component parts of Module 4: Portfolio.

The modules are examined as follows:

#### **Module 1. English linguistics, 14 credits**

This module is examined through a written room examination in English grammar (4 credits), a written exam in Linguistics (3 credits), a written assignment in English linguistic history (3 credits) and oral presentations in English linguistic history (10 credits).

#### **Module 2. English literature, 10 credits:**

This module is examined through oral presentations (4 credits) and two written assignments (3+3 credits).

#### **Module 3. Theme course, 3 credits:**

This module is examined through a written assignment (2 credits) and an oral presentation (1 credit).

#### **Module 4. Portfolio, 3 credits:**

This module is examined through a written room examination in essay writing (1 credit), a Portfolio (written hand-in assignment, 1 credit) and an oral presentation (1 credit).

Since one of the fundamental objectives of the course is for the student to be able to use the English language in a correct, varied and contextually appropriate manner, language proficiency is assessed formatively in all modules. The student's oral and written language proficiency is examined summatively through the final examination in Module 4: Portfolio.

If the university has decided that a student has the right to special educational support

due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

## Course Evaluation

A course evaluation should be conducted during the course or in connection with its conclusion. The results and analysis of the completed course evaluation should be promptly communicated to students who have completed the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

## Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 1ENÄ12 (27 credits), 1EN20Ä (27 credits).

## Required Reading and Additional Study Material

Required reading is listed below for each module. The latest editions should be used if there are more than one.

Literature listed as Additional reading material is not mandatory.

### Module 1

Estling Vannestål, Maria. Latest edition. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 586 p.

Svartvik, Jan & Geoffrey Leech. Latest edition. *English: One Tongue, Many Voices*. Houndmills: Palgrave Macmillan. 302 p.

Yule, George. Latest edition. *The Study of Language*. Cambridge: Cambridge University Press. 420 p.

Material provided by the department, approx. 100 pages.

*Additional study material:*

Roberts, Ian. 2017. *The Wonders of language: or How to make noises and influence people*. Cambridge, United Kingdom: Cambridge University Press. 238 p. ISBN 978-1-316-60441-0 (paperback). ISBN 9781316576595 (E-book).

### Module 2

Baldick, C. Latest edition. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press. Available in full at the university library website. Selection, approx. 50 pages.

Pugh, T. & M. E. Johnson. 2014. *Literary Studies: A Practical Guide*. New York: Routledge. ISBN: 0415536928. Available in full at the university library website. Selection, approx. 200 pages.

Scientific articles and literature (web based material), approx. 300 pages.

The students read a selection of the following literary texts, decided by the teacher:

Beckett, Samuel. 2010. *Happy Days*. London: Faber & Faber [1960]. 80 p.

Churchill, Caryl. 2001. *Far Away*. New York: Theatre Communications Group. 64 p.

Delaney, Shelagh. 2008. *A Taste of Honey*. London: Bloomsbury. [1959]. 96 p.

Gaiman, Neil. 2012. *Coraline*. New York: HarperCollins. [2002]. 162 p.

Hamid, Mohsin. 2017. *Exit West*. Riverhead Books. 240 p.

Ishiguro, Kazuo. 2005. *Never Let Me Go*. London: Faber & Faber. 318 p.

Kincaid, Jamaica. 1997. *Annie John*. New York: Farrar, Straus and Giroux. [1983]. 160 p.

Otsuka, Julie. 2013. *The Buddha in the Attic*. London: Penguin, [2011]. 129 p.

Plath, Sylvia. 2005. *The Bell Jar*. London: Faber & Faber. [1963]. 272 p.

Priestley, J. B. 2001. *An Inspector Calls*. London: Penguin. [1945]. 96 p.

Shakespeare, William. 2014. *Romeo and Juliet*. Robert Smith (ed). *The Cambridge School Shakespeare*. Cambridge: Cambridge University Press.

Winterson, Jeanette. 2014. *Oranges Are Not the Only Fruit*. London: Random House, [1985]. 240 p.

### **Module 3**

Course literature is chosen in consultation with the teacher, ca 100 p.

### **Module 4**

Meyers, Alan. 2020. *Longman Academic Writing Series 5 - Essays to Research Papers*. White Plains NY: Pearson. 250 p.