



## 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 Group**

English

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2020-01-08

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

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

## Objectives

After completing the course, at given deadlines, independently and in cooperation with others, the student should be able to:

- account for, interpret and discuss basic concepts in English linguistics and literary studies,
- identify and account for basic research questions, methods, material and results in scientific publications,
- conduct basic linguistic analyses,
- conduct basic literary analyses,
- produce written and oral texts in English for different purposes,
- describe their own knowledge in English linguistics and literature and identify their needs for further knowledge.

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

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

- demonstrate knowledge of basic linguistic terminology within a number of linguistic areas, and discuss and apply this in analyses,
- 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 into and evaluate the factors influencing change and variation in the English language,
- at a basic level account for and analyse the history and development of the English language,
- interpret contemporary English and 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,
- account for literature as a research field at a basic level,
- 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 various theoretical tools in analyses of specific literary texts,
- structure a literary analysis at a basic level in accordance with field-specific conventions, on the basis of a specified 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 other themes relevant to the student's programme.

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

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

- write short academic texts which are well-structured, grammatically correct and adapted to different contexts, using appropriate vocabulary,
- use source material and references to secondary literature correctly,
- demonstrate good abilities to prepare and give short, coherent oral presentations without reading too much directly from a manuscript. The presentations are delivered in proper English, and their content relevant, adapted to the situation and of academic quality.

## Content

In the first semester of English studies, the students acquire basic knowledge of the English language. The course begins with a general introduction to grammar. The students develop and broaden their knowledge of grammar, linguistics and literature, and are introduced to a linguistic, cultural or programme-specific theme within the subject of English. The students practise generic 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**

*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.

*English language history* includes an introduction to the history and development of the English language. The module introduces the methodological basis of English language history and presents aspects which influence English language development, change and variation. The module includes an introduction to the history of the English language. The students have the opportunity to interpret contemporary English in its many forms by studying the history of the language.

*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 content 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 different forms and genres on the basis of a broad understanding of the text concept. The module introduces analytical tools in comparative literature, which are then applied in in-depth analyses of literary texts in several 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 within the discipline.

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

This module presents, discusses, analyses and problematises one or several linguistic or literary themes, or other themes relevant to the student's programme. The module prepares the student for academic writing in the themes discussed through practical exercises and analyses of texts within the discipline.

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

This module includes exercises in oral and written language proficiency related to modules 1–3. The assessment of the students' language proficiency in the exercises is formative, and within module 4, the students' language proficiency is examined at the end of the course. 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. All sessions marked as seminars in the schedule are compulsory.

## 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 when the course starts.

In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction for at least 12 credits, including at least two of the parts in module 4, Portfolio.

The modules are examined through the following parts:

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

This module is examined through a written examination in English grammar (4 credits) and written assignments and oral presentations (10 credits).

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

This module is examined through written assignments and oral presentations (10 credits).

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

This module is examined through a written assignment and an oral presentation (3 credits).

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

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

Since one of the fundamental objectives of the course is for the students 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 students' oral and written language proficiency are 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

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Required Reading and Additional Study Material

### Module 1

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

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)

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

### Module 2

Gardner, Janet E. & Joanne Diaz. 2017. *Reading and Writing about Literature: A Portable Guide*. 4th ed. Boston: Bedford/St. Martin's. 224 p.

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

Alexie, Sherman. 2007. *The Absolutely True Diary of a Part-Time Indian*. Boston: Little, Brown. 227 p.

Beckett, Samuel. 2006. *Waiting for Godot*. London: Faber & Faber [1954]. 96 p.

Card, Orson Scott. 1992. *Ender's Game*. London: MacMillan. 375 p.

Churchill, Caryl. 2002. *A Number*. London: Nick Hern. 62 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.

Miller, Arthur. 2003. *The Crucible*. London: Penguin Classics. [1953]. 176 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.

Williams, Tennessee. 2009. *The Glass Menagerie*. London: Penguin Classics. [1944]. 112 p.

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. 2014. *Longman Academic Writing Series 5 – Essays to Research Papers*. White Plains NY: Pearson. 250 p.