



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1EN014 Engelska 2 – inriktning mot arbete som ämneslärare, 30 högskolepoäng

English 2 – English for secondary school teachers, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2020-05-11

Revised 2021-06-22 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2022

Prerequisites

English 1, 1–30 credits (1ENÄ12 or 1EN001), or the equivalent.

Objectives

After completing the course, the student should – within given time frames, independently and together with others – be able to:

- express themselves using appropriate language in both speech and writing within subject areas relevant for the respective modules,
- conduct a small research assignment in language or literature didactics,
- demonstrate good abilities to apply linguistic theories and methods in analysis of texts in English,
- account for how a number of epochs in the history of literature have affected expression in different literary genres,
- apply different literary theories and methods in analysis of fiction,
- discuss, problematise and analyse certain language didactic themes.

Module specific objectives:

Module 1. English linguistics, 10 credits

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

- account for central linguistic terms and concepts in certain linguistic areas,
- use these terms and concepts in basic analyses of authentic English texts

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- analyse language variation in society and in interpersonal communication.

Module 2. English literature, 10 credits

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

- reflect on issues concerning literature history from a theoretical perspective,
- demonstrate knowledge about literary epochs, genres and narrative techniques.
- analyse literary texts in a way that takes cultural and historical contexts into account,
- account for central literary research traditions and formulate interpretations specific to the discipline.

Module 3. Language and literature didactics, 5 credits

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

- motivate, analyse, execute and evaluate a number of language and literature didactic themes,
- use terminology relevant to the profession within said themes,
- design, participate in, reflect upon and analyse formative teaching processes.

Module 4. Independent project, 5 credits

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

- write clear and well organised academic texts on the basis of scientific research questions,
- use the library's search engines to find academic high-quality sources that are relevant to the chosen subject field,
- use correct referencing techniques and appropriate style.

Content

In the second semester of English studies, the students advance their knowledge in linguistics and literature, and discuss the relevance of these fields from the point of view of a language teacher's work. Students are furthermore introduced to the academic seminar culture by writing and defending their own research paper, as well as acting as an opponent for another student's paper. Work on the research paper involves process writing and includes group seminars and peer response. Throughout the course, generic competencies such as independent work, critical thinking, oral and written communication skills, time management and analytical skills are developed.

The course includes the following modules:

Module 1 English linguistics 10 credits

In this module the students deepen their knowledge in several of the areas of linguistics introduced in the first semester. The module rests upon the teacher's research interests or current research projects in the department.

Module 2 English literature 10 credits

The module covers a selection of representative literary texts from different time periods. It emphasises on the one hand the social and historical contexts of the texts, and on the other hand their relevance in terms of certain research traditions and research questions within literary studies. The module rests upon the teacher's research interests.

Module 3 Language and literature didactics 5 credits

The module covers a number of language and literature didactic themes, which are presented, motivated, analysed, executed and evaluated. The module prepares the student for their work as a teacher, as well as for academic writing within the relevant themes, through practical exercises and analysis of texts written within specific disciplines.

Module 4 Independent project 5 credits

The student chooses a language didactic or literature didactic subject field, within which they write a research paper (ca 3000–3500 words). This requires studying literature relevant for the chosen subject field, including current policy documents. Teaching consists in process writing with feedback, along with seminars in small groups, where drafts of the paper are presented and discussed. The finished paper is presented and defended at a final seminar, where students critically review each other's papers.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, exercises, supervision, and process writing. Some parts of the teaching may include ICT.

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 course 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 the grade of Pass with Distinction for at least 20 credits, including for the module "Independent project".

The respective modules are examined in the following ways:

Module 1. English linguistics, 10 credits

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

Module 2. English literature, 10 credits

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

Module 3. Language and literature didactics, 5 credits

The module is examined through a written assignment and an oral presentation (5 credits)

Module 4. Independent project, 5 credits

The module is examined through the student's research paper, as well as through their acting as an opponent for another student's paper and their defence of their own paper at a final seminar (5 credits).

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner may offer an adapted exam or allow the student to conduct the exam in an alternative way.

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

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly 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

Required reading is listed for each module below. If there are later editions of the books than those presented below, the later editions should be used instead.

Course literature listed as Additional Study Material is not compulsory.

Module 1. English linguistics

Sociolinguistics

Baker, Paul. 2010. *Sociolinguistics and corpus linguistics*. Edinburgh: Edinburgh University Press. 189 pages.

Holmes, Janet. The latest edition. *An Introduction to Sociolinguistics*. London: Pearson. Selected chapters.

Additional literature distributed by the department (c. 100 pages)

Discourse Analysis

Mooney, A. & Evans, B., 2019. *Language, society and power : an introduction*. Fifth. London: Routledge, Taylor & Francis Group. 200 pages.

Schiffrin, D., Tannen, D. & Hamilton, H. E., 2008. *The Handbook of Discourse Analysis*. Chichester: Wiley-Blackwell. 200 pages.

Material provided by the department, ca 50 pages.

Module 2. English Literature

Defoe, Daniel. 2001. *Robinson Crusoe*. Ed. John Richetti. Penguin Classics. London: Penguin. 288 pages. ISBN: 9780141439822

Greenblatt, Stephen, et. al. (eds.) *The Norton Anthology of English Literature: The Major Authors, 10th edition. Vol 1*: 978-0-393-60308-8. Selected chapters, ca 300 pages.

Hansberry, Lorraine. *A Raisin in the Sun*. Any edition. New York: Signet Drama.

McHale, Brian & Stevenson, Randall (Eds.). 2006. *The Edinburgh Companion to Twentieth Century Literatures in English*. Edinburgh: Edinburgh University Press. (selected parts ca 120 pages.) Available at the university library web page.

Woolf, Virginia. *Mrs Dalloway*. Any edition. ca 180 pages.

Material provided by the department, ca 300 pages.

Module 3. Language and literature didactics

Language didactics

Bygrave, Jonathan, Cunningham, Sarah & Moor, Peter. 2013 (3rd ed). *Cutting Edge (Upper intermediate, Student's book with DVDROM)*. Harlow: Pearson Education. c. 100 pages. (selected parts)

Harmer, Jeremy. The latest edition. *The practice of English language teaching*. New York: Pearson/Longman. 446 pages.

Current policy documents from Skolverket (www.skolverket.se)

Material provided by the department, ca 100 pages.

Literature didactics

Schoenbach, Ruth, Greenleaf, Cynthia & Murphy, Lynn. 2012. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. San Francisco: JosseyBass, Wiley. (selected parts, ca 100 pages.) Available at the university library web page.

Wilder, Laura, 2011. *Rhetorical Strategies and Genre Conventions in Literary Studies Teaching and Writing in the Disciplines*. Carbondale: Southern Illinois University Press. (selected parts, ca 70 pages.) Available at the university library web page.

Material provided by the department, ca 100 pages.

Module 4. Independent project

Course literature is decided in consultation with the teacher.

Additional Study Material

Björk, Lennart & Christine Räisänen. The latest edition. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 pages.

Estling Vannestål, Maria. The latest edition. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. 535 pages.

Peck, John & Martin Coyle. The latest edition. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Basingstoke: Macmillan. 160 pages.