



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

1EN10L Engelska - inriktning mot undervisning och lärande i grundskolans senare år och gymnasiet I, 30 högskolepoäng
English - teaching and learning in secondary school, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

GIN

Date of Ratification

Approved by the Board of the School of Language and Literature 2009-06-16

Revised 2010-06-24. Revision of entry requirements and the English translation of the syllabus

The course syllabus is valid from spring semester 2011

Prerequisites

(Field-specific entry requirement 2 with exemption from the relevant C-language course B/level 3)

Expected learning outcomes

Module 1

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

- write clear, well-organized, grammatically correct academic texts in a manner appropriate for the actual situation, for example, argumentative and investigative texts,
- understand and explain grammatical principles of the English language,
- understand works of fiction and non-fiction as well as understand spoken academic English,
- demonstrate a good ability to deliver oral presentations.

Module 2

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

- demonstrate knowledge of basic linguistic concepts and be able to perform basic clause analysis,
- demonstrate knowledge of the fundamental features in the history and development of the English language.

Module 3

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

- formulate appropriate questions in relation to works of literature and be able to perform basic literary analysis, verbally and in writing,
- discuss elementary literary questions and demonstrate knowledge of how literary texts represent and construe different identities, cultures and social relations.

Content

Module 1 10 credits

Module 1 Introduction to English language proficiency, 10 higher education credits

The course aims to help the student learn to correctly use the English language, both verbally and in writing, in an increasingly varied manner and in a manner appropriate for the actual situation. In addition, the course provides an introduction to English grammar, where the student will learn to understand and explain grammatical concepts such as applying rules of grammar to their own verbal and written use of English. The course also covers an introduction to vocabulary learning as well as development of the student's own vocabulary.

Course components:

Introduction to English language proficiency: essay, 4 higher education credits

The student writes several shorter essays, which are read, corrected and commented on by the supervisor. The essays may be argumentative, summarizing, descriptive or critical.

Introduction to English language proficiency: grammar and vocabulary, 4 higher education credits

This part of the course covers a survey of the rules and application of English grammar, as well as vocabulary training.

Introduction to English language proficiency: oral presentation, 2 higher education credits

The student is given the opportunity to present a lecture in front of a group as well as to participate in discussion exercises.

A student who is judged by their supervisor to have problems with pronunciation and intonation will be offered special teaching sessions covering pronunciation exercises.

Module 2 10 credits

Module 2 Introduction to English linguistics and language, 10 higher education credits

The course aims to give the student a general overview of form and function in the English language. The course includes several major subject areas: clause analysis, phonetics, semantics, pragmatics, language learning and history of the English language.

Course components:

Introduction to English linguistics, 5 higher education credits

This part of the course introduces some of the main subject areas, for example, clause

analysis, phonetics, semantics, pragmatics and language learning.

Introduction to English Language History, 5 higher education credits

Students are introduced to the English speaking world and the history of the English language.

Module 3 10 credits

Module 3 Introduction literatures in English, 10 higher education credits

The course aims to provide the student with a fundamental knowledge of literary analysis as well as the ability to conduct analyses through studying a number of modern works of fiction, with regards to both thematic and formal features. Particular emphasis is placed on the question of how identities, cultures and social relations are represented and construed in literary texts.

Course components:

Introduction to literatures in English: Literary concepts, 3 higher education credits

This part of the course provides a basic introduction to literary conceptual tools. With the aid of relevant concepts, the student will practice outlining basic literary questions.

Introduction literatures in English: Literary analysis, 7 higher education credits

The student is given the opportunity to discuss literary questions and conduct various literary analyses.

Type of Instruction

Teaching is in the form of lectures, seminars, group work and individual and/or group supervision.

Parts of the course may be conducted using ICT-based methods. For specific technical requirements for each part of the course, see the course catalogue.

For teaching occasions that are marked as “seminars” in the course schedule, attendance is mandatory.

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 expected learning outcomes must be achieved. The grading criteria for the grade of Pass with Distinction can be found in the study guidance material.

In order to receive a final grade of Pass with Distinction for the entire course, the student must receive the grade of Pass with Distinction in at least 20 of the 30 higher education credits as well as receive the grade of Pass with Distinction for the essay.

Students at Linnaeus University are entitled to have the course grade translated into the 7-step ECTS scale. A request to have the grades translated must be made to the teacher at the start of the course.

Examination forms that may occur are oral and written examinations, continual evaluation during the course, oral presentations and other written assignments. Language proficiency is evaluated within all of the course modules. Students who do not turn in examination assignments on time will be given the grade of Fail.

For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

Course Evaluation

Teaching is continually evaluated throughout the semester.
At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Required Reading and Additional Study Material

List of references Module 1 - 10 hec

Module 1 Introduction to English proficiency, 10 higher education credits

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. ISBN: 91-44-03074-6.
399 pages

Estling Vannestål, Maria. 2007. *A University Grammar of English with a Swedish Perspective*. Lund: Studentlitteratur. ISBN: 978-91-44-03499-7.
535 pages

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. Harlow: Longman. ISBN: 0-582-38243-2.
136 pages

Material provided by the department (ca 30 pages)

List of references Module 2 - 10 hec

Module 2 Introduction to English linguistics and language, 10 higher education credits

Bragg, Melvyn. 2003. *The Adventure of English – The Biography of a Language*. London: Hodder and Stoughton. ISBN: 978-0-340-82993-6.
354 pages

Greenbaum, Sidney & Gerald Nelson. 2002. *An Introduction to English Grammar*. (2nd edition). Harlow: Pearson Education. ISBN: 0-582-43741-5.
138 pages (selected pages)

Svartvik, Jan, and Geoffrey Leech. 2006. *English – One Tongue, Many Voices*. Houndmills: Palgrave Macmillan. ISBN: 978-1-40-391830-7.
285 pages

Yule, George. 2006. *The Study of Language*. (3rd edition). Cambridge: Cambridge University Press. ISBN: 0-521-54320-7.
270 pages

Material provided by the department (ca 30 pages)

List of references Module 3 - 10 hec

Module 3 Introduction to English literature, 10 higher education credits

Boyle, T. Coraghessan. 1996. *The Tortilla Curtain*. London: Bloomsbury. ISBN: 9780747525721.
335 pages

Eaglestone, Robert. 2002. *Doing English: A Guide for Literature Students*. 2nd ed. London: Routledge. ISBN: 9780415284233.
184 pages

Hamid, Moshin. 2008. *The Reluctant Fundamentalist*. London: Penguin. ISBN: 9780141029542.
224 pages

Marsh, Nicholas. 2002. *How to Begin Studying English Literature*. 3rd. ed. Houndsmills: Palgrave. ISBN: 9780333968710.
160 pages

Smith, Zadie. 2001. *White Teeth*. London: Penguin. ISBN: 9780140276336.
480 pages

Wilson, Robert McLiam. 1997. *Eureka Street*. London: Minerva. ISBN: 9780749396725.
395 pages

Texts provided by the department (ca 100 pages)