



## Course syllabus

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

1EN210 Engelska, allmän kurs, 30 högskolepoäng  
English, General Course, 30 credits

**Main field of study**

English

**Subject Group**

English

**Level of classification**

First Level

**Progression**

G1F

**Date of Ratification**

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

Revised 2010-06-24

The course syllabus is valid from spring semester 2011

**Prerequisites**

Good English language proficiency level, equivalent to level B2/C1 in the Common European Framework of Reference (CEFR).

## Expected learning outcomes

**Module 1**

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

- write clear and well-organized academic texts, where considerable significance is placed on the ability to, in longer written texts, express oneself grammatically correct in various styles and in a manner appropriate for the actual situation,
- demonstrate a good ability to make longer oral presentations.

**Module 2**

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

- demonstrate knowledge of important grammatical terms and concepts as well as be able to use them in basic analyses of authentic English phrases, clauses and sentences,
- reflect on the relationship between grammar and meaning,
- formulate appropriate questions regarding linguistic data and discuss the

- advantages and disadvantages of alternative analyses,
- analyze, with the help of linguistic concepts and terms, the linguistic variation in society and in individuals in relation to religion, social identity, power relations, gender, age, ethnicity, etc.

### **Module 3**

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

- discuss literature as a field of knowledge from a historical perspective and demonstrate knowledge of literary eras, genres and elements of narrative technique,
- analyze literary texts with good knowledge of their social and historical contexts as well as knowledge of certain central literary research traditions and research issues.

### **Content**

#### ***Module 1 English language proficiency 10 credits***

##### ***Module 1***

##### ***English proficiency 10 higher education credits***

The course aims to help the student learn to correctly use the English language, both in writing and verbally, in an increasingly varied manner and in a manner appropriate for the actual situation. In addition, the course includes analyses of texts 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 includes a survey of theories concerning vocabulary learning.

Course components:

##### *English proficiency: essay, 8 higher education credits*

The student will choose a subject and then write an essay of about 10-12 pages. Reading relevant literature is required. The essay will be presented at a final review seminar.

##### *English proficiency: oral presentation, 2 higher education credits*

The student is given the opportunity to give a lecture in front of a group as well as 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 English linguistics 10 credits***

##### ***Module 2 English linguistics 10 higher education credits***

The course aims to help the student develop a basic understanding of the structure of the English language and how it can be analyzed using grammatical concepts and linguistic terminology. Additionally, the course aims to help the student gain a basic knowledge of the function of language in society in relation to religion, social identity, power relations, gender, age, ethnicity, etc.

Course components:

##### *English linguistics: sociolinguistics, 5 higher education credits*

The student will study literature on the roll of language in society and sociolinguistic theory. With the aid of linguistic concepts the student will discuss the roll of language in the creation, preservation and questioning of societal relations. Comparison is made between language in English speaking societies and other societies in which the students are familiar.

*English linguistics: language structure, 5 higher education credits*

The student will study a grammar book that has a theoretical emphasis. Great significance is placed on practical analyses and exercises in arguing for and against various solutions. The structure of language as well as its function will be addressed.

***Module 3 English literature 10 credits***

***Module 3 English literature 10 higher education credits***

The student will read and discuss a selection of representative literary texts with emphasis on social and historical contexts as well as with the texts' relevance regarding certain literary research traditions and research issues.

Course components:

*English literature: the Middle Ages – 1800, 5 higher education credits*

Studies are focused on a selection of literary texts covering the period from the early Middle Ages to the age of Enlightenment.

*English literature: 1800 – present, 5 higher education credits*

Studies are focused on a selection of literary texts covering the period from the Age of Romanticism to the Age of Postmodernism.

## 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 during 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.

## Other

Upon request, students who have successfully passed all course requirements may receive a course certificate.

## Required Reading and Additional Study Material

### ***List of references Module 1 - English language proficiency 10 hec***

#### ***Required reading Module 1 – 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 - English linguistics 10 hec***

#### ***Required reading Module 2 – English linguistics 10 higher education credits***

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

100 pages (selected pages)

Holmes, Janet. 2008. *An Introduction to Sociolinguistics*. Harlow: Longman (3rd edition). ISBN: 1405821310.

504 pages

Huddleston, Rodney & Geoffrey K. Pullum. 2005. *A Student's Introduction to English Grammar*. Cambridge: Cambridge University Press. ISBN: 0521612888.

200 pages (selected pages)

Material provided by the department (ca 100 pages)

### ***List of references Module 3 - English literature 10 hec***

#### ***Required reading Module 3 – English literature 10 higher education credits***

Brontë, Emily. 2003. *Wuthering Heights*. Richard J. Dunn (ed.). New York: W. W. Norton. ISBN: 0-393-97889-3. 464 pages

Defoe, Daniel. 2001. *Robinson Crusoe*. John Richetti (ed.). Penguin Classics. London: Penguin. ISBN: 978-0-141-43982-2.

288 pages

*Norton Anthology of English Literature. The Major Authors*. 8th ed. 2006. Ed Stephen Greenblatt. W. W. Norton. 2829 s. ISBN: 9780393928297, ca 400 s.)

Shakespeare, William. 2001. *Othello*. E. A. J. Honigmann (ed.). London: Arden Shakespeare. ISBN: 978-1903436455.

332 pages

Shelley, Mary. 1996. *Frankenstein*, J. Paul Hunter (ed.). New York: W. W. Norton. ISBN:0-393-96458-2. 352 pages

Winterson, Jeanette. 1993. *Written on the Body*. London: Vintage. 192 pages. ISBN 978-0099193913.

Woolf, Virginia. 2006. *To the Lighthouse*. Oxford World's Classics. Oxford: Oxford University Press. ISBN 978-0-19-280560-7. 256 pages