



Course syllabus

Faculty of Arts and Humanities

Department of Languages

1ENÄ01 Engelska I – inriktning mot arbete i årskurs 7–9, 30 högskolepoäng

1ENÄ01 English I – English for lower secondary school teachers, 30 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2011-05-02

Revised 2013-06-20 by Department of Languages.

The course syllabus is valid from autumn semester 2013

Prerequisites

General entry requirements and Civics 1b / 1a1 +1a2 or Civics A, English B (Field-specific entry requirements 6C/A6c).

Objectives

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

- understand and describe the fundamental features of the teaching profession in relation to the subject and the subject didactics,
- identify and formulate didactic questions and problems within the subject in relation to the area of competence for which the course intends to prepare the student.

Expected learning outcomes for the course modules can be found under the description of each respective module:

Module 1. English language proficiency, 10 credits

Essay, 4 credits

After completing this segment of the course, the student should be able to write short academic texts that are clear, well organized, grammatically correct and appropriate for the actual situation. The student should be able to correctly utilize sources and reference secondary literature, as well as use a vocabulary that is relevant for the text.

In order to receive the grade of *Pass with Distinction*, the student must also be able to write fluently using a diverse and idiomatic style.

Grammar and vocabulary, 4 credits

After completing this segment of the course, the student should be able to explain principles of English grammar and relate these to didactic questions and problems. In addition, the student should be able to understand the substance of works of fiction and non-fiction.

In order to receive the grade of *Pass with Distinction*, the student must demonstrate a very good ability to understand and explain principles of English grammar as well as understand the substance of works of fiction and non-fiction.

Oral presentation, 2 credits

After completing this segment of the course, the student should demonstrate good skills in presenting organized, coherent, brief oral presentations that are not too bound to a manuscript, i.e., without directly reading from a manuscript. The presentations should be given with linguistic certainty and fluency, with a content that is relevant to the situation and maintains a high academic standard.

In order to receive the grade of *Pass with Distinction*, the student must also be able give well-prepared and well-organized presentations of linguistic high quality, including good pronunciation and intonation.

Module 2. English linguistics and history of the English language, 10 credits

English linguistics, 5 credits

After completing this segment of the course, the student should be able to exemplify, explain and, in analyses, apply basic linguistic concepts as well as complete basic sentence analysis. The student should also demonstrate knowledge regarding learning a second language.

In order to receive the grade of *Pass with Distinction*, students must also be able to identify and analyze linguistic phenomena on their own, using basic linguistic concepts.

History of the English language, 5 credits

After completing this segment of the course, the student should be able to explain the main outline of the history of the English language and its development, as well as relate this knowledge to the Swedish school's guidelines and regulations.

In order to receive the grade of *Pass with Distinction*, the student must also be able to independently identify and analyze several of the most important processes of change in the history of the English language.

Module 3. Introduction to literatures in English, 10 credits

Concepts in comparative literature, 3 credits

After completing this segment of the course, the student should be able to explain basic terminology regarding comparative literature and literature didactics as well as be able to use this knowledge when studying works of literature.

The student should also be able to discuss comparative literature as a subject from a historical and didactic perspective and demonstrate a familiarity with literary genres and forms.

In order to receive the grade of *Pass with Distinction*, the student must also demonstrate the ability to conduct independent literary analyses and have a satisfactory knowledge of relevant terminology.

Literary analysis, 7 credits

After completing this segment of the course, the student should be able to use basic literary and didactic terminology in literary-analytical lines of reasoning.

The student should also be able to relate questions and problems within comparative literature to questions regarding identity, culture and social conditions, as well as argue for and defend specific interpretations of texts in an independent manner and using relevant terminology.

In order to receive the grade of *Pass with Distinction*, the student must also demonstrate a very good ability to conduct independent literary analyses and use relevant terminology in a correct manner.

Content

Each module of the course contains elements that illustrate the teaching profession in different contexts and reflect an academic attitude towards the profession. The various course components shed light upon subject didactic problems in relation to the subject-specific content.

Attendance is mandatory for the parts of the course designated as seminars in the course schedule.

The course includes the following modules:

Module 1 English language proficiency 10 credits

Objectives

The objective of this module is for the student to develop written and verbal English language skills with increasing levels of grammatical correctness, variation and idiomatic fluency and which are adapted to the situation. In addition, the course includes an introduction to English grammar, where the student will develop the ability to understand and explain grammatical concepts and principles in their own oral and written use of English. Students will also have the opportunity to practice their abilities relating their knowledge about the form and function of the language to didactic questions and problems. Teaching also aims to develop the students' abilities to give brief oral presentations in English with the aid of ICT-based technology.

Type of instruction

Teaching includes a review of grammar and academic writing in addition to seminars, where students in small groups will discuss grammatical concepts and principles as well as the relationship between form and function from a didactic perspective. The student will write several shorter academic essays (for example, argumentative or investigatory) on which the teacher will provide feedback. Students' vocabulary will expand through active reading of a number of suitable texts. Finally, the student will give several brief oral presentations in front of the group using ICT-based technology, for example PowerPoint. Students that the teacher decides need extra help with pronunciation and intonation will be offered opportunities pronunciation training.

Examination

Examination of the various course components is as follows:

Essay, 4 credits

Examination and grading is based on an essay the student writes in the classroom.

Grammar and vocabulary, 4 credits

Examination and grading is based on a written examination administered in the classroom.

Oral presentation, 2 credits

Examination and grading is based on an oral presentation before the class.

Module 2 English linguistics and history of the English language 10 credits

Objectives

The objective of this module is for the student to develop a general overview of form and function in the English language. The course covers several main areas: sentence analysis, phonetics, semantics, pragmatics and language learning. The course also introduces the student to the English-speaking world, English as an international language and the history of the English language. In particular, the course aims to provide students with insight in how the status of English in the world is reflected in the guidelines and regulations of the Swedish school. An additional objective for this module is that the student should develop knowledge regarding learning a second language.

Type of instruction

Teaching is in the form of lectures and seminars.

Examination

English linguistics, 5 credits

Examination and grading is based on a written examination administered in the classroom.

History of the English language, 5 credits

Examination and grading is based on written assignments. For students who do not receive a passing grade on the assignments, a written examination will be administered in the classroom at the end of the module.

Module 3 Introduction to literatures in English 10 credits

Objectives

Concepts in comparative literature, 3 credits

Teaching objectives include creating an understanding of basic problems and questions within comparative literature and literature didactics as well as to study works of fiction with respect to both formal and thematic aspects. Particular emphasis is placed on the question of how identity, cultures and social conditions are portrayed and construed in works of literature.

Literary analysis, 7 credits

Teaching objectives include discussion of problems and questions in comparative literature and literature didactics and conducting comparative literature analyses of a number of longer works of prose.

Type of instruction

Teaching is in the form of lectures and group seminars.

Examination

Examination of the various course components is as follows:

Concepts in comparative literature, 3 credits

Examination and grading is based on an oral examination.

Literary analysis, 7 credits

Examination and grading is based on a written examination administered in the classroom.

Type of Instruction

Types of instruction that are used during the course are described above, under *Content*.

Parts of the course may be conducted using ICT-based teaching technology. For specific technical specifications for each course/module, see the technical requirements on the course's homepage at Lnu.se.

Examination

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

Examination of the various course components is as follows:

Concepts in comparative literature, 3 credits

Examination and grading is based on an oral examination.

Literary analysis, 7 credits

Examination and grading is based on a written examination administered in the classroom.

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

Required readings are listed below under the respective modules. In the case where there is a more recent edition of the book than listed below, the most recent edition should be used.

Course literature listed as reference literature is not considered mandatory reading.

List of references Module 1 - English language proficiency 10 credits

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

PowerPoint-presentations on grammar from the grammar book homepage:
www.studentlitteratur.se/o.o.i.s/9491

Material provided by the department (ca 30 pp.)

Didactics literature

Lundahl, Bo. 2009. *Engelsk språkdiradik: Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. chap. 4–5, 45 pp. (selected pages). ISBN: 978-91-44-02130-0

Relevant regulations and guidelines from the Swedish National Agency for Education (www.skolverket.se)

Reference literature

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing: A University Writing Course*. Lund: Studentlitteratur. 399 pp. ISBN: 978-9144030746

Björk, Lennart, Michael Knight & Eleanor Wikborg. 1997. *The Writing Process*. Lund: Studentlitteratur. 136 pp. ISBN: 978-9144282220

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Pearson Education. 253 pp. ISBN: 978-0582848627

Crystal, David. 2004. *Making Sense of Grammar*. Harlow: Longman. 400 pp. ISBN: 978-0582848634

Longman Dictionary of Contemporary English. 2003. Harlow: Longman. ISBN: 978-0582506664 (or a similar English dictionary)

Norstedts stora engelsk-svenska ordbok. 2000. Stockholm: Norstedts ordbok. ISBN: 978-9172271715

Norstedts stora svensk-engelska ordbok. 2000. Stockholm: Norstedts ordbok. ISBN: 978-9172271432

Peck, John & Martin Coyle. 1999. *The Student's Guide to Writing: Grammar, Punctuation and Spelling*. Basingstoke: Macmillan. 160 pp. ISBN: 978-0333727423

Smitterberg, Erik. 2007. *Spotting the Error: A Problem-Based Workbook on English Grammar and Usage*. Lund: Studentlitteratur. 158 pp. ISBN: 978-9144036120

Stott, Rebecca, Tory Young & Cordelia Bryan. 2001. *Speaking your Mind – Oral Presentation and Seminar Skills*. Harlow: Longman. 152 pp. ISBN: 978-0582382435

Svartvik, Jan & Olof Sager. 1996. *Engelsk universitetsgrammatik*. Stockholm: Almqvist & Wiksell. 496 pp. ISBN: 978-9121164181

Links to websites with grammar exercises, web-based dictionaries, etc. are available at Språklänkportalen (www.spraklankportalen.se).

List of references Module 2 - English linguistics and history of the English language 10 credits

English linguistics, 5 credits

Greenbaum, Sidney & Gerald Nelson. 2009. *An Introduction to English Grammar*. (3rd edition). Harlow: Pearson Education. 120 pp. (selected pages). ISBN: 978-1-4058-7412-0

Yule, George. 2010. *The Study of Language*. 4th edition. Cambridge: Cambridge University Press. 320 pp. ISBN: 978-0-521-74922-0

Material provided by the department (ca 10 pages).

Reference literature

Crystal, David. 2008. *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell. 560 pp. ISBN: 978-1405152976

Crystal, David. 2004. *Rediscover Grammar*. Harlow: Longman. 256 pp. ISBN: 978-0582848627

History of the English language, 5 credits

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

Didactics literature

Lundahl, Bo. 2009. *Engelsk språkdiraktik: Texter, kommunikation, språkutveckling*. Lund: Studentlitteratur. chap. 1–3, 60 pp. (selected pages). ISBN: 978-91-44-02130-0

Harmer, Jeremy. 2007 (4th edition). *The Practice of English Language Teaching*. Harlow: Pearson/Longman. chap. 1. 10 pp. (selected pages). ISBN: 978-1-4058-5311-8

Relevant regulations and guidelines from the Swedish National Agency for Education (www.skolverket.se)

Reference literature

Barber, Charles. 2009. *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press. 320 pp. ISBN: 978-0521670012

Baugh, Albert & Thomas Cable. 2002. *A History of the English Language*. London: Routledge. 464 pp. ISBN: 978-0415280990

Bynon, Theodora. 1977. *Historical Linguistics*. Cambridge: Cambridge University Press. 324 pp. ISBN: 978-0521291880

Crystal, David. 2003. *The Cambridge Encyclopedia of the English Language*. Cambridge: Cambridge University Press. 506 pp. ISBN: 978-0521530330

Crystal, David. 2005. *The Stories of English*. London: Penguin. 592 pp. ISBN: 978-0141015934

List of references Module 3 - Introduction to literatures in English 10 credits

Eaglestone, Robert. 2002. *Doing English: A Guide for Literature Students*. 2nd ed. London: Routledge. 184 pages. ISBN: 978-0415284233

Hamid, Moshin. 2008. *The Reluctant Fundamentalist*. London: Penguin. 224 pages. ISBN: 978-0141029542

Fitzgerald, F. Scott. *The Great Gatsby*. Any edition. 115 pages.

Kay, Jackie, Trumpet. London: Pan MacMillan. 200 s. ISBN: 9780330511827

Morrison, Toni. *Beloved*. Any edition. 288 pages.