



Course syllabus

Board of Education Science

Department of Languages

1TYÄ04 Tyska II - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

German II - for Upper Secondary School Teachers, 30 credits

Main field of study

German

Subject Group

German

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2011-06-17

Revised 2016-11-08 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2017

Prerequisites

German I – for upper secondary school teachers, 1–30 credits.

Objectives

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

- identify and analyse aspects of the teaching profession in relation to the subject and its didactics,
- discuss, analyse and make subject-didactic assessments or choices in relation to the areas covered by the programme,
- express themselves in spoken and written German, within subject areas relevant for the course.

Module 1. Grammar II with language history, 7.5 credits

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

- thoroughly account for German grammar, language structure and syntax,
- account for the development of the German language.

Module 2. Written language proficiency, 7.5 credits

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

- translate texts of medium difficulty into and from German, as well as complete complex, systematically organised translation exercises concerning contrastive

- *grammar*,
- express themselves in written German within subject areas relevant for the course,
- master formal aspects of academic writing,
- formulate relevant research questions as a basis for a minor academic study.

Module 3: German literature, culture and communication, 7.5 credits

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

- in general terms account for the culture of the German-speaking countries, focusing on literature,
- analyse and understand the content of texts regarding both stylistic features and features typical for different time periods, and relate texts to historical, political, cultural and contemporary phenomena,
- discuss texts and argue for their positions, using appropriate spoken German.

Module 4: Didactics II, 7.5 credits

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

- account for relevant theories of language learning and relate these to practical teaching,
- formulate didactic questions on the basis of the course literature, and discuss these using relevant terminology,
- plan and evaluate teaching assignments in accordance with current policy documents.

Content

In this course the students develop their oral and written German language proficiency, as well as their knowledge of current cultural, political and social conditions in the German-speaking countries. The profile course prepares the students for their future work as German language teachers in primary or secondary school.

Module 1. Grammar II with language history, 7.5 credits

Grammar II, 4.5 credits

In this part of the module the students develop the knowledge of grammar and German syntax which they acquired during their first semester.

German language history, 3 credits

The main outlines of the development of the German language are studied.

Module 2. Written language proficiency, 7.5 credits

Translation, 4 credits

In this part of the module the students practise translating texts of medium difficulty into and from German, as well as completing complex, systematically organised translation exercises concerning contrastive grammar. The exercises are continuously connected to the students' knowledge of grammar from module 1.

Academic writing, 3.5 credits

In this part of the module the students practise writing in German, on topics related to the profile course Didactics II. The students' texts should adhere to academic criteria.

Module 3: German literature, culture and communication, 7.5 credits

Literary history and general cultural history, 3 credits

This part of the module includes an introduction to the literary and cultural history of the German-speaking countries.

Textual analysis with oral exercises, 4.5 credits

In this part of the module the students study old and modern fiction and modern non-

In this part of the module the students study on old modern fiction and modern fiction related to various parts of the culture of the German-speaking countries, focusing on the development of the students' language proficiency. The old works of fiction are primarily read from the perspectives of literary and cultural history.

Module 4: Didactics II, 7.5 credits

This module covers relevant theories of language learning, focusing on foreign-language learning. Assessment and analyses of second-language production are discussed. The module also covers the practical dimension of language teaching and learning. Current policy documents are discussed, and the students practise evaluating and planning teaching in relation to these. The module also includes a field study at a school. Attendance is compulsory.

Professional basis and professional progression

This module is a continuation of Introduction to language didactics in German I and prepares the students, theoretically and practically, for their future teaching practice placements. The students develop the subject-knowledge acquired during their previous semester and relate this to language-didactic research questions and methods, and by this the students continue to develop the professional basis and professional progression necessary to teach German in Swedish schools.

Scientific approach and progression

In the module Didactics II a scientific approach is applied and the students should demonstrate a scientific approach to language-didactic theories, and conduct assignments in accordance with guidelines for academic writing. Connections are made to current research projects in second-language learning, which develops the student's scientific approach. The scientific approach is also developed in the linguistic and literary modules.

Type of Instruction

Teaching is delivered in the form of lectures, seminars and group exercises. Attendance is compulsory in Textual analysis with oral exercises and module 4.

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 intended learning outcomes. In order to receive the grade of Pass with Distinction, the student must have received the grade of Pass with Distinction on at least 22.5 credits, including either Grammar, Translation or Essay. The course is examined in the form of oral and written tests. For students who do not pass the first examination, no more than four retake examinations are provided.

Module 1. Grammar II with language history, 7.5 credits

The module is examined through a written examination.

Module 2. Written language proficiency, 7.5 credits

The module is examined through a written examination and written assignments.

Module 3: German literature, culture and communication, 7.5 credits

Literary history and general cultural history is examined through a written examination. Textual analysis with oral exercises is examined through oral presentations and an oral examination.

Module 4: Didactics II, 7.5 credits

The module is examined through an oral presentation at a seminar, and a minor written

academic project related to the content of the module.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

Other

Any costs in connection to the field study days are paid by the student.

Required Reading and Additional Study Material

Module 1. Grammar II with language history, 7.5 credits

Grammar II, 4.5 credits

Klingeman, Ulrike, Magnusson, Gunnar & Didon, Sybille. *Den tyska grammatiken*. Stockholm: Sanoma utbildning, 2014. 272 p.

Additional study material

Freund, Folke & Sundqvist, Birger. *Tysk grammatik*. Stockholm: Natur och Kultur, 2006. 590 p.

Ljung, Mats & Ohlander, Sölve. *Allmän grammatik*. Lund: Liber Läromedel, 1971. 239 p.

Sandberg, Bengt. *Utvalda moment i den tyska grammatiken I. Förstärkningsövningar för universitetsstuderande*. Gothenburg: University of Gothenburg, Department of German, 1994. 89 p.

German language history, 3 credits

Stedje, Astrid. *Deutsche Sprache gestern und heute*. Munich: Fink, 2007 or later edition. 277 p.

Module 2: Written language proficiency, 7.5 credits

Translation, 4 credits

No required reading. The students are recommended to read one of the following books on their own:

Freund, Folke & Rossenbeck, Klaus. *Tysk skrivkurs för universitetsstudiet*. Lund: Studentlitteratur, 1992. 168 p.

Johansson, Evald. *Övningsbok i tysk översättning*. Lund: Liber, 1968. 93 p.

Haglund-Dragic, Monica & Sandberg, Bengt. *Kulturkrock med Notrufsäule. Övningstexter med översättningsförslag och kommentarer för universitetsstudenter på B-nivån i tyska*. Gothenburg: Department of German and Dutch, University of Gothenburg, 1996. 52 p.

Additional study material

Duden. *Deutsches Universalwörterbuch*. Mannheim: Dudenverlag, 2003.

Duden. *Richtiges und gutes Deutsch: Wörterbuch der sprachlichen Zweifelsfälle*. Duden 9. Mannheim: Dudenverlag, 2005.

Duden. *Redewendungen und sprichwörtliche Redensarten*. Duden 11. Mannheim:

Dudenverlag, 1992.

Academic writing, 3.5 credits

Niederhauser, Jürg. *Duden. Die schriftliche Arbeit*. Mannheim: Bibliographisches Institut, 2011 or later edition. 80 p.

Additional study material

Strömquist, Siv. *Uppsatshandboken. Råd och regler för utformningen av examensarbeten och vetenskapliga uppsatser*. Hallgren & Fallgren, 2010 or later edition. 150 p.

Module 3: German literature, culture and communication, 7.5 credits

Literary history and general cultural history, 3 credits

Bode, Dietrich (ed.). *Deutsche Gedichte. Eine Anthologie*. Stuttgart: Reclam. 50 p. in selection.

Packalén, Sture. *Literatur und Leben. Deutschsprachige Literatur von 750 bis 2000*. Stockholm: Liber, 2002. 301 p. (available at www.diva.portal.org)

Additional study material

Packalén, Sture. *Tysk litteratur: från Hildebrandssången till Kanak Språk*. Stockholm: Carlsson, 2016. 437 p.

Textual analysis with oral exercises, 4.5 credits

Frisch, Max. *Homo Faber*. Frankfurt am Main: Suhrkamp, 1991. 203 p.

Hauptmann, Gerhard. *Bahnwärter Thiel*. Stuttgart: Reclam, 1987. 48 p.

Horvath, Ödon v. *Jugend ohne Gott*. Frankfurt am Main: Suhrkamp, 1983. 183 p.

Kafka, Franz. *Das Urteil und andere Erzählungen*. Frankfurt am Main: Fischer, 1991. 137 p.

Keller, Gottfried. *Kleider machen Leute*. Husum: Hamburger Lesehefte, 1987. 48 p.

Keun, Irmgard. *Gilgi, eine von uns*. Berlin: Ullstein, 2002. 262 p.

Schlink, Bernhard. *Der Vorleser*. Zürich: Diogenes, 1998. 207 p.

Module 4: Didactics II, 7.5 credits

Andersson, Ulrika. Från kapitel till förmågor. Om kunskapsbedömning i moderna språk. In: *Skolportens numrerade artikelserie för utvecklingsarbete i skolan*. Article number 1/2014. http://www.skolporten.se/app/uploads/2014/02/Fr%C3%A5nkapitel_till-f%C3%B6rm%C3%A5gor.pdf.

Hufeisen, Britta & Neuner, Gerhard. *Angewandte Linguistik für den fremdsprachlichen Deutschunterricht*. Berlin: Langenscheidt, 2003. ISBN: 9783468496578. 50 p. in selection.

Lundahl, Bo. *Engelsk språkdidaktik: texter, kommunikation, språkutveckling*. Lund: Studentlitteratur, 2012 or later edition. 150 p. in selection.

Marx Åberg, Angela. Uppgift eller upplevelse? Om läsuppgifters roll vid läsning av litterära texter i språkundervisning. In: Tornberg, Ulrika, Malmkvist, Anita, Valfridsson,

Ingela (eds.). *Språkdiraktiska perspektiv. Om undervisning och lärande i främmande språk*. Stockholm: Liber, 2009. ISBN: 47093359. 16 p.

Roche, Jörg. *Fremdsprachenerwerb – Fremdsprachendidaktik*. A. Francke Verlag, the latest edition. 50 p. in selection.

Rosén, Christina. Informationsstruktur i andraspråkstexter. Vad är det som gör att svenska låter som svenska och tyska som tyska? In: Tornberg, Ulrika, Malmkvist, Anita, Valfridsson, Ingela (eds.). *Språkdiraktiska perspektiv. Om undervisning och lärande i främmande språk*. Stockholm: Liber, 2009. ISBN: 47093359. 10 p.

Rosén, Christina. Schüler müssen mehr Texte in ihrer Fremdsprache produzieren dürfen. In: *LMS Lingua*, no 4: 2009. pp. 45–54.

Skolverket. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Fritzes kundservice, 2011. Selection: pp. 1–38.
<http://www.skolverket.se/publikationer?id=2660> .

Tornberg, Ulrika. *Språkdiraktik*. Malmö: Gleerup, the latest edition. ISBN: 9789140691507. 50 pages in selection.

Material provided by the department. ca 50 p.