



## 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 2021-11-23 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2022

### Prerequisites

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

## Objectives

After completing the course, 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 and written production, 7.5 credits

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

- thoroughly account for German grammar, focusing on language structure and syntax,
- apply knowledge of grammar in contrastive translation exercises,
- express themselves in proper written German in argumentative and analytical texts.

### Module 2. German literature and oral communication, 7.5 credits

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

- in general terms account for the literature, culture and development of the German-speaking countries,
- 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 opinions, using proper spoken German.

### **Module 3: German language history, 3.5 credits**

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

- in general terms account for the development of the German language.

### **Module 4: Academic writing, 4 credits**

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

- apply formal aspects of academic writing,
- formulate relevant research questions as a basis for a minor academic study.

### **Module 5: 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,
- evaluate and grade the pupils proficiency in the German language.

## **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 and written production, 7.5 credits**

#### *Grammar II, 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. The module also includes translation exercises with advanced contrastive grammar.

#### *Written production, 2.5 credits*

This part of the module includes the written production of argumentative and analytical texts.

### **Module 2. German literature and oral communication, 7.5 credits**

#### *German literary and 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*

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

### **Module 3: German language history, 3.5 credits**

In this module, the main outlines of the development of the German language are studied.

### **Module 4: Academic writing, 4 credits**

In this module the students practise writing in German, on general topics or topics related to other parts of the course. The students' texts should adhere to academic criteria.

### **Module 5: 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.

#### *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, lessons, group exercises and written exercises.

### **Examination**

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

Note that the examinations mentioned below can be carried out online.

In order to receive the grade of Pass, the student must achieve the intended learning outcomes. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

### **Module 1. Grammar and written production, 7.5 credits**

The module is examined through a written examination and written assignments. The assignments are graded with *Passed* and *Failed*.

### **Module 2. German literature and oral communication, 7.5 credits**

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

### **Module 3: German language history, 3.5 credits**

The module is examined through a written examination.

#### **Module 4: Academic writing, 4 credits**

The module is examined through written assignments.

#### **Module 5: 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. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

#### **Credit Overlap**

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1TY210 (30 credits), 1TY200 (22,5 credits), 1TY201 (7,5 credits), 1TY221 (15 credits), 1TY223 (7,5 credits).

#### **Other**

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

#### **Required Reading and Additional Study Material**

##### **Module 1. Grammar and written production, 7.5 credits**

###### Grammar II, 5 credits

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

###### *Additional study material*

Florby, Gunilla & Fält, Erik. *Grammatiskt ABC. Grammatiska termer och begrepp för effektiva språkstudier*. Uppsala: Scripta textproduktion. The latest edition. 72 p.

Klingeman, Ulrike, Magnusson, Gunnar & Didon, Sybille. *Den tyska grammatiken. Övningsbok*. Stockholm: Sanoma utbildning, 2012 or later edition. 144 p.

###### Written production, 2.5 credits

Material provided by the department. 30 p.

The students are also recommended to use the following sources:

[dwds.de](http://dwds.de), [duden.de](http://duden.de), [linguee.de](http://linguee.de), [bab.la](http://bab.la), [dict.leo.org](http://dict.leo.org)

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.

##### **Module 2: German literature and oral communication, 7.5 credits**

###### German literary and cultural history, 3 credits

Packalén, Sture. *Literatur und Leben. Deutschsprachige Literatur von 750 bis 2000*. Stockholm: Liber, 2002. 301 p. (available at [www.divaportal.org](http://www.divaportal.org))

*Additional study material*

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

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, Gerhart. *Bahnwärter Thiel*. Stuttgart: Reclam, 1987. 48 p.

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

Kafka, Franz. *Das Urteil/Die Verwandlung. Originalfassung*. Frankfurt am Main: Fischer Taschenbuch, 112 p.

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

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

Timm, Uwe. *Die Entdeckung der Currywurst*. Deutscher Taschenbuch Verlag GmbH & Co. The latest edition. 186 p.

**Module 3: German language history, 3.5 credits**

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

**Module 4: Academic writing, 4 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 5: 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%A5n-kapitel-till-f%C3%B6rm%C3%A5gor.pdf>.

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.). *Språkdidaktiska perspektiv. Om undervisning och lärande i främmande språk*. Stockholm: Liber, 2009. ISBN: 47-09335-9. 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: 47-09335-9. 10 p.

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

Betyg och betygsättning, Skolverket: <https://www.skolverket.se/getFile?file=4000>.

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

Material provided by the department. ca 50 p.