



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2ENÄ02 Engelska III - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

English III - English for Upper Secondary School Teachers, 15 credits

Main field of study

English

Subject Group

English

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2011-12-05

Revised 2021-06-14 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

Prerequisites

English I – English for upper secondary teachers, 1–30 credits *and* English II – English for upper secondary school teachers 31–60 credits, or the equivalent.

Objectives

A joint objective for all modules is that the student should demonstrate good cooperative skills in contexts relevant to the teaching profession.

Module 1. Literary theories from a didactic perspective, 5 credits

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

- demonstrate knowledge of literary and didactic methods and theories within some specific thematic areas,
- analyse and discuss various literary theories from the perspective of teaching,
- use contextually appropriate language. In order to receive the grade of Pass with Distinction (VG), the student should be able to:
- demonstrate in-depth knowledge of literary and didactic methods and theories within some specific thematic areas,
- in depth and in detail analyse and discuss various literary theories from the perspective of teaching,
- use contextually appropriate language which demonstrates great linguistic accuracy and skills.

Module 2. Linguistics and language didactics, 5 credits

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

- demonstrate knowledge of linguistic and didactic methods and theories in some specific linguistic and language-didactic thematic areas, and discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language.

In order to receive the grade of *Pass with Distinction (VG)*, the student should be able to:

- demonstrate in-depth knowledge of linguistic and didactic methods and theories in some specific linguistic and language-didactic thematic areas, and thoroughly discuss these methods and theories from the perspective of teaching,
- use contextually appropriate language which demonstrates great linguistic accuracy and skills.

Module 3. Subject-didactic theme, 5 credits

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

- demonstrate knowledge of and discuss one or several specific thematic areas of subject-didactic relevance,
- use contextually appropriate language.

In order to receive the grade of *Pass with Distinction (VG)*, the student should be able to:

- demonstrate in-depth knowledge of and thoroughly discuss one or several specific thematic areas of subject-didactic relevance,
- use contextually appropriate language which demonstrates great linguistic accuracy and skills.

Content

The course includes the following modules:

Module 1 Literary theories from a didactic perspective 5 credits

In this module the students read and discuss works of fiction and relevant literary theories and methods. The works of fiction and the literary theories are related to various literature-didactic perspectives.

Module 2 Film didactics 5 credits

In this module the students read and discuss linguistic and language-didactic texts which are related to issues relevant to the students' future careers. Theories and methods relevant to language-didactic studies are discussed.

Module 3 Subject-didactic theme 5 credits

This module discusses texts on the basis of a broad understanding of the text concept, in relation to didactic issues and methods relevant to the students' future careers.

The course also includes practical preparations for the teaching practice placement included in the English studies.

Professional basis and professional progression

The course develops the students' language-didactic knowledge and the content and objectives of the modules are closely related to their future profession as English language teachers.

Scientific approach and scientific progression

The modules include a natural connection between language-didactic and literature-didactic research and the students' future teaching profession. The teaching is a development of the previous language-didactic and literature-didactic courses within the Teacher Education Programme.

All sessions marked as seminars in the schedule are compulsory, since the students' performance is assessed through continuous assessment of their abilities to present their knowledge in speech.

Type of Instruction

Teaching is delivered in the form of seminars, lectures and workshops.

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* for at least 10 credits. Grading criteria for the grade of *Pass with Distinction* can be found under Objectives above.

Module 1, Literary theories from a didactic perspective, is examined through written assignments, oral presentations and active participation in seminars.

Module 2, Linguistics and language didactics, is examined through written assignments, oral presentations and active participation in seminars.

Module 3, Subject-didactic theme, is examined through written assignments, oral presentations and active participation in seminars.

Course Evaluation

The teaching is continuously evaluated during the semester.

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.

Required Reading and Additional Study Material

For all modules

Skolverket, 2011 (revised 2018). *Curriculum for the compulsory school, preschool class and school-age educare (including relevant syllabuses for English teaching)*. Stockholm: Norstedts Juridik. (Available at www.skolverket.se)

Skolverket, 2011 (revised 2018). *Curriculum for the upper secondary school (including relevant syllabuses for English teaching)*. Stockholm: Fritzes. (Available at www.skolverket.se)

Skolverket. 2011. *Allmänna råd med kommentarer om planering och genomförande av undervisningen – för grundskolan, grundsärskolan, specialskolan och sameskolan*. (Available at www.skolverket.se)

Skolverket. 2011. *Kommentar till kursplanen i engelska (Grundskolans läroplan 2011)*. Stockholm: Norstedts Juridik. (Available at www.skolverket.se)

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Stockholm: Fritzes. (Available at www.skolverket.se)

List of references Module 1 - Literary theories from a didactic perspective 5 credits

Appleman, D. 2015. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents. 3rd ed.* New York: Teachers College Press. ISBN: 9780807773550. 250 p. (selection). Fulltext available at the University Library web service.

Butler, Octavia E. 2004. *Kindred*. Boston: Beacon Press. 264 p. ISBN 9780807083109.

Rivkin, J. & Ryan, M., 2017. *Literary Theory: An Anthology. 3rd ed.* Hoboken: John Wiley & Sons Incorporated. ISBN: 1118718380. 1874 p. (selection). Fulltext available at the University Library web service.

Research articles and fiction (provided by the department or available online), ca. 350 p.

List of references Module 2 - Film didactics 5 credits

Denscombe, M. 2017. *The Good Research Guide for Small-Scale Social Research Projects*. 6th ed. London: Open University Press. 395 p. ISBN: 978-0-3352-2686-3

Loewen, Shawn & Sato, Masatoshi (ed.). 2017. *The Routledge Handbook of Instructed Second Language Acquisition*. Abingdon: Routledge. 300 p. (selection). ISBN: 978-0-367-14138-7.

Research articles (material provided by the department), ca. 100 p.

List of references Module 3 - Subject-didactic theme 5 credits

Full works Brown, Douglas H. & Aberywickrama, Priyanvada. 2019 (3rd ed.). *Language Assessment. Principles and Classroom Practices*. 370 p. Hoboken: Pearson Education. ISBN: 978-0-13-486022-0.

Bygrave, Jonathan, Cunningham, Sarah & Moor, Peter. 2013 (3rd ed.). *Cutting Edge (Upper intermediate, Student's book with DVDROM)*. Harlow: Pearson Education. 170 p. ISBN: 978-1-4479-3698-5.

Hattie, John & Clarke, Shirley. 2019. *Visible Learning Feedback*. London: Routledge. 178 p. ISBN: 978-1-138-59989-5

Articles and extracts (texts provided by the department)

Crooks, Terry J., Kane, Michael T. & Cohen, Allan S. 1996. "Threats to the Valid Use of Assessments". *Assessment in Education*, Vol. 3. No.3. 20 p.

Jones, Jane & William, Dylan. 2008. *Modern Foreign Languages Inside the Black Box*. Brentford: GL Assessment. 27 p.

Skolinspektionen. 2019. *Betygsättning på högskoleförberedande program i kursen svenska 3*. Stockholm: Skolverket. 52 p.

Skolverket. 2018. *Betyg och betygsättning*. Stockholm: Skolverket. 54 p.

Tholin, Jörgen. 2006. *Att kunna klara sig i ökänd natur: en studie av betyg och betygskriterier - historiska betingelser och implementering av ett nytt system*. Doctoral dissertation: Högskolan i Borås. (chapters 5-8) 130 p.