



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2ENÄ06 Engelska IV - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

English IV - 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 2012-09-20

Revised 2019-06-05 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

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. Linguistics and language didactics 7.5 credits

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

- demonstrate knowledge of linguistic and language-didactic methods and theories in some specific linguistic and language-didactic thematic areas, and analyse 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 language-didactic methods and theories within some specific linguistic and language-didactic thematic areas, analyse and discuss these methods and areas in depth, and analyse and discuss these methods and theories from the perspective of teaching

- use contextually appropriate language.

Module 2. Literature and literature didactics, 7.5 credits

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

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

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

Content

The course includes the following modules:

Module 1 Linguistics and language didactics 7.5 credits

This module include a theoretical and practical introduction to a number of linguistic and language-didactic themes. The students conduct a teaching project related to one of the themes discussed in the module.

Module 2 Literature and literature didactics 7.5 credits

In this module the students read and discuss literary texts and a selection of literature-didactic theories and methods. Both the literature and the didactic theories are related to issues relevant to the students' future careers.

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

Module 1, Linguistics and language didactics, is examined through written assignments, oral presentations and active participation in seminars.

Module 2, Literature and literature didactics, 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 - Linguistics and language didactics 7.5 credits

Dudenev, Gavin, Nicky Hockly & Mark Pegrum. 2013. *Digital Literacies: Research and Resources in Language Teaching*. Pearson Education, 387 p. ISBN: 978-1408296899.

Europarådet. *Common European framework of reference for languages: learning, teaching, assessment*. Available in electronic form at the Council of Europe: www.coe.int/T/DG4/Linguistic/CADRE_EN.asp . ca 250 p.

Lundahl, Bo. 2012. *Engelsk språkdidaktik*. Lund: Studentlitteratur. ca 100 p (selection). ISBN 10: 9144077149 or ISBN 13: 9789144077147

Articles provided by the department, ca. 80 p.

List of references Module 2 - Literature and literature didactics 7.5 credits

Bartosch, R. et al., 2014. *Teaching Environments: Ecocritical Encounters*. Frankfurt: Peter Lang. ProQuest Ebook Central. 266 p. (selection)

Devine, Eric. 2012. *Tap Out*. New York: Running Press Kids. 320 p.

Garcia, A. 2013. *Critical Foundations in Young Adult Literature: Challenging*

Genres, Rotterdam: Sense Publishers. ProQuest Ebook Central. 156 p. (selection)

Lowry, L. 2004. *Messenger*. New York: HarperCollins. 169 p. Peters, J. A. 2004. *Luna*. London: Little, Brown Books. 256 p.

Shakespeare, W. 2008. *Macbeth the Graphic Novel: Plain Text*. Birmingham: Classical Comics. 144 p.

Stein, D., & Thon, J. (eds.) 2015. *From Comic Strips to Graphic Novels: Contributions to the Theory and History of Graphic Narrative*. Berlin: De Gruyter. ProQuest Ebook Central. 418 p. (selection)

Thomas, P.L. (eds.) 2012. *Science Fiction and Speculative Fiction: Challenging Genres*. Rotterdam: Sense Publishers. ProQuest Ebook Central. 218 p. (selection)

Material provided by the department, ca. 100 p.