



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2EN60Ä Engelska III, för ämneslärare, 61-90 högskolepoäng, 30 högskolepoäng

English III, for secondary school subject teachers, 61-90 credits, 30 credits

Main field of study

English

Subject

English

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2023-10-17.

Revised 2024-05-16. Revision of required reading

The course syllabus is valid from autumn semester 2024.

Objectives

After completing the course, the student should be able to

- in a nuanced and advanced manner discuss, problemise, analyse and evaluate planning, execution and assessment of teaching, in connection to individual classes as well as sequences, in the subject English.

Course objectives for each module:

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

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

- present a selection of literary theories and methods and be able to apply these to an analysis of literature,
- analyse and discuss different literary theories from a didactic perspective,
- analyse literary theories as regards evidence based knowledge and applicability in a Swedish context.

Module 2. Word learning and vocabulary teaching in theory and practice, 5 credits

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

- demonstrate knowledge about vocabulary, phrasing and lexicography from a linguistic and didactic perspective,
- present elementary knowledge about theoretical perspectives on learning, in particular word learning,
- present and discuss evidence based approaches to pupils' word learning in a classroom situation.

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

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

- present further knowledge about assessment for teaching English in schools,
- discuss grading of language studies as a means of exercising authority, as well as discuss authentic grading scenarios.

Module 4. 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,
- analyse and discuss these methods and theories from the perspective of teaching.

Module 5. 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
- analyse and discuss these methods and theories from the perspective of teaching,
- independently identify, research and relate to a Swedish context a literary theory method that is used in teaching situations in the English speaking part of the world.

Content

Professional, scientific approach and scientific progression

The third semester in the subject English presents deeper studies in language didactics and literary didactics. The culture of academic seminars is introduced through seminars and workshops in which subject didactic theories are presented and discussed. This course offers more advanced training in academic writing, critical thinking, oral and written communication, planning and analytical skills. The subject field of language didactics is further presented through exercises intended to combine subject didactic studies with actual teaching situations, as well as through reflection and analyses. Students will be able to focus on a couple of new relevant subject didactic thematic fields.

The course includes the following modules:

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

This module covers reading and discussing literature and relevant literary theories and methods. Students read and discuss literary theories in relation to various literary didactic perspectives, for example as regards versatility and sustainability.

Module 2. Word learning and vocabulary teaching in theory and practice, 5 credits

This module covers reading and discussing scientific texts and practical teaching exercises for word learning and vocabulary teaching.

Module 3. Assessment for teaching, learning and grading in the subject of English, 5 credits

This module offers a deeper understanding of assessment for teaching, and includes the importance of assessment in the subject of English. Assessment of teaching theories are linked with actual work methods. Grading of pupils' language skills are problematised and students are presented with authentic exercises for grading situations.

Module 4. Linguistics and language didactics, 7.5 credits

This module covers a theoretical and practical introduction to a number of linguistic and language-didactic themes.

Module 5. Literature and literature didactics, 7.5 credits

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

Type of Instruction

Teaching is delivered in the form of lectures, seminars, workshops and exercises. Students auscultate and/or conduct research projects in schools for a set number of days.

Obligatory elements

Since this course includes elements that can only be acquired through learning situations, students are required to actively participate in a majority of learning activities and individually partake in the combined learning of the group. These elements occur in all modules and offer students the chance to participate in actual scenarios and authentic exercises that cannot be acquired individually or through reading. This includes the field studies.

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 course objectives.

In order to receive the grade of Pass with Distinction for the whole course, the student must have the grade of Pass with Distinction for at least 20 credits.

The respective modules are examined in the following ways:

Module 1 is examined through an oral group exam (4 credits) and a written assignment (1 credit).

Module 2 is examined through an oral video presentation on word learning and teaching (2 credits) and an oral exam (3 credits).

Module 3 is examined through an oral assignment (3 credits) and a written assignment in the form of a continued log book (2 credits).

Module 4 is examined through an oral presentation (3.5 credits) and a written assignment (4 credits).

Module 5 is examined through an oral presentation (2 credits), an oral exam (4 credits) and a written assignment (1.5 credits).

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner may offer an adapted exam or allow the student to conduct the exam in an alternative way.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 2ENÄ02 (15 credits), 2ENÄ06 (15 credits).

Other Information

Additional costs in connection to field studies (for instance expenses for traveling) are not reimbursed from the department

Required Reading and Additional Study Material

Required reading is listed for each module below. If there are later editions of the books than those presented below, the later editions should be used instead.

Course literature listed as Additional Study Material is not compulsory.

Module 1.

Alsop, Janet. Latest edition. *A Case for Teaching Literature in the Secondary School: Why Reading Fiction Matters in an Age of Scientific Objectivity and Standardization*. New York: Routledge. 171 p. (selection). Available in full text at the university library website.

Appleman, Deborah. 2015. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. 3rd edition. New York: Teachers College Press. ISBN:9780807773550. 250 p. (selection). Available in full text at the university library website.

Barnwell, Ashley. Latest edition. *Critical Affect: The Politics of Method*. Edinburgh: Edinburgh University Press. 168 p. (selection). Available in full text at the university library website.

Wolfreys, Julian. (ed.) (2006). *Modern North American Criticism and Theory: A Critical Guide*. Edinburgh: Edinburgh University Press. ISBN: 9780748626786. 249 p. (selection). Available in full text at the university library website.

Scientific texts and additional literature (provided by the department or online), approx. 200 pages.

Module 2.

Bergström, Denise. (2022). "Words are picked up along the way" - Swedish EFL teachers' conceptualizations of vocabulary knowledge and learning. *Language Awareness* 31(4), 393–409, 16 p. Provided on the digital learning platform.

Bransford, John D., Brown, Ann L. & Cocking, Rodney R. (ed.). 2018. *How People Learn II. National Academy of Sciences*, 24 p. Selection: Summary and chapters 1 and 2. Provided on the digital learning platform.

Schmitt, Norbert & Schmitt, Diane. 2020. *Vocabulary in Language Teaching* (2nd edition.) Cambridge University Press, 66 p. Selection: chapters 6-8. ISBN: 9781108701600

Sundberg, Daniel. 2022. "Lärares läroplansarbete och didaktiska repertoarer." In: A. Nordin & M. Uljens (eds.) *Didaktikens språk - om skolundervisningens mål, innehåll och form*. Gleerups, 15 p.

Thornbury, Scott. 2002. *How to Teach Vocabulary*. Pearson, 192 p. ISBN: 0582429668

Module 3.

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

Hattie, John & Clarke, Shirley. 2019. *Visible Learning Feedback*. London: Routledge. 178 p. ISBN: 978-1-138-59989-5. Available in full text at the university library website.

Scientific texts and additional literature (provided by the department or online):

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.

Richardson, Mary. 2022. *Rebuilding Public Confidence in Educational Assessment*. London: UCL Press. (chapter 4) 17 p.

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

Skolverket. 2022. *Betyg och prövning*. Stockholm: Skolverket. 64 p.

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

Module 4.

Pegrum, Mark, Hockly, Nicky & Dudeney, Gavin. 2022. *Digital Literacies* (2nd Edition). London: Routledge. 300 p.

Module 5.

Garcia, Antero. Latest edition. *Critical Foundations in Young Adult Literature: Challenging Genres*. Rotterdam: Sense Publishers. ProQuest Ebook Central. 156 p. (selection). Available in full text at the university library website.

Jones, Christian, ed. Latest edition. *Literature, Spoken Language and Speaking Skills in Second Language Learning*. Cambridge: Cambridge University Press. 248 p. (selection). Available in full text at the university library website.

Kirtley, Susan E., Antero Garcia, & Peter E. Carlson, eds. Latest edition. *With Great Power Comes Great Pedagogy: Teaching, Learning, and Comics*. Jackson: University Press of Mississippi. 252 p. (selection). Available in full text at the university library website.

Shakespeare, William. Latest edition. *Macbeth the Graphic Novel: Plain Text*. Birmingham: Classical Comics. 144 p.

Shusterman, Neal. Illustrations by Brendan Shusterman. Edition by choice. *Challenger Deep*. New York: Harper Teen. 320 p.

Thomas, Aiden. 2020. *Cemetery Boys*. New York: Macmillan. ISBN: 9781259513. 352 p.

Scientific texts and additional literature (provided by the department or online), approx. 350 pages.

Students choose one of the titles listed below:

Acevedo, Elizabeth. Edition of choice. *The Poet X*. New York: HarperCollins. 361 p.

Butler, Octavia E. et al. Edition of choice. *Kindred: A Graphic Novel Adaptation*. New

York: Abrams Comicarts. 248 p. Available in full text at the university library website.

Reynolds, Jason. Edition of choice. *Long Way Down*. New York: Faber & Faber. 322 p.

Tahir, Sabaa. Edition of choice. *All My Rage*. New York: Razorbill. 376 p.

Vuong, Ocean. Edition of choice. *On Earth We're Briefly Gorgeous*. New York: Penguin. 256 p.