



## Course syllabus

Faculty of Arts and Humanities

Department of Languages

4ENÄ6E Engelska V, inkl. litteraturdidaktiskt självständigt arbete, avancerad nivå (ämneslärarexamen med inriktning mot arbete i gymnasieskolan), 30 högskolepoäng

English V Literary Studies in the EFL Classroom, Independent Degree Project, 2nd Cycle (M.A. in Upper Secondary Education), 30 credits

### **Main field of study**

English

### **Subject**

English

### **Level**

Second cycle

### **Progression**

A1N

### **Date of Ratification**

Approved 2022-06-29.

Revised 2022-11-18. Revised literature.

The course syllabus is valid from spring semester 2023.

### **Prerequisites**

English for secondary school teachers, 1-90 credits, Independent project (15 credits) in another subject within the teacher education programme, UVK course: Philosophy of science and research methodology (Vetenskapsteori och forskningsmetodik) or the equivalent, and teaching practice placement, 15 credits.

### **Objectives**

After completing the course, the student should be able to

- independently identify and formulate problems relevant to further research and their future careers
- independently assess and critically evaluate different theories, methods and academic studies and relate these to their own study and to their own future careers.

### **Module 1: Literary Studies in the EFL Classroom, 7.5 credits**

After completing the module, the student should be able to

- compare and contrast current research in literary studies
- implement theoretical perspectives when analyzing literary texts
- design a theoretically justified teaching unit within literature instruction in the EFL classroom.

### **Module 2: Literary Theories and Methods Applicable to Literature Instruction in the English Subject, 7.5 credits**

After completing the module, the student should be able to

- outline, explain, and justify the chosen theoretical perspective for the independent project
- apply theories and methods in view of the objectives stated in the curricular documents
- conduct in-depth literary analyses using various critical lenses
- critique rhetorical moves in scholarly work in the field of literary studies.

### **Module 3: Independent Degree Project in Literary Studies in the EFL Classroom, 2nd Cycle, 15 credits**

After completing the course, the student should be able to

- define and delimit a topic that is relevant to the teaching profession as well as to the research field
- formulate a clear aim and an original argumentative thesis comprising a literary interpretation as well as its pedagogical implications
- systematically present previous research relevant to the aim of the project
- present and use relevant theoretical concepts
- describe and justify their choice of primary material and method of analysis
- demonstrate an awareness of research-ethical issues in a school context as well

as in the completion of their project

- analyse their material in relation to their aim, their thesis statement and theoretical concepts
- discuss and draw conclusions from the analysis and relate it to previous research
- relate the literary interpretation to classic pedagogical questions (what, how, why) in a way that can be considered relevant for practising teachers, as well as present suggestions for further studies
- approach teaching in a non-prescriptive way
- demonstrate, in writing, an understanding of the complexity of learning situations
- present a project in English that is well organised and functional with regard to language, form and referencing
- defend their project with objective and relevant arguments
- review another student's project and present constructive criticism
- contribute to constructive seminar discussions.

## Content

### **Professional basis and professional progression**

In this course the students develop their understanding of their future careers as teachers. Their previous studies in UVK courses and teaching practice placement are connected to the subject and studies in discipline-specific teaching and learning at the second level. By that, the student is prepared to contribute to the development of the basic values in professional teaching, through an inclusive approach and an awareness of aspects of equality and human rights.

### **Scientific approach and progression**

In the independent project at the second level the student has the opportunity to produce an academic text on the basis of the different parts of their education, subject studies in two subjects, teaching practice placement and UVK courses. The student independently identifies a problem area relevant for the teaching profession. On the basis of critical reviews of previous research, the student independently chooses and applies theories and methods, taking research-ethical principles into consideration. The student analyses and evaluates their own empirical material and discusses the credibility of interpretations and conclusions. In this course the future teacher's scientific approach is developed, regarding both subject-knowledge and profession, and the student is prepared for scientific discussions in their future career.

### **Module 1: Literary Studies in the EFL Classroom, 7.5 credits**

This module covers various ways of applying literary theory when studying literature in the English as a Foreign Language (EFL) classroom. Current research will be evaluated and analyzed with special consideration of its degree of relevance for the future profession. In addition, design strategies for literature instruction will be critically reviewed.

### **Module 2: Literary Theories and Methods Applicable to Literature Instruction in**

### **the English Subject, 7.5 credits**

This module deals with literary theory and its pedagogical applications as regards the English classroom. Literary texts will be analyzed using various critical lenses. Peer reviewed articles in the field of literary studies will be evaluated and analyzed with special focus on commonly used text structures and rhetorical moves in the discipline. Module content and readings will align with the chosen topics for the independent projects.

### **Module 3: Independent Degree Project in Literary Studies in the EFL Classroom, 2nd Cycle, 15 credits**

In this module the students practise formulating precise and original thesis statements and aims, searching and processing relevant theoretical literature in the field, and developing good skills in argumentation and analysis, through following conventions for academic writing and applying and formatting a subject-relevant reference system. The project investigates a topic in comparative literature relevant to the student's future career, and is a progression compared to previous courses in subject-specific pedagogy. The topic is chosen in consultation with the supervisor. The students discuss their independent projects in seminars throughout the module, and act as opponents for another student's independent project in a final seminar.

### **Type of Instruction**

Teaching is primarily delivered in the form of workshops, but other forms of instruction may occur. ICT may also be used.

### **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 objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction, the student must have received this grade for at least 22.5 credits.

Module 1 is examined in an oral presentation (1.5 credits), an oral exam (3 credits), and a written assignment (3 credits). Students will have the opportunity to produce a multimedia resource, with only a very short written reflection piece, provided that they choose this option instead of the written assignment.

Module 2 is examined in an oral presentation (1.5 credits), an oral exam (3 credits), and a written assignment (3 credits).

Module 3 is examined through a seminar at the end of the course. In order to receive the grade of Pass, the student must present and defend their independent project, and critically review and act as an opponent for another student's independent project. In the independent project, language and style are also assessed.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to adapt the exam or to let the student conduct the exam in an alternative way.

Resit examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University.

### **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.

## Required Reading and Additional Study Material

### **Module 1: Comparative literature in foreign-language learning, 7.5 credits**

Ahlberg, S. (2021). *Teaching Literature in Times of Crisis*. New York: Routledge. ISBN: 978-1-0031-2074-2. (ca 100 s.) Tillgänglig i fulltext på UB:s hemsida.

Burke, M., & Troscianko, E. Senaste upplagan. *Cognitive Literary Science: Dialogues between Literature and Cognition*. New York: Oxford University Press. (325 s.) Tillgänglig i fulltext på UB:s hemsida.

Gavins, J., & Steen, G. (Eds.). (2003). *Cognitive Poetics in Practice*. New York: Routledge ISBN: 978-0-2034-1773-7. (ca 32 s.) Tillgänglig i fulltext på UB:s hemsida.

Gilbert-Hickey, M., & Green-Barteet, M. (2021). *Race in Young Adult Speculative Fiction*. Jackson: University Press of Mississippi. ISBN: 978-1-4968-3386-0. (ca 50 s.) Tillgänglig i fulltext på UB:s hemsida.

Macaluso, M., & Macaluso, K. (2017). *Teaching the Canon in 21st Century Classrooms: Challenging Genres*. Boston: Brill. ISBN: 9789004389311. (ca 100 s.) Tillgänglig i fulltext på UB:s hemsida.

Parham, J. Senaste upplagan. *The Environmental Tradition in English Literature*. New York: Routledge. (238 s.) Tillgänglig i fulltext på UB:s hemsida.

Rodríguez, R. J. (2018). *Teaching Culturally Sustaining and Inclusive Young Adult Literature Critical Perspectives and Conversations*. New York: Routledge. ISBN: 978-1-3515-8045-8. (ca 50 s.) Tillgänglig i fulltext på UB:s hemsida.

Shaw, K. (2016). *Teaching 21st Century Genres*. London: Palgrave Macmillan. ISBN: 978-1-1375-5391-1. (ca 100 s.) Tillgänglig i fulltext på UB:s hemsida.

Stockwell, P. (2020). *Cognitive Poetics: A New Introduction*. 2:a uppl., New York: Routledge. ISBN: 978-1-0007-6070-5. (ca 50 s.) Tillgänglig i fulltext på UB:s hemsida.

Weik von Mossner, A. (2017). *Affective Ecologies: Empathy, Emotion, and Environmental Narrative*. Columbus: Ohio State University Press. ISBN: 978-0-8142-7493-4. (ca 150 s.) Tillgänglig i fulltext på UB:s hemsida.

Vetenskapliga artiklar och skönlitteratur (material som tillhandahålles av institutionen eller är nätbaserat), ca 200 s.

### **Module 2: Advanced literary theories and methods in relation to foreign-language learning, 7.5 credits**

In consultation with the examiner and the teacher responsible for the course, the student chooses a didactic dissertation relevant to the teaching of English, or an equivalent, long, academic text on a topic in comparative literature in relation to foreign-language learning. The student also reads scientific articles which complement the chosen dissertation and together with the dissertation cover the basic issues discussed in the module.

**Module 3: Independent project in English, second level, 15 credits**

Literature relevant for the chosen topic is chosen in consultation with the examiner and the supervisor.