

# English for Teachers, 91–97.5 hp, Autumn 2018

Course code: 9AEN71

## Staff

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## LiU's Learning Platform LISAM & English Web Page:

Via LISAM (log in via the Student Portal: <https://www3.student.liu.se/portal>) and/or at <http://www.liu.se/ikk/english> you can find up-to-date information about:

- Timetables, reading lists, course guides, syllabuses (*kursplaner*) & grading criteria
- Course rooms for courses and course modules
- Contact details for teachers and our student advisors (under Staff in the web page)

## Registration

Each student must register as soon as possible after the course introduction through the student portal: <https://www3.student.liu.se/portal> using your LiU ID.

If you are new to LiU, the full registration process is explained here step by step: <https://liu.se/en/article/antagen-till-en-kurs> (in Swedish: <https://liu.se/artikel/antagen-till-en-kurs>)

This will ensure that you get a necessary LiU ID, a LiU card, access to LISAM, Onedrive and student email, etc.

## Discontinuing Your Studies (*Avbrott i studier*)

If for some reason you discontinue your studies, you must notify the department immediately ([malgorzata.clarke@liu.se](mailto:malgorzata.clarke@liu.se)).

## Course Literature & Compendiums

Books have been ordered through Bokakademin in Kårallen (the Student Union).

Course compendiums and materials will be available in electronic form via LISAM.

## Exams

Since this course is examined through hand-in assignments, take-home exams, seminar participation and a poster session, there is no need to sign up for exams in advance.

## Course Learning Outcomes (*Mål*):

Efter avslutad kurs ska den studerande kunna:

- kritiskt jämföra olika litteraturteorier, perspektiv och forskningsresultat samt olika litteraturkritiska inriktningars praktiska tillämpning,
- kritiskt tillämpa olika litteraturteorier på studerade engelskspråkiga verk,
- självständigt formulera en relevant frågeställning samt utifrån den planera och utföra en studie om någon aspekt/några aspekter av engelskundervisningen i gymnasieskolan,
- tillämpa forskningsetiska principer,
- göra en analys av klassrumsinteraktion i gymnasieskolan med hjälp av samtals-, interaktionsanalytisk eller annan forskningsmetod.

### Feedback to Students

Students will receive feedback in the following manner: through grading, through written feedback on written assignments/examinations and through oral feedback in seminars and workshops.

### Course Feedback

There is a scheduled course evaluation towards the end of term with an opportunity to discuss various aspects of the course with the course tutor and other teachers, as well as an anonymous individual electronic evaluation via KURT (log in via the Student Portal: <https://www3.student.liu.se/portal>).

## **Guidelines for Examination (both individual and in groups)**

Read the following text and confirm by signing the accompanying list that you know and understand existing rules and regulations as regards abstracts, references, summaries and citations/quotations of texts written by others, as well as working in pairs or group.

### **Listing Sources**

In higher education, a common examination form is the writing of essays and theses of varying scope and depth, as well as other kinds of home exams in the form of written assignments. Virtually all such assignments require the student to read, comment and relate to other written texts published in books, magazines, or texts found in essays, theses or on the Internet. There are fairly strict guidelines to be followed as regards using texts produced by others in one's own work. These vary according to academic discipline. For literature, we use the MLA (Modern Language Association) referencing conventions (cf. *Writing: A College Handbook*), whereas for linguistics we use Harvard (see your Reading List for a reference). If in doubt, consult your teacher/supervisor. The following description mainly comes from Siv Strömquist (2001), *Konsten att tala och skriva* ("The Art of Speaking and Writing").

Whether quoting [...], commenting on, or re-writing in one's own words what someone else has written, a listing of the source must accompany all such text passages. One must state whose text one quotes, what source one uses and where the information comes from.

[...]

Listing the sources really serves two purposes: the reader must be told that you use someone else's text for support, and you must give sufficient information to make it possible to identify the sources you have used (the bibliographic references). Based on your information, the reader should be able to find the text and read it in its original form, should she or he wish to do so.

(Strömquist 2001: 225, our translation)

**Relating** the content of someone else's text using one's own words is called a **paraphrase** or a **summary**. To learn about how sources should be listed and quoted, please refer to Heffernan et. al. (2001: 571–573) in *Writing: A College Handbook*.

**Copying** a short or a long passage from someone else's text is called a **citation** or **quotation**: "When one wants to reproduce what someone else has written verbatim, one must both indicate the quoted passage using quotation marks [...], as well as making sure that the passage is quoted exactly as it is" (Strömquist 2001: 225, our translation).

If one uses the content of someone else's text as a quotation, summary or paraphrase, it is vital that the original source is listed. Using the thoughts and ideas, and/or the formulations of someone else without stating the source, is seen as intellectual theft. It is called **plagiarism** and is a form of cheating.

**Plagiarism**, the act of taking the writings of another person and passing them off as one's own. The fraudulence is closely related to forgery and piracy – practices generally in violation of copyright laws. (*Encyclopædia Britannica*)

## Using the Internet

Downloading, copying or using texts from the Internet and claiming to be the author without stating the correct source is plagiarism and therefore cheating. **Please note that this includes the written answers used in the literature seminars, which are to be handed in.**

All assignments will be examined by *Urkund*, a program used by the University for checking texts. Hence, all texts must be sent to the teacher concerned through a specific Urkund e-mail address, listed below. Keep this list and refer to it when in need of a teacher's Urkund address.

## Working in Pairs or Groups

University studies may require students to collaborate with their peers regarding certain tasks. These tasks may be prepared/carried out/presented/examined in pairs or in groups, or they may be prepared/carried out in pairs or in groups but presented/examined on an individual basis. If pair or group work forms the basis for the grade on the course or part of it, students are expected to participate, individually and actively in the group's shared work. A student who does not participate actively, but tries to benefit from the results produced by other members of the group, will be regarded as cheating; his/her action is considered as a form of plagiarism.

Students are often encouraged to collaborate and discuss together in groups, e.g. before a seminar; however, if answers are to be submitted individually, it is very important that the texts are written separately.

## Actions Taken by the University

Any student suspected of cheating must be reported to the rector, who will decide whether to have the matter decided by the disciplinary board (see <http://www.student.liu.se/regler-rattigheter-sakerhet/lagar-regler-rattigheter/disciplinarenden?l=en>). Sanctions may include a warning or suspension from the university up to six months.

## List of References

Encyclopædia Britannica (2013) 'Plagiarism'. in *Encyclopædia Britannica* [online] available from <<http://search.eb.com/eb/article-9060277>> [28 Dec. 2014]

Heffernan, James A.W., Lincoln, John E. & Atwill, Janet (2001) *Writing: A College Handbook*. New York: Norton

Strömquist, Siv (2001) *Konsten att tala och skriva*. Malmö: Gleerups

## Urkund Addresses (based on the formula [LiU ID].liu@analys.orkund.se)

Mathias Broth: [matbr04.liu@analys.orkund.se](mailto:matbr04.liu@analys.orkund.se)  
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# English for Upper–Secondary Teachers, 91–97.5 hp Autumn Term 2018

Course code: 9AEN71

## COURSE GUIDE

### The Course Structure

The course consists of two course modules: *The English Language Classroom* and *Literature and Literary Theory (Critical Engagements)*.

The following provides a more detailed breakdown of the course modules and examinations:

#### The English Language Classroom (Interaction Analysis)

**Teachers:** Nigel Musk, Mathias Broth, Leelo Keevallik, Rasmus Persson & Lotta Plejert

**Teaching:** introductory lectures and workshops; pairwork (for empirical study).

**Content:** How to analyse talk, interaction and learning in the English foreign language classroom, leading to an independent empirical study of some interactional phenomenon.

**Examination:** compulsory attendance at introductions and workshops (100%)<sup>1</sup>, transcriptions of video recordings (verbal and multimodal), producing and presenting a research poster and discussing others' posters.

#### Literature & Literary Theory (Critical Engagements)

**Teachers:** Anna Watz & Maria Strääf

**Teaching:** introductory lecture and themed literature seminars.

**Content:** More advanced studies in English literature and literary theory and method. Discussions of English literature from the 1970s onwards in dialogue with a number of theoretical perspectives.

**Examination:** compulsory attendance and prepared oral participation in seminars<sup>2</sup>, two written home assignments and one final essay.

*The grading criteria for each course module can be found in Lisam.*

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<sup>1</sup> There will be written make-up work for missing any introductions and workshops (see timetable).

<sup>2</sup> There can be written make-up work for missing one seminar only. If a student misses more than one seminar, they will have to re-take the module the following year.

## Breakdown of ECTS Credits:

<b>Exam code</b>	<b>Description</b>	<b>No of credits</b>
STN1	Transcriptions of video recordings (verbal and multimodal)	1
PRO	Empirical study (poster, presentation, participation)	3
OBL2	English Language Classroom (active participation in workshops)	0
STN3	Literature & Literary Theory (take-home exam)	3.5
OBL1	Literature & Literary Theory (active participation in seminars)	0
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<b>TOTAL:</b>		<b>7.5 credits</b>

## English for Upper Secondary Teachers, 91–97.5 cr, Autumn 2018

*Engelska för gymnasielärare, 91–97,5 hp, ht 2018*

Course code: 9AEN71

The books, etc. listed under “Course Literature” are compulsory reading.
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### Literature and Literary Theory

#### Course Literature

##### Literary Method & Theory

Bennet, Andrew and Nicholas Royle. *Literature, Criticism and Theory*. 4th ed.  
Harlow: Longman, 2009. ISBN: 9781405859141

Klages, Mary. *Literary Theory: The Complete Guide*. 2nd ed. London: Bloomsbury, 2017.  
[ISBN: 9781472592743] (selected pages only)

##### Literary Works

Barnes, Julian. *Flaubert's Parrot*. London: Vintage, 2012.

Carter, Angela. *The Passion of New Eve*. London: Virago, 1992.

Morrison, Toni. *The Bluest Eye*. London: Vintage, 2007.

*Literary theory: Articles and extracts from books by critical theorists provided by the Department.*

#### Reference Literature

Rapaport, Herman. *The Literary Theory Toolkit: A Compendium of Concepts and Methods*.  
Chichester: Wiley-Blackwell, 2011.

# The English Language Classroom

## Course Literature

See the document “Reading Preparations ...” in *Lisam* for details of what to read for when.

In addition, there will be further research articles to read that are of relevance to your selected phenomenon.

Hutchby, Ian & Wooffitt, Robin (2008) ‘Building Collections and Identifying Phenomena’. *Conversation Analysis*. 2nd edn. Cambridge: Polity Press, 88-112

Seedhouse, Paul (2004) ‘CA Procedures’. *The Interactional Architecture of the Language Classroom: A Conversation Analysis Perspective*. Oxford: Blackwell, 38-42

Seedhouse, Paul (2005) ‘Conversation Analysis and language learning’. *Language Teaching* 38, 165-187 [available for free via ‘journals’ (*tidskrifter*) on the LiU Library website: <http://www.bibl.liu.se/?l=en>]

Walsh, Steve (2011) *Exploring Classroom Discourse*. Abingdon, Oxon: Routledge.  
[online] available from <http://lib.myilibrary.com.e.bibl.liu.se/Open.aspx?id=310360> [27 June 2018]

*Handouts supplied by the Department (available through Lisam).*

## Referencing

For literature

Heffernan, James A.W. & John E. Lincoln & Janet Atwill. *Writing: A College Handbook*. 5<sup>th</sup> edition [or later]. New York: Norton, 2001.

Russell, Tony, Allen Brizee, and Elizabeth Angeli, Russell Keck, Joshua M. Paiz, Michelle Campbell and Rodrigo Rodríguez-Fuentes. “MLA Formatting and Style Guide.” *The Purdue OWL*. Purdue U Writing Lab, 15 Nov. 2017. Web. 27 June 2018.  
<<https://owl.english.purdue.edu/owl/resource/747/01/>>

For language/linguistics

Deane, M. (2017) *Coventry University Harvard Reference Style Guide*. Unpublished booklet. Coventry: Coventry University [online] available from <http://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing> [27 June 2018]



## Timetable Overview for Teachers' Programme 91-97.5 cr (9AEN71) Autumn Term 2018

	34	35	36	37	38	39	40	41	42	43
<b>General</b>	<b>Intro</b>									<b>Eval</b>
English Language Classroom (Interaction Analysis)	Intro	■	Do video recordings	■		■	■		Exam	
Literature & Literary Theory (Critical Engagements)		Intro			■		■		■	Exam

Tid	Kurs	Lokal	Undervisningstyp	Lärare	Fria grupper	Information till student
v 34						
To 2018-08-23						
15:15 - 16:00	9AEN71	Bildsal2	Introduktion	Nigel John Musk		Course Introduction - IKK 4257
16:00 - 17:00	9AEN71	Bildsal2	Introduktion	Nigel John Musk		Introduction - the English classroom - IKK 4257
v 35						
On 2018-08-29						
10:15 - 12:00	711A03		Introduktion	Anna Watz		Introduction: Critical Engagements - IKK 2314
	711A10					
	711G23					
	711G30					
	711G31					
	9AEN71					
v 37						
To 2018-08-30						
14:00 - 15:00	763A51	KY21	Introduktion	Leelo Keevallik Mathias Broth Rasmus Persson		Introduction to multimodal interaction analysis
	9AEN71					
15:15 - 17:00	763A51	KY21	Föreläsning	Rasmus Persson		Recording & research ethics
	9AEN71					
v 38						
Fr 2018-08-31						
10:15 - 12:00	763A51	Medielabb	Workshop	Rasmus Persson		Verbal transcription practice - IKK 3314
	9AEN71					
13:15 - 15:00	763A51	Medielabb	Workshop	Rasmus Persson		Verbal transcription practice - IKK 3314
	9AEN71					
v 39						
Må 2018-09-10						
16:45 - 17:00	9AEN71		Inlämning			Submit verbal transcriptions
v 40						
To 2018-09-13						
13:15 - 15:45	763A51	Medielabb	Workshop	Rasmus Persson		Multimodal transcription practice - IKK 3314
	9AEN71					
16:00 - 17:00	763A51	Bildsal2	Workshop	Leelo Keevallik Nigel John Musk Rasmus Persson		Data session - IKK 4257
	9AEN71					
v 41						
Ti 2018-09-18						
15:15 - 17:00	711A03	KG21	Seminarium	Anna Watz	Grupp A	Critical Engagements 1
	711A10					
	711G30					
	711G31					
	9AEN71					
v 42						
Fr 2018-09-21						