

English for Teachers, 61–90 hp, Spring 2021

Course code: 93EN51

Staff

Course Tutor/Examiner:	<i>Nigel Musk</i>	(nigel.musk@liu.se)
Head of English:	<i>Lars Liljegren</i>	(lars.liljegren@liu.se)
Administrator:	<i>Margareta Clarke</i>	(malgorzata.clarke@liu.se)
Student Advisor (<i>studievägledare</i>):	<i>Gunilla Christiansen</i>	(gunilla.christiansen@liu.se)

LiU's Learning Platform LISAM & English Web Pages:

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

- Timetables (via LISAM & here: <https://cloud.timeedit.net/liu/web/schema/>)
- Reading lists, course guides, syllabuses (*kursplaner* – via course links here: <http://www.liu.se/ikk/english> – see also tab “Övriga document” & via LISAM)
- Contact details for teachers and our student advisors (<https://liu.se/artikel/engelska-kurser>)
- Course rooms for courses and course modules & grading criteria

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/checklistor> (in Swedish: <https://liu.se/artikel/checklistor>)

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).

Course Literature & Compendiums

Books may be ordered through Bokakademin in Kårallen (the Student Union).

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

Exams

To enter for an exam (10 working days beforehand), you must sign up via the Student Portal: <https://www3.student.liu.se/portal>.

If for any reason you cannot sit an exam, you must withdraw your entry as soon as possible.

Course Learning Outcomes (*Mål*):

Efter avslutad kurs ska den studerande kunna:

- analysera utvalda litterära verk och med utgångspunkt i olika litteraturkritiska inriktningar,
- jämföra olika litteraturteorier, perspektiv och forskningsresultat,
- bedöma och tillämpa litteraturteorier i en egen analys,
- demonstrera hög språklig och stilistisk säkerhet i olika sammanhang med tonvikt på formell engelska,
- diskutera, problematisera och planera grammatikundervisning i gymnasieskolan med utgångspunkt i språkinläringsteorier och vedertagna undervisningsmetoder,
- demonstrera kunskaper i engelska språkets utveckling från fornengelska till tidig modern engelska, med avseende på språkets etymologi, fonologi, morfologi, syntax, ordförråd och ortografi,
- kritiskt tillämpa lingvistiska teorier och metoder i analyser av språkliga data,
- uppvisa förmåga att kritiskt förhålla sig till aktuell forskning,
- med viss självständighet planera, genomföra och presentera ett avgränsat vetenskapligt arbete där även forskningsetiska ställningstaganden ingår,
- uppvisa insikter i aktuell språk- och litteraturvetenskaplig teori och metod,
- konsekvent följa vedertagna normer för skrivtraditionen inom valt akademiskt område, inklusive arbetets struktur, citat- och källhantering,
- genomföra en uppgift inom givna tidsramar.

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.

Course Feedback

There is an anonymous individual electronic evaluation via Evaluate at the end of the course (log in via the Student Portal: <https://www3.student.liu.se/portal>), but please give feedback to your teachers if any issues arise during the course.

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

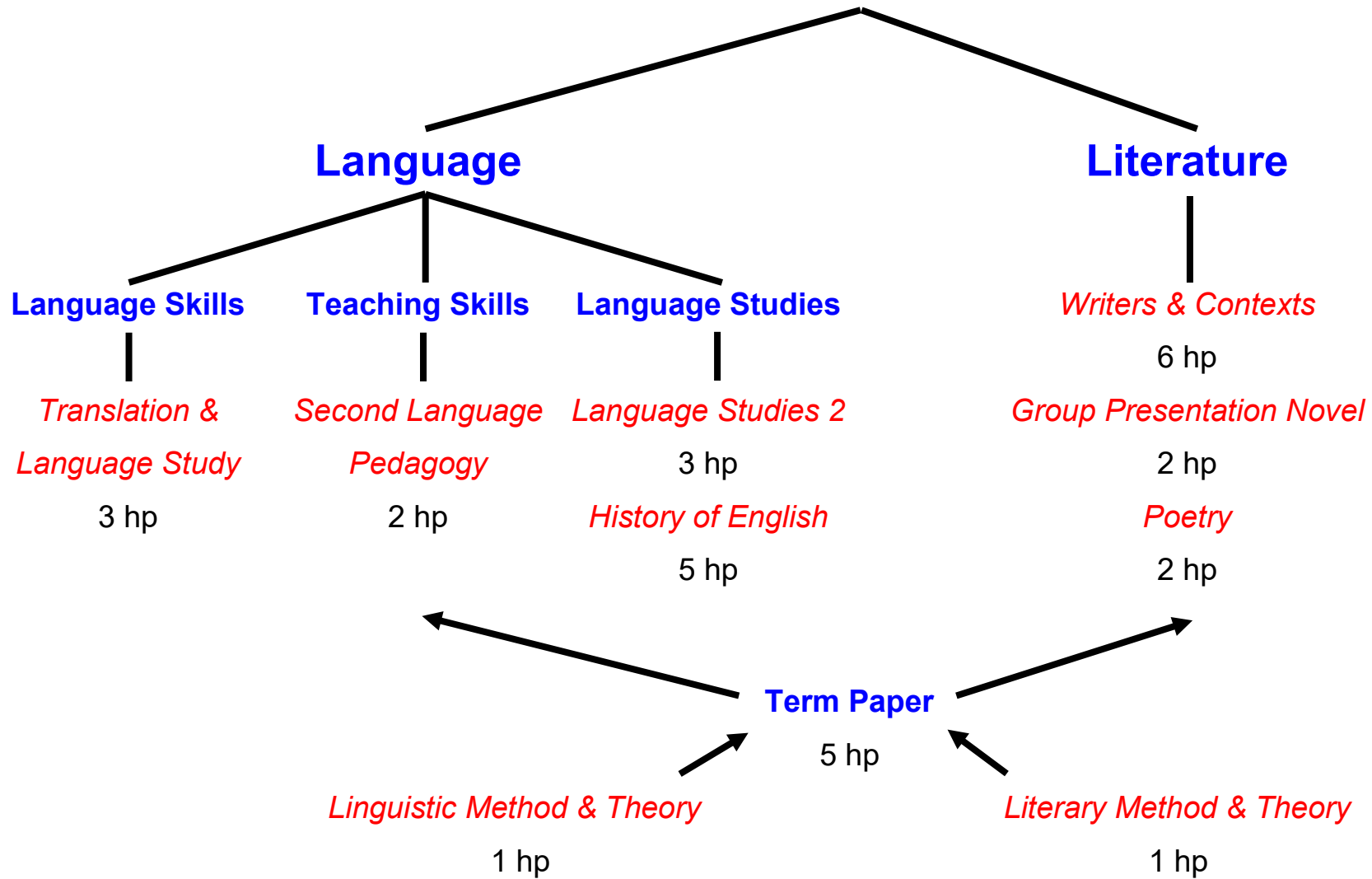
Strömquist, Siv (2001) *Konsten att tala och skriva*. Malmö: Gleerups

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

Mathias Broth: matbr04.liu@analys.orkund.se
Emile Farmer: emifa06.liu@analys.orkund.se
Helena Granlund: helgr79.liu@analys.orkund.se
Lena Hägle: lenha17.liu@analys.orkund.se
Mikael Jungevall: mikju32.liu@analys.orkund.se
Lars Jämterud: larja15.liu@analys.orkund.se
Elin Käck: elika71.liu@analys.orkund.se
Clelia La Monica: larli28.liu@analys.orkund.se
Lars Liljegren: larli28.liu@analys.orkund.se

Nigel Musk: nigmu65.liu@analys.orkund.se
Margaret Omberg: marom79.liu@analys.orkund.se
Michael Smith: michael.smith.liu@analys.orkund.se
Charlotta Plejert: chapl01.liu@analys.orkund.se
Maria Sträaf: marst62.liu@analys.orkund.se
Lari-Valtteri Suhonen:
Shelley Torgnyson: sheto46.liu@analys.orkund.se
Anna Watz: annwa19.liu@analys.orkund.se

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COURSE GUIDE

The Course Structure

The course consists of two main blocks: *language* (language skills, teaching skills & language studies) and *literature*. In addition there is a term paper on either a language or literary subject. However, these run in parallel and are designed to support and reinforce each other.

What Is Compulsory?

All exams, both written (including take-home assignments/exams and the term paper) and oral, are compulsory. Note that compulsory submitted written work (e.g. take-home assignments/exams and the term paper) must be sent to your teacher/supervisor via Urkund.

Attendance and active participation in seminars is compulsory for Second Language Pedagogy, Writers & Contexts and Linguistic/Literary Theory & Method, but we *strongly* advise you to take part in all seminars and lectures (the few lectures there are, are almost all combined seminars/lectures).

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

Language

Translation & Language Studies

Teacher: Lars Liljegren

Teaching: translation seminars with pair work preparations.

Examination: Written Proficiency Exam (translation).

Second Language Pedagogy

Teacher: to be decided

Teaching: second language pedagogy seminars.

Examination: written lesson plan. Compulsory attendance and active participation in seminars, including an oral presentation/critical discussion of the lesson plans.

Language Studies 2

Teacher: Emile Farmer

Teaching: lectures with group work tasks.

Examination: take-home exam.

History of English

Teacher: Nigel Musk

Teaching: lectures/seminars with group work preparations.

Examination: take-home exam.

Literature

Writers & Contexts

Teachers: Anna Watz & Maria Sträaf

Teaching: introductory lecture and themed literature seminars, including an oral presentation of an additional literary work.

Examination: compulsory attendance and prepared oral participation in seminars. Three written home assignments and one final essay.

Poetry

Teacher: Anna Watz

Teaching: introductory lecture and poetry seminars.

Examination: compulsory attendance and prepared oral participation in seminars. Word-processed notes are compulsory for each seminar and must be sent on request to your teacher's Urkund address.

Linguistic/Literary Theory & Method

Teacher: Nigel Musk & Elin Käck

Teaching: introductory lecture (literature) and seminars.

Examination: compulsory attendance and prepared oral participation in seminars.

Term Paper

Teachers: decided according to selected term paper topics.

Teaching: term paper supervision.

Examination: written term paper.

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

Breakdown of ECTS Credits:

Exam code	Description	No of credits
STN6	Written Proficiency (translation exam)	3
PRO1	Second Language Pedagogy (lesson plan)	2
OBL5	Second Language Pedagogy (active participation in seminars)	0
STN7	Language Studies 2 (take-home exam)	3
STN8	History of English (take-home exam)	5
MRE5	Linguistic Theory & Method (active participation in seminars)	1
MRE6	Literary Theory & Method (active participation in seminars)	1
MRE4	Writers & Contexts (active participation in seminars)	1
STN5	Writers & Contexts (written assignments & essay)	5
MRE1	Literature – Poetry 1 (active participation in seminars)	1
MRE2	Literature – Poetry 2 (active participation in seminars)	1
MRE3	Literature – Presentation Novel (oral presentation)	2
ESS3	Term Paper (written essay)	5
<hr/> TOTAL:		30 credits

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READING LIST

NB The literature has been ordered through Bokakademin in Kårallen.
The books, etc. listed under “Course Literature” are compulsory reading.

Second Language Pedagogy

Course Literature

Benati, A.G. (2013) *Issues in Second Language Teaching*. Sheffield: Equinox.: 11-27 (on LISAM).

Ellis, R., Basturkmen, H. & Loewen, S. (2002) Doing Focus-on-Form. *System* 30(4): 419-432 (on LISAM)

Ellis, R. (2015) The Importance of Focus on Form in Communicative Language Teaching. *Eurasian Journal of Applied Linguistics* 1(2): 1-12 (on LISAM)

Lightbown, P.M. & Spada, N. (2013) *How Languages are Learned*. 4th edn. Oxford Handbooks for Language Teachers. Oxford: Oxford University Press [ISBN: 9780194541268]

Richards, J.C. and Rodgers, T.S. (2014) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press: 178-190 (on LISAM)

Sheen, R. (2002) “‘Focus on Form’ and ‘Focus on Forms’.” *ELT Journal* 56(3): 303-305 (on LISAM)

Reference Literature

Benati, A.G. (2013) *Issues in Second Language Teaching*. Sheffield: Equinox

Dellar, H. and Walkley, A. (2017) *Teaching Lexically: Principles and Practice*. Stuttgart: Delta Publishing

Ellis, R. (2003) *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press

Lewis, M. (1997) *Implementing the Lexical Approach: Putting Theory into Practice*. Hove, England: Language Teaching Publications

Richards, J.C. and Rodgers, T.S. (2014) *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

Language Studies 2

Course Literature

Yule, George (2016) *The Study of Language*. 6th edn [or later]. Cambridge: Cambridge University Press

Materials supplied by the Department (via Lisam).

Reference Literature

Brown, Penelope & Levinson, Stephen C. (1987) *Politeness: Some Universals in Language Usage*. Cambridge: Cambridge University Press

Chandler, Daniel (1994-2015) *Semiotics for Beginners*. [online] available from <<http://visual-memory.co.uk/daniel/Documents/S4B/?LMCL=WzhsMg>> [30 Dec 2020]

Crystal, David (2019) *The Cambridge Encyclopedia of the English Language*. 3rd edn [or earlier]. Cambridge: Cambridge University Press. ISBN: 9781108437738

Ellis, Rod, & Barkhuizen, Gary (2005) *Analysing Learner Language*. Oxford: Oxford University Press

Gee, James & Handford, Michael (eds.) (2013) *The Routledge Handbook of Discourse Analysis*. London: Routledge [online] available from <<http://lib.mylibrary.com.e.bibl.liu.se/ProductDetail.aspx?id=500529>> [30 Dec 2020]

Hutchby, Ian. & Wooffitt, Robin (2008) *Conversation Analysis*. 2nd edn. Cambridge: Polity Press

O’Keeffe, Anne & McCarthy, Michael (eds.) (2012) *The Routledge Handbook of Corpus Linguistics*. London: Routledge [online] available from <<http://lib.mylibrary.com.e.bibl.liu.se/ProductDetail.aspx?id=258997>> [30 Dec 2020]

Romaine, Suzanne (2000) *Language in Society*. 2nd edn. Oxford: Oxford University Press

Saeed, John (2003) *Semantics*. 2nd edn. Oxford: Blackwell

Translation & Language Study

Course Literature

Materials supplied by the Department (via Lisam).

Reference Literature

Translation Practice

Övergaard, Gerd (1997) *Triple A: English Grammar Exercises*. Lund: Studentlitteratur

Övergaard, Gerd & Elliott, Marie-Louise (1989) *Catch 23. Translation Exercises*. Lund: Studentlitteratur

Övergaard, Gerd & MacQueen, Steve (1995) *Suite Sixteen. 16 Swedish-English Translation Exercises*. Lund: Studentlitteratur

English Grammars

Biber, Douglas; Conrad, Susan & Leech, Geoffrey (2003) *Longman Student Grammar of Spoken and Written English*. London: Longman

Biber, Douglas; Conrad, Susan & Leech, Geoffrey (2004) *Longman Student Grammar of Spoken and Written English. Workbook*. London: Longman

Estling Vannestål, Maria (2005) *A University Grammar of English*. Stockholm: Studentlitteratur

Quirk, Randolph; Greenbaum, Sidney; Leech, Geoffrey & Svartvik, Jan (1985) *A Comprehensive Grammar of the English Language*. London: Longman

Svartvik, Jan & Olof Sager (2003) *Engelsk Universitetsgrammatik. 2:a uppl.* Stockholm: Liber.

Miscellaneous Language Guides

Collins Cobuild (2012) *English Usage. 3rd edn.* London: Harper Collins Publishers

Heffernan, James A.W.; Lincoln, John E. & Atwill, Janet (2001) *Writing: A College Handbook. 5th edn [or later]*. New York: Norton

Swan, Michael (2005) *Practical English Usage. 3rd edn.* Oxford: Oxford University Press

Dictionaries

Printed Dictionaries

English-Swedish-English

Norstedts stora engelsk-svenska ordbok (1997 [or later]) Stockholm: Norstedts

Norstedts stora svensk-engelska ordbok (1997 [or later]) Stockholm: Norstedts

English–English

Collins Cobuild Advanced Dictionary. 9th edn. (2018) Glasgow: Harper Collins (available with CD ROM – recommended by the Department)

or

Cambridge Advanced Learner's Dictionary of English. 4th edn. (2013) Cambridge: Cambridge University Press (available with CD Rom)

or

Longman Dictionary of Contemporary English. 6th edn. (2014) Harlow: Pearson Longman

or

Macmillan English Dictionary for Advanced Learners. 2nd edn. (2007) Macmillan ELT (available with CD ROM)

or

Oxford Advanced Learner's Dictionary of Current English. 9th edn. (2015) Oxford: Oxford University Press

Online Dictionaries

English–Swedish–English

Glosbe – the Multilingual Online Dictionary (n.a.) [online] available from <<https://en.glosbe.com>> [30 Dec 2020]

Norstedts engelska ord (n.a.) [online] available from <<http://www.ord.se>> [30 Dec 2020]

Professionella ordboken (n.a.) [online] available from [LiU library with password] <<http://www.ne.se.e.bibl.liu.se/ordb%C3%B6cker>> [30 Dec 2020]

English–English

Cambridge Dictionaries Online (2020) [online] available from <<http://dictionary.cambridge.org>> [30 Dec 2020]

Collins English Dictionary [includes *Collins COBUILD Dictionary*] (2020) [online] available from <<http://www.collinsdictionary.com>> [30 Dec 2020]

Longman Dictionary of Contemporary English. (n.a.) [online] available from <<http://www.ldoceonline.com>> [30 Dec 2020]

Macmillan Dictionary. (2009-2020) [online] available from <<http://www.macmillandictionary.com>> [30 Dec 2020]

Merriam-Webster Learner's Dictionary. (2020) [online] available from <<http://www.learnersdictionary.com>> [30 Dec 2020]

Merriam-Webster Online. (2020) [online] available from <<http://www.merriam-webster.com/dictionary>> [30 Dec 2020]

Oxford Advanced Learner's Dictionary. (2020) [online] available from <<https://www.oxfordlearnersdictionaries.com>> [30 Dec 2020]

Oxford English Dictionary (2020) Oxford: Oxford University Press [online] available from [LiU library with password] <<http://www.oed.com.e.bibl.liu.se>> [30 Dec 2020]

Thesauri (for synonyms)

Thesaurus.com (2020) [online] available from <<http://www.thesaurus.com>> [30 Dec 2020]

Roget's Thesaurus (1999) [online] available from <<http://www.roget.org>> [30 Dec 2020]

Writers and Contexts

Course Literature

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

Postcolonialism:

Conrad, Joseph. *The Heart of Darkness*. (1899) London: Penguin Classics, 2007. [ISBN: 9780141441672]

Marxism:

Huxley, Aldous. *Brave New World*. 1932. London: Vintage, 2004. [ISBN: 9780099477464]

Bourdieu:

Wharton, Edith. *The Age of Innocence*. 1920. London: Penguin Classics, 1996. [ISBN: 9780140189704]

Foucault:

Keasy, Ken. *One Flew over the Cuckoo's Nest*. 1962. London: Penguin Classics, 2005. [ISBN: 9780141187884]

Materialist Feminism:

Atwood, Margaret. *The Handmaid's Tale*. 1985. London: Vintage, 2010. [ISBN: 9780099511663]

Poetry compendium 1 and 2 provided by the Department (via Lisam).

Additional material provided by the Department.

Literature for Group Presentations

Any edition may be used.

Brontë, Anne. *The Tenant of Wildfell Hall*, 1847.

Defoe, Daniel. *Moll Flanders*, 1722.

Forster, E. M. *A Room with a View*, 1908.

Hardy, Thomas. *Far from the Madding Crowd*, 1874.

Hawthorne, Nathaniel. *The Scarlet Letter*, 1850.

Hemingway, Ernest. *A Farewell to Arms*, 1929.

James, Henry. *An International Episode*, 1878; “Daisy Miller”, 1877; and “the Last of the Valerii”, 1874.

Poe, Edgar Allan. *The Essential Tales and Poems of Edgar Allan Poe*, c. 1830-1849.

Shelley, Mary. *Frankenstein*, 1818.

Twain, Mark. *The Adventures of Huckleberry Finn*, 1884.

The History of English

Course Literature

Crystal, David (2019) *The Cambridge Encyclopedia of the English Language*. 3rd edn [or earlier]. Cambridge: Cambridge University Press. ISBN: 9781108437738
There are also free web materials (e.g. recordings of the texts in original pronunciation) to accompany the 3rd edition of book available from here:
<<https://www.cambridge.org/core/browse-subjects/language-and-linguistics/david-crystal-collection>>

Gramley, Stephan (2019 [or earlier]) *The History of English: An Introduction*. 2nd edn. Abingdon, Oxon: Routledge [online] available from [LiU library with password]
<<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=958124>> [30 Dec 2020]
There are also free web materials to accompany this book available from here:
<<https://routledgetextbooks.com/textbooks/9781138501096>> The “Learning Resources” & “Chapter Resources” in particular are useful, e.g. the introductions to Old English (ch 2) & Middle English (ch 4).

Yule, George (2016) *The Study of Language*. 6th edn [or later]. Cambridge: Cambridge University Press

Materials supplied by the Department (via Lisam).

Dictionaries

Old English Dictionaries:

Barthram, Phil (2008-2018) *Old English Translator* [online] available from
<<http://www.oldenglishtranslator.co.uk/index.htm>> [30 Dec 2020]

Tichý, Ondřej & Rocek, Martin [Bosworth, Joseph & Toller, T. Northcote] (2019 [1898, 1921]) *Bosworth-Toller Anglo-Saxon Dictionary*. Charles University in Prague [online] available from <<https://bosworthtoller.com>> [30 Dec 2020]

Middle English Dictionaries/Glossaries:

Benson, Larry D. (2008) *Harvard's Geoffrey Chaucer Website: Glossary*. Harvard: Harvard University [online] available from: <<https://chaucer.fas.harvard.edu/pages/glossary>> [30 Dec 2020]

Middle English Dictionary (2014) University of Michigan [online] available from <<https://quod.lib.umich.edu/m/middle-english-dictionary/dictionary>> [30 Dec 2020]

Early Modern English Dictionary:

Crystal, David & Crystal, Ben (2020) *Explore Shakespeare's Works* [online] available from <<http://www.shakespeareswords.com>> [30 Dec 2020 - unfortunately now behind a paywall after 20 free views]

Etymological Dictionaries:

Oxford English Dictionary (2020) Oxford: Oxford University Press [online] available from [LiU library with password] <<http://www.oed.com.e.bibl.liu.se>> [30 Dec 2020]

Miscellaneous Language Resources (grammar, phonology, glossaries, etc.)

Old English:

Baker, Peter S. (2012) *Introduction to Old English*. 3rd edn. Hoboken, UK: Wiley-Blackwell [online] available from <<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=827175>> [30 Dec 2020]

Gramley, Stephan (2019) *Introduction to Old English*. Routledge: Taylor & Francis Group [online] available from <<https://routledgetextbooks.com/textbooks/9781138501096/learning-resources.php>> [30 Dec 2020]

Mitchell, Bruce, & Robinson, Fred C. (2011) *A Guide to Old English*. John Wiley & Sons, Incorporated [online] available from <<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=819156>> [30 Dec 2020]

Sedgefield, W.J. (1917) *Selections from the Old English Bede with Text and Vocabulary on an Early West Saxon Basis, and a Skeleton Outline of Old English Accidence*. Manchester: University of Manchester [online] available from: <<https://archive.org/details/selectionsfromol00bedeuoft>> [30 Dec 2020]

Slocum, Jonathan & Lehmann Winfred P. (n.a.) *Old English Online*. Linguistics Research Centre, University of Texas [online] available from: <<https://lrc.la.utexas.edu/eieol/engol>> [30 Dec 2020]

Sweet, Henry (1905) 8th edn. *An Anglo-Saxon Primer with Grammar, Notes, and Glossary*. Oxford: Oxford University Press [online] available from:
<<https://archive.org/details/anglosaxonprime00swee>> [30 Dec 2020]

Wright, Joseph & Wright, Elizabeth M. (1914) 2nd edn. *Old English Grammar*. London: Humphrey Milford, Oxford University Press [online] available from:
<https://openlibrary.org/books/OL14032104M/Old_English_grammar> [30 Dec 2020]

Middle English:

Gramley, Stephan (2019) *Introduction to Middle English*. Routledge: Taylor & Francis Group [online] available from
<<https://routledgetextbooks.com/textbooks/9781138501096/learning-resources.php>> [30 Dec 2020]

Harvard's Geoffrey Chaucer Website. (2020) Harvard: Harvard University [online] available from: <<https://chaucer.fas.harvard.edu/>> [30 Dec 2020]

Early Modern English:

Crystal, David & Crystal, Ben (2020) *Explore Shakespeare's Works* [online] available from <<http://www.shakespeareswords.com>> [30 Dec 2020 - unfortunately now behind a paywall after 20 free views]

Crystal, David (2011) *Original Pronunciation* [online] available from <<http://originalpronunciation.com>> [30 Dec 2020]

Meier, Paul (n.d.) *The Original Pronunciation (OP) of Shakespeare's English* [online] available from <<http://www.paulmeier.com/OP.pdf>> [30 Dec 2020]
(a copy of this is also available via the Lisam HoE course room in "Course Documents")

Other General Reference Literature

Barber, Charles (2000) *The English Language. A Historical Introduction*. Cambridge: Cambridge University Press

Fennell, Barbara (2001) *A History of English. A Sociolinguistic Approach*. Oxford: Blackwell Publishers Ltd.

van Gelderen, Elly (2014) *History of the English Language*. rev. edn. Amsterdam, NLD: John Benjamins Publishing Company [online] available from [LiU library with password]
<<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=1653558>> [30 Dec 2020]

Görlach, Manfred (1997) *The Linguistic History of English. An Introduction*. Basingstoke, Hants: Macmillan Press Ltd.

Hogg, Richard & Denison, David (eds.) (2006) *A History of the English Language*. Cambridge: Cambridge University Press

Lerer, Seth (2015) *Inventing English: A Portable History of the Language*. rev. edn. New York, NY, USA: Columbia University Press [online] available from [LiU library with password] <<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=2127370>> [30 Dec 2020]

Momma, Haruko & Matto, Michael (eds.) (2009) *Companion to the History of the English Language*. Hoboken, NJ, USA: Wiley-Blackwell [online] available from [LiU library with password] <<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=470304>> [30 Dec 2020]

Odenstedt, Bengt (2000) *The History of English: A Textbook for Students*. Lund: Studentlitteratur

Term Paper

Course Literature

Compendiums & handouts supplied by the Department (via Lisam).

For literary term papers:

Heffernan, James A.W. & John E. Lincoln & Janet Atwill. *Writing: A College Handbook*. 5th edition. New York: Norton, 2001. [*unfortunately this is not up-to-date on revisions to the MLA referencing system – instead consult OWL below*]

“MLA Formatting and Style Guide.” *The Purdue OWL*. Purdue U Writing Lab, https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html. Accessed 30 Dec. 2020

For language term papers:

Deane, M. (2017) *Coventry University Harvard Reference Style Guide*. Unpublished booklet. Coventry: Coventry University [online] available from <<https://www.coventry.ac.uk/study-at-coventry/student-support/academic-support/centre-for-academic-writing/support-for-students/academic-writing-resources/cu-harvard-reference-style-guide/>> [30 Dec 2020]

Reference Literature

For literary term papers:

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

Rapaport, Herman. *The Literary Theory Toolkit: A Compendium of Concepts and Methods*. Chichester: Wiley-Blackwell, 2011. [ISBN: 9781405170475]

For language term papers:

Benati, Alessandro G. (2015) *Key Methods in Second Language Acquisition Research*. Sheffield, UK: Equinox

Litosseliti, Lia (ed.) (2018 [or earlier]) *Research Methods in Linguistics*. 2nd edn. London: Continuum

Paltridge, Brian & Phakiti, Aek (eds.) (2015) *Research Methods in Applied Linguistics: A Practical Resource*. London: Bloomsbury

Timetable Overview for Teachers 61-90hp (93EN51) Spring Term 2021

	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	33	
General	Intro																					
Translation & Language Study				■		■			■	■					■		■	Exam			Resit	
Second Language Pedagogy	■	■	■	Exam																		
Language Studies 2	■	■	■			■	■	Exam									Resit					
Term Paper			Intro 1			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	Submit	
Theory & Method (language)						■			■													
Theory & Method (literature)						■			■													
Writers & Contexts		Intro		■		■		■		■			■									
Presentation Novel	Intro				gp ■																	
Poetry													Intro	■		■						
History of English									■	■		■	■	■	■		Exam				Resit	
	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	33	

	Tid	Kurs	Undervisningstyp	Lärare	Fria grupper	Information till student
v 4	Tis 2021-01-26					
	13:15 - 15:00	93EN51	Introduktion	Anna Watz Nigel John Musk		General Course Introduction
	Ons 2021-01-27					
	13:15 - 15:00	711G25 93EN51	Introduktion	Maria Strääf		Literature: Introduction to group novel presentations
	Tors 2021-01-28					
	13:15 - 15:00	93EN51	Seminarium	Emile Farmer		Second Language Pedagogy 1
	15:15 - 17:00	707G08 711G25 711G47 93EN51	Föreläsning	Emile Farmer		Language Studies 1
v 5	Mån 2021-02-01					
	10:15 - 12:00	707G08 711G25 711G47 93EN51	Föreläsning	Emile Farmer		Language Studies 2
	Tis 2021-02-02					
	13:15 - 15:00	711A03 711A03 711A13 711G30 711G31 93EN51	Föreläsning	Anna Watz		Writers & Contexts: introductory lecture COMPULSORY
	Tors 2021-02-04					
	10:15 - 12:00	93EN51	Seminarium	Emile Farmer		Second Language Pedagogy 2
	13:15 - 15:00	707G08 711G25 711G47 93EN51	Föreläsning	Emile Farmer		Language Studies 3
v 6	Mån 2021-02-08					