

# English for Teachers, 61 –90 hp, Spring 2019

Course code: 93EN51

## Staff

Course Tutor/Examiner:	<i>Nigel Musk</i>	( <a href="mailto:nigel.musk@liu.se">nigel.musk@liu.se</a> )
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Student Advisor ( <i>studievägledare</i> ):	<i>Gunilla Christiansen</i>	( <a href="mailto:gunilla.christiansen@liu.se">gunilla.christiansen@liu.se</a> )

## 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 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 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 Evaluate (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

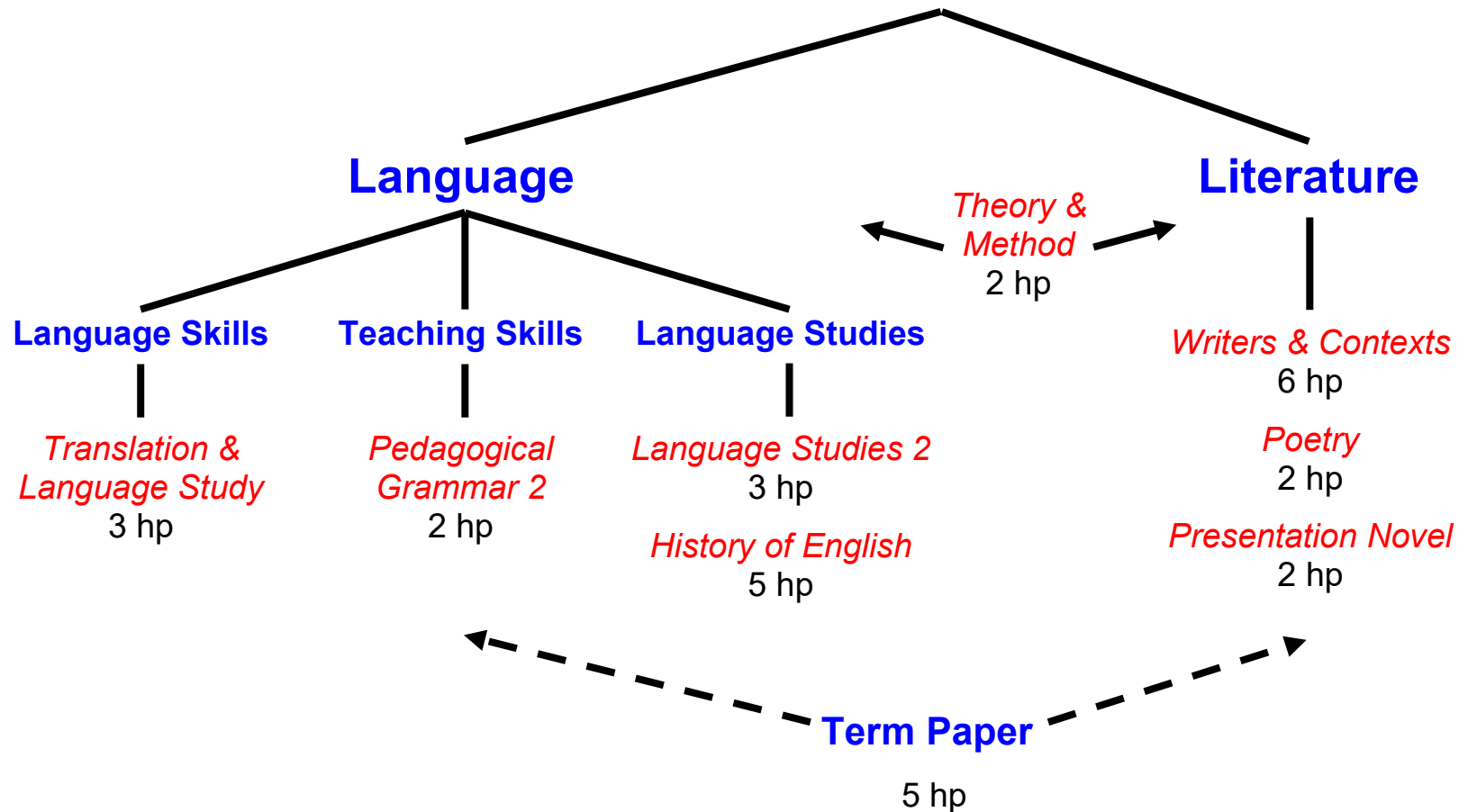
Strömquist, Siv (2001) *Konsten att tala och skriva*. Malmö: Gleerups

## 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)  
Marjorie Carleberg: [marca28.liu@analys.orkund.se](mailto:marca28.liu@analys.orkund.se)  
Robert Eklund: [robek28.liu@analys.orkund.se](mailto:robek28.liu@analys.orkund.se)  
Emile Farmer: [emifa06.liu@analys.orkund.se](mailto:emifa06.liu@analys.orkund.se)  
Helena Granlund: [helgr79.liu@analys.orkund.se](mailto:helgr79.liu@analys.orkund.se)  
Lena Hägle: [lenha17.liu@analys.orkund.se](mailto:lenha17.liu@analys.orkund.se)  
Mikael Jungevall: [mikju32.liu@analys.orkund.se](mailto:mikju32.liu@analys.orkund.se)  
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Kirsten Stoewer: [kirst08.liu@analys.orkund.se](mailto:kirst08.liu@analys.orkund.se)  
Maria Strääf: [marst62.liu@analys.orkund.se](mailto:marst62.liu@analys.orkund.se)  
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# English for Teachers, 61-90 hp (93EN51)



# English for Teachers, 61–90hp

## Spring Term 2019

Course code: 93EN51

## 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 Pedagogical Grammar and Writers & Contexts and Linguistic/Literary Theory & Method, but we *strongly* advise you to go along to 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:** Elin Käck

**Teaching:** translation seminars with pair work preparations.

**Examination:** Written Proficiency Exam (translation).

#### Pedagogical Grammar 2

**Teacher:** Emile Farmer

**Teaching:** pedagogical grammar 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 Strääf

**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:** Emile Farmer & 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:

<b>Exam code</b>	<b>Description</b>	<b>No of credits</b>
STN6	Written Proficiency (translation exam)	3
PRO1	Pedagogical Grammar (lesson plan)	2
OBL5	Pedagogical Grammar (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
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<b>TOTAL:</b>		<b>30 credits</b>



# Ä2 English for Teachers (5–6), 61–90hp

## Spring Term 2019

Course code: 93EN51

### READING LIST

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

#### 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*. 3<sup>rd</sup> edn. London: Harper Collins Publishers

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

Swan, Michael (2005) *Practical English Usage*. 3<sup>rd</sup> 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*. 9<sup>th</sup> edn. (2018) Glasgow: Harper Collins (available with CD ROM – recommended by the Department)

**or**

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

**or**

*Longman Dictionary of Contemporary English*. 6<sup>th</sup> edn. (2014) Harlow: Pearson Longman

**or**

*Macmillan English Dictionary for Advanced Learners*. 2<sup>nd</sup> edn. (2007) Macmillan ELT (available with CD ROM)

**or**

*Oxford Advanced Learner's Dictionary of Current English*. 9<sup>th</sup> edn. (2015) Oxford: Oxford University Press

##### Online Dictionaries

###### English–Swedish–English

*Professionella ordboken* (n.a.) [online] available from [LiU library with password]  
<<http://www.ne.se.e.bibl.liu.se/ordb%C3%B6cker>> [6 Jan 2019]

*Norstedts engelska ord* (n.a.) [online] available from <<http://www.ord.se>> [6 Jan 2019]

###### English–English

*Cambridge Dictionaries Online* (2019) [online] available from  
<<http://dictionary.cambridge.org>> [6 Jan 2019]

*Collins English Dictionary* [includes *Collins COBUILD Dictionary*] (2019) [online] available from <<http://www.collinsdictionary.com>> [6 Jan 2019]

*Longman Dictionary of Contemporary English*. (n.a.) [online] available from <<http://www.ldoceonline.com>> [6 Jan 2019]

*Macmillan Dictionary*. (2009-2019) [online] available from <<http://www.macmillandictionary.com>> [6 Jan 2019]

*Merriam-Webster Learner's Dictionary*. (2019) [online] available from <<http://www.learnersdictionary.com>> [6 Jan 2019]

*Merriam-Webster Online*. (2019) [online] available from <<http://www.merriam-webster.com/dictionary>> [6 Jan 2019]

*Oxford Advanced Learner's Dictionary*. (2019) [online] available from <<https://www.oxfordlearnersdictionaries.com>> [6 Jan 2019]

*Oxford English Dictionary* (2019) Oxford: Oxford University Press [online] available from [LiU library with password] <<http://www.oed.com.e.bibl.liu.se>> [6 Jan 2019]

## Pedagogical Grammar

### Course Literature

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

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

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

Richards, J.C. & 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. & 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*. 6<sup>th</sup> edn. 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>> [16 December 2016]

Crystal, David (2005) *The Cambridge Encyclopedia of the English Language*. 2<sup>nd</sup> edn. Cambridge: Cambridge University Press

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.myilibrary.com.e.bibl.liu.se/ProductDetail.aspx?id=500529>> [16 December 2016]

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

O’Keeffe, Anne & McCarthy, Michael (eds.) (2012) *The Routledge Handbook of Corpus Linguistics*. London: Routledge [online] available from <<http://lib.myilibrary.com.e.bibl.liu.se/ProductDetail.aspx?id=258997>> [16 December 2016]

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

Saeed, John (2003) *Semantics*. 2<sup>nd</sup> edn. Oxford: Blackwell

## The History of English

### Course Literature

Crystal, David (2003) *The Cambridge Encyclopedia of the English Language*. 2<sup>nd</sup> edn [or later]. Cambridge: Cambridge University Press

Gramley, Stephan (2012) *The History of English: An Introduction*. Abingdon, Oxon: Routledge [online] available from [LiU library with password] <<https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=958124>> [6 Jan 2019]

There are also free web materials to accompany this book available from here: <<http://cw.routledge.com/textbooks/gramley-9780415566407>> The "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*. 6<sup>th</sup> edn. 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>> [6 Jan 2019]

Tichý, Ondřej [Bosworth, Joseph & Toller, T. Northcote] (2010 [1898, 1921]) *Bosworth-Toller Anglo-Saxon Dictionary*. Charles University in Prague [online] available from <<http://bosworth.ff.cuni.cz>> [6 Jan 2019]

Middle English Dictionaries/Glossaries:

Benson, Larry D. (2008) *A Glossary for the Works of Geoffrey Chaucer*. Harvard: Harvard University [online] available from: <<http://www.courses.fas.harvard.edu/~chaucer/glossar.htm>> [6 Jan 2019]

*Middle English Dictionary* (2014) University of Michigan [online] available from <<http://quod.lib.umich.edu/m/med>> [6 Jan 2019]

Early Modern English Dictionary:

Crystal, David & Crystal, Ben (2008) *Shakespeare's Works*. Penguin Books Ltd. [online] available from <<http://www.shakespeareswords.com>> [6 Jan 2019 - unfortunately now behind a paywall, though I have kept the link here]

Etymological Dictionaries:

*Oxford English Dictionary* (2019) Oxford: Oxford University Press [online] available from [LiU library with password] <<http://www.oed.com.e.bibl.liu.se>> [6 Jan 2019]

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

Old English:

- Gramley, Stephan (2014) *Introduction to Old English*. Routledge: Taylor & Francis Group [online] available from <<http://cw.routledge.com/textbooks/gramley-9780415566407/downloads/chapters/01/intro-oldEnglish.pdf>> [6 Jan 2019]
- 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/selectionsfrom100bedeuoft>> [6 Jan 2019]
- 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>> [6 Jan 2019]
- Sweet, Henry (1905) 8th edn. *An Anglo-Saxon Primer with Grammar, Notes, and Glossary*. Oxford: Oxford University Press [online] available from: <<http://gwydir.demon.co.uk/PG/Anglo.htm>> [6 Jan 2019]
- 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](https://openlibrary.org/books/OL14032104M/Old_English_grammar)> [6 Jan 2019]

#### Middle English:

- Benson, Larry D. (2006) *The Geoffrey Chaucer Page*. Harvard: Harvard University [online] available from: <<http://www.courses.fas.harvard.edu/~chaucer/index.html>> [6 Jan 2019]
- Gramley, Stephan (2014) *Introduction to Middle English*. Routledge: Taylor & Francis Group [online] available from <<http://cw.routledge.com/textbooks/gramley-9780415566407/downloads/chapters/04/intro-ME.pdf>> [29 December 2017]

#### Early Modern English:

- Crystal, David & Crystal, Ben (2008) *Shakespeare's Works*. Penguin Books Ltd. [online] available from <<http://www.shakespeareswords.com>> [6 Jan 2019 - unfortunately now behind a paywall, though I have kept the link here]
- Crystal, David (2011) *Original Pronunciation* [online] available from <<http://originalpronunciation.com>> [6 Jan 2019]
- Meier, Paul (n.d.) *The Original Pronunciation (OP) of Shakespeare's English*.  
(*this is now longer available from the above site, but a copy is 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>> [6 Jan 2019]

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>> [6 Jan 2019]

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>> [6 Jan 2019]

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

## Writers and Contexts

### Course Literature

Bennet, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. 4<sup>th</sup> 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

Brontë, Anne. *The Tenant of Wildfell Hall*. Penguin, 1847. [ISBN: 0140620435]

Defoe, Daniel. *Moll Flanders*. Penguin, 1722. [ISBN: 0140433139]

Forster, E. M. *A Room with a View*. Penguin, 2000. [ISBN: 014183292]

Hardy, Thomas. *Far from the Madding Crowd*. Penguin, 1874. [ISBN: 0140620478]

Hawthorne, Nathaniel. *The Scarlet Letter*. Penguin, 1850. [ISBN: 9780142437261]

Hemingway, Ernest. *A Farewell to Arms*. TBS, 1929. [ISBN: 0099910101]

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

Poe, Edgar Allan. *The Essential Tales and Poems of Edgar Allan Poe*. Barnes and Noble Classics, 2004. [ISBN: 9781593080648]

Shelley, Mary. *Frankenstein*. Penguin, 1818. [ISBN: 0141439475]

Twain, Mark. *The Adventures of Huckleberry Finn*. Penguin, 1884. [ISBN: 9780141439648]

### 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*. 5<sup>th</sup> edition. New York: Norton, 2001. [*unfortunately this is not up-to-date on revisions to the MLA referencing system – instead consult OWL below*]

The Writing Lab and OWL at Purdue and Purdue University (1995-2018) Purdue Online Writing Lab [online] available from <https://owl.english.purdue.edu/owl/resource/747/02> [6 Jan 2019]

For language term papers:

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> [6 Jan 2019]



## Reference Literature

For literary term papers:

Bennet, Andrew and Nicholas Royle. *Literature, Criticism and Theory*. 4<sup>th</sup> 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.) (2010) *Research Methods in Linguistics*. London: Continuum International  
Publishing Group

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

*See also the left-hand column of the Language Term Paper course room for more specific  
suggestions.*

## Timetable Overview for Teachers 61-90hp (93EN51) Spring Term 2019

	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	33	
General	Intro																		Eval			
Translation & Language Study		■			■					■		■			■	■		Exam			Resit	
Pedagogical Grammar 2	■		■	■	■	Exam																
Language Studies 2		■	■	■	■	■	■	■		Exam							Resit					
Term Paper			Intro 1		■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	Submit	
Theory & Method (language)					■				■													
Theory & Method (literature)						■			■													
Writers & Contexts		Intro	■			■		■		■		■										
Presentation Novel										Intro		gp		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	Undervisnings Lokal typ	Lärare	Studentgrupp, Fria grupper	Information till student
v 4					
Ti 2019-01-22 13:15 - 15:00	93EN51	Introduktion, Upprop D31	Anna Watz, Emile Farmer, Nigel John Musk		General Course Introduction
To 2019-01-24 15:15 - 17:00	93EN51	Seminarium IKK_4260	Emile Farmer		Pedagogical Grammar 2: Seminar 1
Må 2019-01-28 10:30 - 12:00	711A03, 711A03, 711A13, 711A14, 711A16, 711G23, 711G30, 711G31, 93EN51	Introduktion KY25	Anna Watz		Writers & Contexts: introductory lecture COMPULSORY
Ti 2019-01-29 10:15 - 12:00	93EN51	Seminarium IKK_bibliotek	Elin Käck	Grupp X	Translation & Language Study 1, group X
On 2019-01-30 10:15 - 12:00	711G25, 711G47, 93EN51	Föreläsning KY21	Emile Farmer		Language Studies 1
To 2019-01-31 10:15 - 12:00	93EN51	Seminarium KVA_konfrum	Elin Käck	Grupp Y	Translation & Language Study 1, group Y
Ti 2019-02-05 08:15 - 10:00	93EN51	Seminarium Formgivning_1	Emile Farmer		Pedagogical Grammar 2: seminar 2
15:15 - 17:00	711G25, 711G49, 93EN51	Introduktion Formgivning_1	Elin Käck, Emile Farmer		Term Paper: introduction 1 COMPULSORY
On 2019-02-06 13:15 - 15:00	711G25, 711G47, 93EN51	Föreläsning IKK_4260	Emile Farmer		Language Studies 2
Fr 2019-02-08 10:15 - 12:00	711A03, 711A03, 711A13, 711G30, 711G31, 93EN51	Introduktion Garn_broderi	Maria Sträaf	Grupp 1	Writers & Contexts 1
Må 2019-02-11 10:15 - 12:00	711A03, 711A03, 711A13, 711G30, 711G31, 93EN51	Introduktion Garn_broderi	Anna Watz	Grupp 2	Writers & Contexts 1
13:15 - 15:00	711A03, 711A03, 711A13, 711G30, 711G31, 93EN51	Introduktion Garn_broderi	Anna Watz	Grupp 3	Writers & Contexts 1
v 5					
v 6					
v 7					