

English for Teachers, 91–105 hp, Autumn 2022

Course code: 9AEN73

Staff

Course Tutor/Examiner:	<i>Nigel Musk</i>	(nigel.musk@liu.se)
Head of English:	<i>Michael Smith</i>	(michael.smith@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 Page:

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

- Timetables, reading lists, course guides, syllabuses (*kursplaner*) & grading criteria
- Contact details for teachers and our student advisors (under “Contact us” on the webpage)

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

Since this course is examined through hand-in assignments, take-home exams, written papers and active seminar/workshop participation, 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,
- planera en serie lektioner om litteratur på målspråket anpassad för gymnasieskolan,
- kritiskt diskutera och motivera planerad litteraturundervisning i gymnasieskolan med utgångspunkt i tillämpad litteraturteori och aktuell litteraturdidaktisk forskning,
- göra en analys av klassrumsinteraktion i gymnasieskolan med hjälp av multimodal samtalsanalys,
- självständigt formulera en relevant frågeställning samt utifrån den planera och utföra en avgränsad studie om någon aspekt av interaktionen i gymnasieskolans undervisning i målspråket,
- tillämpa forskningsetiska principer,
- genomföra en kritisk granskning av vetenskapliga studier, med avseende på både innehåll och form,
- planera en serie lektioner i uppgiftsbaserad grammatik på målspråket anpassad för gymnasieskolan,
- kritiskt diskutera och motivera planerad grammatikundervisning i gymnasieskolan med utgångspunkt i aktuell språkdidaktisk forskning och språkinlärningsforskning,
- skriva vetenskaplig text i enlighet med vedertagen språk- och litteraturvetenskaplig skrivtradition med avseende på struktur samt citat- och källhantering,
- använda ett för vetenskapliga texter korrekt, och till stilen lämpligt, språk.

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 an anonymous individual electronic evaluation via Evaluate (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 <https://www.student.liu.se/studenttjanster/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 (2021) 'Plagiarism'. in *Britannica Academic* [online] available from <https://academic.eb.com/levels/collegiate/article/plagiarism/60277> [22 August 2021]

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 or name].liu@analys.orkund.se)

Mathias Broth: matbr04.liu@analys.orkund.se

Rusalina Ehnvall: rusalina.ehnvall.liu@analys.orkund.se

Emile Farmer: emifa06.liu@analys.orkund.se

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Margaret Omberg: marom79.liu@analys.orkund.se

Michael Smith: michael.smith.liu@analys.orkund.se

Jonas Rentner: jonas.rentner.liu@analys.orkund.se

Maria Strääf: marst62.liu@analys.orkund.se

Shelley Torgnyson: sheto46.liu@analys.orkund.se

Anna Watz: annwa19.liu@analys.orkund.se

Jami Weinstein: jami.weinstein.liu@analys.orkund.se

Timetable Overview for Teachers' Programme 91-105 cr (9AEN73) Autumn Term 2022

	34	35	36	37	38	39	40	41	42	43
General	Intro									
Task-Based Grammar	■	■			exam					
English Language Classroom (Interaction Analysis)	Intro	■	Do video recordings	■	■	■		exam		exam
Literature & Literary Theory (Critical Engagements)		Intro	■		■		■			exam
Teaching Literature						■		■	exam	

English for Upper–Secondary Teachers, 91–105 hp

Autumn Term 2022

Course code: 9AEN73

COURSE GUIDE

The Course Structure

The course consists of four course modules, two of which are more geared to teaching language and literature: *Task-Based Grammar* (or *Second Language Pedagogy* if you previously took this course in English 61-90 hp) and *Teaching Literature*, and two of which provide greater methodological and theoretical depth to your English studies in both language and literature: *Classroom Interaction* and *Critical Engagements*.

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

Task–Based Grammar

Teacher: Silvia Kunitz

Teaching: task-based grammar seminars.

Content: further practical, methodological and theoretical studies in pedagogical grammar based on a task-based approach.

Examination: written lesson plans & theoretical justification. Compulsory attendance (100%)¹ and active participation in seminars, including an oral presentation/critical discussion of the lesson plans.

or

Second Language Pedagogy (offered only in the spring term)

Teacher: Emile Farmer

Teaching: language pedagogy seminars.

Content: Critical review of main movements in language teaching over the last sixty years.

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

Classroom Interaction

Teachers: Nigel Musk, Leelo Keevallik & 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%)¹, transcriptions of video recordings (verbal and multimodal), producing and presenting a research poster and discussing others' posters, as well as writing a final research report.

Teaching Literature

Teacher: Maria Sträaf

Teaching: teaching literature seminars.

Content: further practical, methodological and theoretical studies in teaching literature.

Examination: written lesson plans & theoretical justification. Compulsory attendance (100%)² and active participation in seminars, including an oral presentation/critical discussion of the lesson plans.

Critical Engagements

Teachers: Anna Watz & Maria Sträaf

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 seminars³, two written home assignments and one final essay.

Course Grading Criteria for 9AEN73

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

To get a VG (distinction) for the whole course you have to score a VG on a total of at least 8 hp of course modules.

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

² There will be written make-up work for missing any introductions and workshops (see timetable).

³ 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:

Exam code	Description	No of credits
PRO1	Teaching Literature: lesson plan & justification	2.5
OBL1	Teaching Literature: active participation in seminars	0
PRO2	Task-based Grammar: lesson plan & justification	2.5
OBL2	Task-based Grammar: active participation in seminars	0
STN2	Critical Engagements: take-home exam	4
OBL4	Critical Engagements: active participation in seminars	0
STN1	Classroom Interaction: Transcriptions of video recordings	1
PRO3	Classroom Interaction: empirical study (poster & poster session)	3
RAP1	Classroom Interaction: final report of empirical study	2
OBL3	Classroom Interaction: active participation in workshops	0
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TOTAL:		15 credits

English for Upper Secondary Teachers, 91–105 cr, Autumn 2022

Engelska för gymnasielärare, 91–105 hp, ht 2022

Course code: 9AEN73

READING LIST

The books, etc. listed under “Course Literature” are compulsory reading.
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Task-Based Grammar

Course Literature

Ellis, Rod (2006) Current Issues in the Teaching of Grammar: An SLA Perspective. *TESOL Quarterly* 40, (1) 83-107 [This is available to download for free via the LiU Library web page: <http://www.bibl.liu.se>; select “journal title/tidskriftstitel” and search for *TESOL Quarterly*, and then the year and issue]

Larsen-Freeman, Diane (1997) “Grammar and Its Teaching: Challenging the Myths.” CAL Online Resources: Digests. [online] available from <<http://files.eric.ed.gov/fulltext/ED406829.pdf>> [23 June 2022]

Willis, Dave & Willis, Jane (2007) *Doing Task-based Teaching*. Oxford: Oxford University Press

Materials supplied by the Department (via Lisam).

Reference Literature

Edwards, Corony & Willis, Jane (eds.) (2005) *Teachers Exploring Tasks in English Language Teaching*. Basingstoke, Hants.: Palgrave Macmillan Ltd

Larsen-Freeman, Diane (2003) *Teaching Grammar: From Grammar to Grammaring*. Toronto, Canada: Thomson/Heinle

Nunan, David (2004) *Task-Based Language Teaching*. Cambridge: Cambridge University Press

Parrot, Martin (2000) *Grammar for English Language Teachers*. Cambridge: Cambridge University Press

Pérez-Llantada, Carmen (2007) "New trends in Grammar Teaching: Issues and Applications. An Interview with Prof. Diane Larsen-Freeman." *Atlantis* [online] 29, (1) 157-163. Available from <<http://www.atlantisjournal.org/old/ARCHIVE/29.1/2007Perez-Llantada.pdf>> [23 June 2022]

Shehadeh, Ali (2005) "Task-based Language Learning and Teaching: Theories and Applications." In *Teachers Exploring Tasks in English Language Teaching*. ed. by Corony Edwards & Jane Willis. Basingstoke, U.K.: Palgrave Macmillan Ltd, 13-30. [available via Lisam: Course preparations)

Willis, Dave (1990) *The Lexical Syllabus: A New Approach to Language Teaching*. [online] London: Collins E.L.T. Available from <<https://www.birmingham.ac.uk/schools/edacs/departments/englishlanguage/research/resources/lexical-syllabus.aspx>
[or as pdfs chapter by chapter:]
<https://www.birmingham.ac.uk/documents/college-artslaw/cels/lexicalsyllabus/intro.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch1.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch2.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch3.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch4.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch5.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch6.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch7.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsch8.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsbib.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/lexicalsyllabus/lexsndx.pdf>>
[23 June 2022]

Willis, Jane (1996) *A Framework for Task-based Learning*. Harlow, U.K.: Addison Wesley Longman (Pearson Education) Ltd.

Teaching Literature

Course Literature

Appleman, Deborah. *Critical Encounters in High School English: Teaching Literary Theory to Adolescents*. Language and Literacy Series, 2009. ISBN: 9780807756232

A few articles distributed by the department.

See instructions published in Lisam before first seminar for details of what to read for when.

Reference Literature

Beach, Richard, Deborah Appleman, Bob Fecho, Rob Simon. *Teaching Literature to Adolescents*. Routledge, 2016.

Bean, Thomas W., Judith Dunkerly-Bean, Helen J. Harper. *Teaching Young Adult Literature: Developing Students as World Citizens*. Sage, 2013.

Hayn, Judith A. *Teaching Young Adult Literature Today*. Roman Littlefield Education, 2016.

YAL novels (to choose from):

Adiga, Aravind. *The White Tiger*. Free Press, 2008

Allison, Dorothy. *The Bastard out of Carolina*. Penguin Classics, 2012.

Andersen, M.T. *The Feed*. Publisher?, 2001 (out of print?)

Bourne, Holly. *Are We All Lemmings and Snowflakes?* Usborn Publishing Ltd. 2018.

Butler, Octavia. *Parable of the Sower* (1993). Headline publishing, 2019

Cisneros, Sandra. *The House on Mango Street*. Random House, 1991.

Creech, Sharon. *Love That Dog*. Bloomsbury Publishing, 2001.

Creech, Sharon. *Walk Two Moons*. Harpertime, 2001.

Creech, Sharon. *Ruby Holler*. Bloomsbury Publishing, 2014.

Darboon, Mel. *Rose Loves Jack*. Usborne Publishing, 2018

Fine, Anne. *The Tulip Touch*. Puffin Classics, 2006

Gourlag, Candy. *Bone Talk*. David Fickling Books, 2018

Greene, John. *Looking for Alaska*. Penguin Books, 2007

Lee, Harper. *To Kill a Mockingbird*. Random House, 2015.

Levithan, David. *Every Day*. Egmont Books, 2013.

(Levithan, David. *Another day*. Random House, 2015

Levithan, David. *Someday*. Random House, 2018)

Marchetta, Melina. *Jellicoe Road*. Harpertime, 2010.

McCum, Lum, Ruthanne. *Thousand Pieces of Gold*. Beacon Press, 2015.

Morpurgo, Michael. *Private Peaceful*. Scholastic Paperbacks, 2006.

Morpurgo, Michael. *Wreck of Zanzibar*. Egmont Children's Books, 2007.

Nielsen, Susin. *No fixed address*. Andersen Press Ltd. 2018

Russo, Meredith. *If I was Your Girl*. Flatiron Books, 2016.

Sachar, Louis. *Holes*. Bloomsbury Children's Books, 2015.

Sedgwick, Marcus. *Floodland*. Orion Children's Books, 2000.

Sedgwick, Marcus. *Witch Hill*. Orion Children's Books, 2001.
Sedgwick, Marcus. *The Foreshadowing*. Orion Children's Books. 2014.
Sedgwick, Marcus. *She is not Invisible*. Square Fish, 2015.
Sedgwick, Marcus. *Ghosts of Heaven*. Square Fish, 2016.
Sedgwick, Marcus. *Monsters We Deserve*. McMillan, 2019.
Singer, Nicky. *The Survival Game*. Hodder Children's Books, 2018.
Walker, Alice. *The Color Purple*. Orion Publishing, 2017
Webber, Catherine. *Only Love Can Break Your Heart*. Walker Books, 2018.
Weymouth, Laura. *The Light Between the Worlds*. Chicken House, 2018
Yosafzai, Malala. *I'm am Malala*. Orion Publishing group, 2014.

Students may also suggest other literary texts. If so, get the teacher's approval before beginning to work with a title of your choice.

Critical Engagements

Course Literature

Literary Method & Theory

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

Literary Works

Any edition of the novel will be fine, so take these editions as suggestions:

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 (via Lisam).

Reference Literature

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

Classroom Interaction

Course Literature

See the document “Course Guide for Classroom Interaction” 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.

Broth, Mathias; Musk, Nigel & Persson, Rasmus (2020) ‘Inspelning och analys av interaktionsdata’. [selected pages about ethical considerations] In *Multimodal interaktionsanalys* ed. by Broth, M. & Keevallik, L. Lund: Studentlitteratur, 41-74 [available in Lisam]

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

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

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>] [also available in Lisam]

Walsh, Steve (2011) *Exploring Classroom Discourse*. Abingdon, Oxon: Routledge. [online] available from <https://ebookcentral.proquest.com/lib/linkoping-ebooks/detail.action?docID=668827> [23 June 2022]

Handouts supplied by the Department (available through Lisam).

Referencing

For literature

Unfortunately the following book is not up-to-date on revisions to the MLA referencing system – instead consult the Purdue OWL website below:

Heffernan, James A.W. & John E. Lincoln & Janet Atwill. *Writing: A College Handbook*. 5th edition. New York: Norton, 2001.

“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 22 June 2022

For language/linguistics

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/>> [22 June 2022]

Tid **Kurs** **Undervisningstyp** **Lokal** **Lärare** **Fria grupper** **Information till student**

P

v 34	Tis 2022-08-23						
	15:15 - 16:00	9AEN73	Introduktion	TEMCAS	Nigel John Musk		Course Introduction
	16:00 - 17:00	9AEN73	Introduktion	TEMCAS	Nigel John Musk		The English Classroom/Interaction Analysis: Introduction
	Tors 2022-08-25						
	15:15 - 17:00	9AEN59 9AEN73	Introduktion	Comenius	Silvia Kunitz		Task-Based Grammar: Introduction 1
v 35	Tis 2022-08-30						
	10:15 - 12:00	707G13 711A03 711A03 711A10 711G30 711G31 9AEN73	Introduktion	KY21	Anna Watz		Critical Engagements: Introduction
	14:00 - 15:00	763A53 9AEN73	Introduktion	Comenius	Leelo Keevallik Nigel John Musk		Interaction Analysis: Introduction
	15:15 - 17:00	763A53 9AEN73	Introduktion	Comenius	Leelo Keevallik		Interaction Analysis: Introduction (cont.)
	Ons 2022-08-31						
	13:15 - 15:00	763A53 9AEN73	Workshop	KY23	Leelo Keevallik Nigel John Musk		Interaction Analysis: Analysing sequences; building collections
	15:15 - 17:00	9AEN59 9AEN73	Introduktion	KY33*	Silvia Kunitz		Task-Based Grammar: Introduction 2
v 36	Mån 2022-09-05						
	08:15 - 08:30	763A53 9AEN73	Eget arbete				Make a video recording during week 36
	Tis 2022-09-06						