Stockholm University

English children's literature for primary school teachers, years 4-6 (ENGECL), 7.5 credits

VT 2025

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Course Description

This course looks at literature for young learners from the perspective of literature studies. It deals with text analysis through the use of basic literary concepts in English. Literature for young learners is also elucidated in terms of its aesthetic, historical and social contexts. In addition, children's response to literary text in English is also treated in relation to other media forms.

Intended Learning Outcomes:

Upon completion of the course, students are expected to use mainly idiomatically correct English, orally and in writing, to:

- carry out close readings with the aid of basic literary concepts,
- display their interpretation of—and reflections on—literature in English for young learners,
- reflect on how literary texts affect different readers and how texts both form and are formed by their historical and cultural context.

Grading

The course adopts the 7-grade SU scale.
To receive a final grade, students must have completed all the examinations and met the attendance requirement [not done all examination assignments = no grade].
To receive a passing grade (A to E), students must pass all examinations (oral and written) and thereby demonstrate that they have achieved all the learning outcomes at least at the minimum level (see below).

Course Activities

The course consists of the following activities:
Three (3) two hour seminars and **three (3)** three hour seminars, each seminar contains a discussion part and a close reading/analysis component (in preparation for the oral and written exam and the written assignment).
One (1) three hour seminar with group presentations, which functions as the oral exam (all individual performances will be marked Pass or Fail).
Attendance at a minimum of 80% of the seminars is required in order to complete the course

Examination

Written exam 100% of the A-F grade.
Written assignment, Pass/Fail: To receive a Pass, the assignment needs to meet the grading criteria for at least an E.
Oral exam needs the grade "Pass" for the student to receive a final course grade.

Course Format

In the seminars, students will learn to discuss and analyse literary works for young learners by means of basic literary concepts and close reading. The course book provides historical context, which is meant to be explicitly related to the literary works. In the seminars students will practice hands on close reading and they will also learn strategies for how to connect textual details to historical and cultural context. All teaching and all discussions are in English. The students are expected to have finished all reading and to have responded to the study questions before class.

Below are the dates for exams and assignment submissions:

Oral Presentation (see TimeEdit schedule for details)
—Assignment (detailed in Study Guide) to be presented in Seminar 3 (see TimeEdit).
—Resit for Oral Presentation (contact your seminar instructor for assignment at least two weeks in advance): see TimeEdit

Written Assignment
First submission dates:
—Task posted on Athena/Itslearning: Thursday 3 April, 8.00
—Submission Deadline (upload on Athena/Itslearning): Thursday 10 April, 17:00
Resubmission dates:
—Task posted on Athena/Itslearning: Thursday 15 May 2025, 8.00
—Submission Deadline (upload on Athena/Itslearning): Thursday 22 May 2025, 17:00

Sit-down Exam (see TimeEdit schedule for details.)
Sign up via Ladok. (Questions: contact the Student Affairs Office at studexp@english.su.se)
—First exam date: see TimeEdit
—Date for re-take: see TimeEdit

Concise Course Schedule

See ENGECL_StudyGuide_VT24 for detailed instructions; See TimeEdit for dates and times

Sem.	Reading	Concepts
1	*The Paperbag Princess*	Character function, Characterization, Conflict, Fairy Tale, Narration, Parody, Plot, Theme
2	*The King of the Golden River*; *ICL* ch. 1, 2	Setting, Plot, Convention, Allusion, Sublime, Personification/ anthropomorphism, Character (flat/ round)
3	*Alice in Wonderland;* Introduction, Penguin edition; *ICL* ch. 4, 6	Oral Exam
4	*The Secret Garden*; *ICL* ch. 7, 9	Imagery, Plot, Point of View, Theme, Anthropomorphism, Character (static/ dynamic)
5	*Charlotte's Web*; *ICL* ch. 10, 12	Plot, Narration, Characterization, Style, Theme
6	*The Borrowers*; *ICL* ch. 13	Time, Metafiction, Metaphor, Protagonist, Antagonist, Frame narrative
7	*Clockwork*; *ICL* ch. 14, 15	Metaphor, Metafiction, Unreliable narrator, Intertextuality, Postmodernism

Required Reading (all reading below is obligatory)

Course Book:

Thacker, Deborah Cogan and Jean Webb (eds). *Introducing Children's Literature: From Romanticism to Postmodernism*, Abingdon: Routledge, 2002. (ISBN: 9780415204118) [Available as E-book through the SU library]

Literary Works:

Burnett, Frances Hodgson. *The Secret Garden*, Ware: Wordsworth Editions Ltd, 1993. (ISBN: 9781853261046) [Also available as E-book through the SU library]

Carroll, Lewis. *Alice's Adventures in Wonderland*, in: *Alice's Adventures in Wonderland and Through the Looking Glass*, London: Penguin, 2003. (ISBN: 9780141439761)

Munsch, Robert. *The Paper Bag Princess*, (ISBN: 9780920236161)

Norton, Mary. *The Borrowers*, New York: Puffin Modern Classics, 2014. (ISBN: 9780141354866)

Pullman, Philip. *Clockwork or All Wound Up*, London: Penguin, 2018. (ISBN: 9780241326312)

Ruskin, John. *The King of the Golden River* (Illustrated by Arthur Rackham), Alcester: Pook Press, 2015. (ISBN: 978144747789)

White, E.B. *Charlotte's Web* (ISBN-10: 0141354828 or ISBN-13: 978-0141354828)

Grading criteria written exam and written assignment

	A	B	C	D	E	Fx	F
	excellent skills in	very good skills in	good skills in	satisfactory skills in	adequate skills in	inadequate skills in	totally inadequate skills in
Overview of material	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	accounting for the contents of the course literature	The student has displayed some, but not all, of the skills of the level of the criteria for E.	The student's work does not demonstrate the achievement of the course outcomes at a minimally adequate level.
Discussion	displaying the ability to use basic theoretical concepts and methods in the field, and applying these concepts to literary texts for young learners	displaying the ability to use basic theoretical concepts and methods in the field, and applying these concepts to literary texts for young learners	displaying the ability to use basic theoretical concepts and methods in the field, and applying these concepts to literary texts for young learners	displaying the ability to use basic theoretical concepts and methods in the field, and applying these concepts to literary texts for young learners	displaying the ability to use basic theoretical concepts and methods in the field, and applying these concepts to literary texts for young learners		
Analysis	analysing literary texts from a relevant contextual and historical perspective critically, and motivating their own analysis in writing in a relevant way	analysing literary texts from a relevant contextual and historical perspective critically, and motivating their own analysis in writing in a relevant way	analysing literary texts from a relevant contextual and historical perspective critically, and motivating their own analysis in writing in a relevant way	analysing literary texts from a relevant contextual and historical perspective critically, and motivating their own analysis in writing in a relevant way	analysing literary texts from a relevant contextual and historical perspective critically, and motivating their own analysis in writing in a relevant way		

	A	B	C	D	E	Fx	F
	excellent skills in	very good skills in	good skills in	satisfactory skills in	adequate skills in	inadequate skills in	totally inadequate skills in
Comprehension	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English	displaying a good understanding of written English		
Expression	expressing themselves in mainly idiomatically correct English	expressing themselves in mainly idiomatically correct English	expressing themselves in mainly idiomatically correct English	expressing themselves in mainly idiomatically correct English	expressing themselves in mainly idiomatically correct English		

Grading criteria oral examination

CRITERIA	PASS	FAIL
Content	The presentation shows the ability to discuss the literary work in terms of literary concepts and historical context	The presentation fails to show the ability to discuss the literary work in terms of literary concepts and historical context
Organization, Structure, & Audience Orientation	The presentation contains a good structure; it is clearly organized, with a good use of transition signals and signposting. The introduction is effective to grab the attention of the audience, which is successfully kept throughout the talk. The conclusion provides an effective summary of the presentation.	The presentation fails to show a clear structure; it is poorly organized and it uses few or poor transition signals and poor or no signposting. The conclusion does not provide an effective summary of the presentation.
Vocabulary, Language, & Style	The presentation indicates good knowledge and use of key vocabulary, which is wide and varied. The language used throughout the presentation is grammatically correct and does not contain non-idiomatic expressions or any severe mistakes. In addition, during the presentation, good eye contact with the audience is made. The talk is well articulated and delivered with helpful body language and a clear tone.	The presentation indicates poor knowledge and insufficient use of key vocabulary, which is not wide and varied. The language used throughout the presentation is grammatically poor and contains non-idiomatic expressions or significant mistakes. In addition, during the presentation, poor or no eye contact with the audience is made. The talk is poorly articulated. Body language and tone are not used effectively.