Stockholm University

English III for Primary School Years 4-6 (ENG463)
Module 1 (LITY), English language literature for young learners (6 hec)
[This module is given by the English Department, module 2 covering teaching (DIDY; 1.5 hec) is given by IÄD]

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Module Description

This module 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 module, 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 module adopts the 7-grade SU scale.
To receive a final grade, students must have completed all the examination assignments and the exam [not done all examination assignments = no mark].
To receive a passing grade (A to E), students must pass the oral and the written exam and thereby demonstrate that they have achieved all the learning outcomes at least at the minimum level.

Module Activities

The module consists of the following activities:
Two (2) two hour seminars and **three (3)** three hour seminars with non-obligatory attendance (however, attendance is highly recommended), each seminar contains a discussion part and a close reading/analysis component (in preparation for the exam).
One (1) three hour seminar with group presentations, which functions as the oral exam (all individual performances will be marked Pass or Fail).

Examination

Written exam 100% of the E-A grade. (See Time Edit for time and place).
Oral exam (Seminar 3) needs the grade "Pass" for the student to receive a final module grade.

Module 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.

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)

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 and Through the Looking Glass*, London: Penguin, 2003. (ISBN: 9780141439761)

Munsch, Robert. *The Paper Bag Princess*, (ISBN: 9780920236161 or 9781773210292)

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)

Module grading criteria:
(Applicable for the written exam.)

	A	B	C	D	E	Fx	F
	excellent skills in	very good skills in	good skills in	satisfactory skills in	adequate 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		
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		

In addition, the grade Pass on the oral examination is needed in order to receive a module grade E-A. (Grade criteria on the next page).

Grade 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.

PLAGIARISM

PLAGIARISM is a serious offence. It may lead to suspension.

Official Statement

Plagiarism is copying someone else's text and/or ideas and pretending that they are yours.

- Writing about your own ideas in your own words is part of the learning process and will improve your ability to think independently and express your thoughts in English.
- The sources of the ideas in your essays (textbooks, the Internet, newspaper articles, scholarly journals, etc.) must be given both in the body of the essay and in the list of **References** at the end.
- All quoted text must be written in quotation marks ("This is a quotation.").

For your papers at the English Department, use the APA Style Sheet. Here are a few typical entries:

Beardsmore, H. B. (2003). Who's afraid of bilingualism? In J.-M. Dewaele, A. Housen & L. Wei (Eds.), *Bilingualism: Beyond basic principles* (pp. 10-27). Clevedon: Multilingual Matters Ltd.

Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4th ed.). London: Penguin.

Plagiarism is giving the impression that ideas and words created by others are your own, or presenting ideas and words derived from a source already in existence as if they are new.