



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **L9TY12 German 1-2 for Teachers in Secondary School Year 7-9, 30 credits**

Tyska 1-2 för lärare Åk 7-9, 30 högskolepoäng

*First Cycle*

---

#### **Confirmation**

This course syllabus was confirmed by Department of Languages and Literatures on 2016-10-11 and was last revised on 2019-01-14 to be valid from 2019-01-21, spring semester of 2019.

*Field of education:* Arts 80% and Education 20%

*Department:* Department of Languages and Literatures

#### **Position in the educational system**

The course can be part of the following programme: 1) The Special Subjects Teacher Programme directed towards secondary school (L1Ä79)

*Main field of studies*

German

*Specialization*

G1N, First cycle, has only upper-secondary level entry requirements

#### **Entry requirements**

General entrance requirements for university studies and the Swedish upper secondary courses German 3, English B/English 6 or equivalent.

#### **Learning outcomes**

As the first course in the subject German, it aims provide a basis for the students to develop such knowledge and skills that enable them to teach in German in accordance with the goals in the curricula, course syllabi and subject plans for the Swedish school.

Together the different parts of the course aim to give the students knowledge of learning and teaching in languages, deepened knowledge of and higher proficiency in the

German language and knowledge of German literature and culture as well as an academic approach.

After completed course the student should be able to:

*Knowledge and understanding*

- account for basic knowledge of the goals of language teaching in schools according to curricula and course syllabi;
- account for the grammatical structure of the German language with focus on morphology and some focus on syntax and phonetics;
- show familiarity with and account for basic rules of German grammar, including important exceptions, and apply them on speech as well as writing;
- account for and reflect on different differences between historiography and narratology;
- describe different problems and approaches in the historical development of German 20th-century literature;
- describe different relationships between cultural analysis and economic, ecological and social processes;
- account for and reflect on how cultures can be constructed, be manifested and change;
- describe the aims of language instruction in schools according to curricula, course syllabi and subject plans as well as the Common European Framework of Reference for Languages;
- account for the historical background of and research into language learning and language didactics;

*Competence and skills*

- analyse the morphology and parts of the syntax of the German language;
- use his/her knowledge in order to achieve correctness in written and oral language production;
- demonstrate skills in reading and listening comprehension, conversation/oral interaction, oral production and written proficiency at a level that corresponds to B2 according to the Common European Framework of Reference for Languages;
- comment and discuss content and language in different texts and films in German;
- express himself/herself correctly, and in a varied and idiomatic way in German in speech and writing at a level that corresponds to B1-B2 according to the Common European Framework of Reference for Languages;
- orally and in writing on the basis of given questions analyse seminar texts with the help of basic literary-critical terminology, methodology and literary-historical knowledge;

- in a didactic way argue for choice of material, working methods in a teaching context;
- work in a classroom with pupils' reception and production in the target language, with the forms of the German language (grammar, phonetics and pronunciation) as well as with social conditions and culture in the countries where the target language is spoken;
- in a didactic way apply ICT in his/her teaching;
- account for, apply and argue for different forms of assessment and grading;

#### *Judgement and approach*

- on the basis of given questions reflect on different aspects of language, culture and literature and their role in schools and society;
- critically reflect on reference material and on his/her own learning process.

#### **Course content**

The course German 1-2 for teachers in school years 7-9, 30 credits, consists of the following five modules: Linguistics: The structure of modern German (7.5 credits), Literature: Humans and story-telling (7.5 credits), Cultural studies: German culture after 1945 (6 credits), Language use: Modern German in speech and writing (5 credits) as well as Language didactics (4 credits).

#### Module 1 Linguistics: The Structure of Modern German, 7.5 Higher Education Credits

Students are given a deepened insight into the morphology of the German language and an introduction to sentence analysis. Phraseology is practiced in both oral and written analyses and in practical exercises as well includes practice in explaining grammatical contexts and discovering and correcting elementary language errors. Typical contrastive areas where learner may have problems are studied and comparisons are made primarily with Swedish. This knowledge and these skills are taken to a more advanced level and are practiced inter alia through analysis of teaching materials and pupils' production the target language.

#### Module 2 Literature: Humans and Story- telling, 7.5 Higher Education Credits

The module treats some literary-historical central works in German 20th-century literature. The students are given an insight into the history of German literature. At the same time the course helps students to find tools for analysis of literary texts. The course primarily investigates how literature processes human history. Special focus is placed on questions about the difference between historiography and narratology and the

importance literature can have for understanding and analysing historical and contemporary developments. Students are given an introduction to a selection of basic principles in narratology as well as in literary didactics, which they then apply on the text that are read. The aims of literature in teaching in schools are discussed on the basis of how literature is presented in teaching materials. Further, there is emphasis on the importance of reading texts for our own language development and that of others. Language acquisition is practiced through oral conversation and summary exercises as well as through written reviews and analyses which focus on the different roles of literature in the lives of humans.

Module 3 Cultural studies: German culture after 1945, 6 credits (German, Cultural Study: **German-Speaking Cultures after 1945, 7.5 Higher Education Credits** 6 Higher Education Credits)

The module analyses different images and perceptions of German culture from the Enlightenment down to the present day. On the basis of these perceptions, the course attempts to create a general theoretical understanding of how cultures may be constructed, be manifested and change. Questions that the course treats are inter alia: What is the significance of the changed perception of German culture as a culture of. Dichter und Denker? to a culture of. Richter und Henker? for today's understanding of German-speaking countries? What importance do today's music, film and literature in German have for our understanding of German culture? Does our perception of German say anything about ourselves? Is it a relationship between the construction of foreign cultures and the construction of our own culture? What significance do these constructions of culture have for our understanding of global and local, past and contemporary approaches to different economic, ecological and social processes? The acquisitions of knowledge is practiced through oral conversational and summary exercises as well as through written reviews and analyses that focus on the different roles of culture in the lives of humans.

Module 4 Language use: Modern German in speech and writing, 5 credits (Subcourse 4 Language use: Modern spoken and written German, 5 Higher Education Credits)

The module trains written and oral interaction, through oral conversational and summary exercises as well as through written reviews, analyses and translation sentences. Students have the opportunity to work with a broad spectrum of different types of texts: explanatory, argumentative and narrative. This is done both orally and in writing. Strong emphasis is furthermore placed on to actively practice vocabulary and phraseology. The module trains written and oral production through exercises where the goal is grammatical correctness and idiomaticity as well as adaptation of the language to

different text types.

Module 5 Language didactics, 4 credits (Foreign language acquisition and teaching, 4 Higher Education Credits)

The course provides basic preparation for the professional role as teachers of German. In this module, students are made familiar with the regulatory documents for schools as well as with research into language learning and basic ideas of language didactics. Through the didactic aspects of the courses, students are given the possibility to reflect upon how views of language, approaches to knowledge, regulatory documents and theories about learning may be concretised in the classroom.

### **Form of teaching**

The course is an on-campus course. The teaching is done in the form of lectures, seminars, group assignments and individual assignments.

*Language of instruction:* Swedish and German

### **Assessment**

To what extent student has achieved the aims of course is tested through written assignments and oral presentations. Assessment should be based on the individual performance of each student.

Components involving examination, e.g. oral presentations, individually or in groups, require compulsory attendance. If attendance in the module Language didactics is below 50%, the student is referred to the next course for examinations within the missing components.

Students who failed in a subpart are given the possibility for a new test. In connection with written assignments, supplementary assignments may be offered in order for the student to achieve a Pass grade. Such a supplementary assignment should be done within the stipulated time (normally five working days after the result has been posted). Otherwise a Fail grade will be reported.

A student who has passed a subtest may not do a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid to be graded.

If a student, who has failed the same examined component twice, wishes to change examiner before the next examination, a written application should be sent to the department responsible for the course and should be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

In cases where a course has been discontinued or substantially revised, a student should be guaranteed to sit the examination on at least three occasions (including the ordinary examination occasion) during a period of at least one year based on the previous course structure.

**Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

To pass the course with distinction, the grade Pass with distinction is required on at least 50 % of the total number of credits on the course.

**Course evaluation**

Students are given the opportunity to make a written evaluation of the course. The results of the evaluation are published digitally.

**Additional information**

Equality aspects should be taken into consideration in content, literature, teaching and evaluation.