LDN2017

Proposal for a 20 minute presentation in English or Swedish.

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**Literary analysis and academic writing: A “summary and response assignment” from second term English at MDH.**

How can we, in the English university subject, design literature assignments that are formative, fair, and useful for both literature and language learning, and at the same time easy to set and to mark? This is a proposal to present an example from my own teaching.

Second term English at MDH has a 7,5 hp course component offering a historical overview of English and American Literture, assessed in a home exam, an oral presentation, and a short essay. The essay has, for different reasons, been problematic. We also offer an academic writing component, taught in the first period of the term. The book we use for that course teaches the students, among other things, how to summarize someone else’s argument, and how to respond to it. This term, I decided to use this model in the iterature course as well. I chose four very short critical articles, each one discussing a limited aspect of a literary work covered in one of our seminars. The students’ assignment was to choose one article + text combination, summarize the argument of the article, and then respond to it with a literary analysis of their own. As we are all aware, reading comprehension, analytical skills and writing skills are involved in both academic writing and literary analysis, but this form of examination made that connection between reading and writing very clear, and was apparently helpful to the students. It also turned out to be a fairly easy assignment to set, read, and assess, and might be useful as a good example. My presentation will outline the design, result and evaluation of this assignment and discuss implications for the teaching of both literature and academic writing in the English subject.

Jag disputerade i engelska, ssk amerikansk litteratur, i Uppsala 2002, och är sen 2006 lektor i engelska vid Mälardalens högskola i Västerås. Jag undervisar i litteraturkurser och kurser i akademiskt skrivande, på grundnivå och avancerad nivå, på kandidatprogrammet och våra olika lärarprogram. Mina forskningsintressen är ekokritik och djurstudier, amerikansk litterär naturalism, barnlitteratur och litteraturdidaktik.

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