



Bachelor of Arts in English Literature and Education

Programme information

THE BACHELOR OF ARTS IN ENGLISH LITERATURE AND EDUCATION PROGRAMME AT NIE

The BA in English Literature and Education programme comprises several different areas of study, including:

- **Academic Subject (AS)** courses that students take in their area of academic specialisation,
- **Curriculum Studies (CS)** courses focusing on pedagogical skills for teaching specific subjects,
- **Subject Knowledge (SK)** courses that reinforce subject content mastery for school teaching,
- **Education Studies (ES)** courses that introduce key educational concepts and principles,
- **Language Enhancement and Academic Discourse Skills (LEADS)** courses that provide a basic grounding in academic writing and communication skills,
- **General Electives (GE)** that allow for a broadening of the learning experience,
- an **Essential Course** on multicultural studies,
- **Group Endeavours in Service Learning (GESL)**, a service-learning community outreach programme of NIE designed to help students understand community needs, and
- **Practicum**, a series of school attachments where student teachers can develop their teaching competencies.

Also built into the programme are Education Research and Academic Research components that allow students to explore an area of study under the guidance of staff mentors, and opportunities to spend a semester abroad for Overseas Student Exchange or International Practicum, at universities in countries such as the US, UK, Finland, Denmark, Sweden, Taiwan, Korea, New Zealand, and Hong Kong.

STUDYING ENGLISH LITERATURE AT NIE

BA students who choose to specialise in **English Literature** as their Academic Subject will join an exciting and rigorous programme of study that is designed to offer a solid foundation in the field of English Literature and English Literature pedagogy. The degree in English Literature from NIE also equips graduates with the knowledge and skills to pursue higher degrees at Masters and PhD levels.

The following pages contain information about the Academic Subject (AS), Curriculum Studies (CS), and Subject Knowledge (SK) courses offered by the English Language and Literature Academic Group to BA students who choose to specialise in English Literature.

LIST OF COURSES

ACADEMIC SUBJECT (AS) COURSES

CORE

AAR10A	Exploring British Literature
AAR10B	Introduction to Literature
AAR10C	Singapore and the Region in Literature
AAR10D	Reading Strategies
AAR30A	Research Methods in the Study of Literature in English
AAR40A	Academic Exercise: English Literature (Final year research project)

ELECTIVE

AAR23A	American Literary Tradition
AAR23B	Victorian Poetry and Prose
AAR23C	Film Studies
AAR23D	Adolescent Literature
AAR23E	Shakespeare and Early Modern Drama
AAR23G	The Restoration to Blake
AAR23H	Literature, Education and Culture
AAR43A	World Literature
AAR43B	Approaches to Cultural Studies
AAR43C	Romanticism
AAR43D	The English Novel: Jane Austen to the 19 th Century
AAR43E	20 th Century Drama
AAR43G	20 th Century Poetry
AAR43H	Contemporary British Literature
AAR43J	Contemporary American Literature
AAR43K	Understanding Critical Theory
AAR43L	Post-colonial Theory and Literature
AAR43M	Literature and Feminism
AAR43N	Special Topics in Literature

CURRICULUM STUDIES (CS) COURSES

Students on the Primary track who choose English Literature as their Academic Subject will do English Language as a CS since Literature is not a teaching subject in primary schools.

PRIMARY TRACK

- ACE20A Teaching Reading and Writing in the Primary School (Lower Primary)
- ACE30A Teaching Reading and Writing in the Primary School (Upper Primary)
- ACE40A Teaching Oral Communication in the Primary School
- ACE40B Specialist Course in Teaching English in the Upper Primary

SECONDARY TRACK

- ACR32A Teaching Prose
- ACR32B Teaching Poetry
- ACR42A Designing Literature Curriculum and Assessment
- ACR42B Teaching Drama

SUBJECT KNOWLEDGE (SK) COURSES

FOR PRIMARY TRACK ONLY

- ASE10A Grammar
- ASE20A Exploring Language in Texts
- ASE40A Current Trends in Language Education in the Upper Primary School

COURSE DESCRIPTIONS

ACADEMIC SUBJECT (AS) COURSES

CORE COURSES

Introduction to Literature

As the first step in the education of a teacher of Literature, this course will introduce the student teacher to some of the modes of storytelling which have arisen through the ages from narrative poetry, fiction and drama to more recent developments such as film, television, advertisements, and computer realizations of current events. This will help prepare student teachers to teach the various types of narrative structures they would have to deal with in the Literature classroom. The course will also focus on how to write an academic essay for Literature.

Exploring British Literature

This course offers an accessible and stimulating introduction to British literature 1400-2000 through a range of rich, exciting canonical and non-canonical texts. The course approach will be representative and chronological while conveying a grounded sense of the breadth and variety (as well as clear continuities) present in British writing when analyzing its form, content and context. The course will go on to explore questions of canon, tradition and innovation within that tradition. It will focus on work by British women writers, while also exploring British literary responses to questions of colonialism and post-colonialism. It is hoped that by the end of this course participants will have acquired a freshly dynamic, nuanced and critical sense of what is meant by 'British Literature' in the second decade of the 21st Century.

Reading Strategies

Student teachers will be given a selected number of texts and taught how to subject them to multiple readings, using a variety of approaches. They will start by mapping the semiotics of a text and understanding how it works as a system of signs before learning how to read gender biases and assumptions in its use of figurative language and narrative perspective. They may also learn how to disentangle the text's ideologies, its class and other affiliations, and read critically into its gaps and absences. Student teachers will also be introduced to some basic psychoanalytical strategies of reading and learn how to relate a text's discourse to the wider world of intellectual and cultural practices outside it. By the end of the course, student teachers will be able to relate to literature as social text and view reading as social practice, and be well prepared to proceed to the second year of their education as teachers of Literature.

Singapore and the Region in Literature

This course will explore cultural and historical connections and shared ethnic traditions in the literatures of post-independence South-east Asian nations and Singapore. Using translated works as well as writing in English, student teachers will look, for example, at the modern rewriting of Hindu and Malay myths in the region, and examine the literary treatment of immigrant identities. It could also look at the modern woman's struggle against Asian patriarchal cultures and consider similarities

and differences in these nations' literary constructs of modernity and their engagement with globalisation.

Research Methods in the Study of Literature in English

This course examines the various research methods employed in the study of Literature in English. It aims to provide the basic knowledge and skills needed for students to identify and define a significant issue in an area of literary-cultural study and to decide on the appropriate theoretical framework and critical approach to investigate it. Student teachers will be familiarized with different types of research design, and bibliographic research, along with their strengths and limitations. They will closely examine secondary critical material, learn about why literature scholars write the way they do and what makes their writing persuasive and effective. The course aims to help students develop good research and writing habits.

Academic Exercise: English Literature (Final year research project)

This course provides an opportunity for undergraduate student teachers to do independent study and research in a topic of their choice in English Literature under the guidance of an ELL staff member. Student teachers use this opportunity to explore an area of study or issue that relates to their academic and/ or professional interests. The academic exercise is an excellent chance for focused reading, study, and research. Subject to the approval of the AG, student teachers will select a topic and be matched with a research mentor.

ELECTIVES

American Literary Tradition

This course examines the definition of the term "American", what ideas and ideals are associated with its appropriation as a descriptive for the country, the United States, and how those ideas and ideals have been enunciated in American literature through the end of the nineteenth century. The readings will include selections from some of the following writers: Winthrop, Mather, Wheatley, Franklin, Cooper, Poe, Hawthorne, Melville, Emerson, Fuller, Thoreau, Dickinson, Whitman and Twain.

Shakespeare and Early Modern Drama

The course focuses on the breadth of Shakespeare's writing, covering his major plays as well as his poetry. Shakespeare and his work will be studied in the context of Elizabethan history and culture. Topics might include performance, identity, personal and political power, the effects of economic expansion and/or the roots of empire.

The Restoration to Blake

This course provides an introduction to the literature of the Restoration and Eighteenth Century, excluding novels. Primary attention will be given to major poets (including John Dryden, Alexander Pope, Samuel Johnson, and William Blake) as well as essayists and prose satirists (especially Johnson and Jonathan Swift). Particular attention will be given to the role of the author as social actor and commentator.

Victorian Poetry and Prose

This course looks at a selection of poetry and prose and considers it in relation to such major concerns and cultural pre-occupations of the Victorian period as the woman question, colonialism, class struggle, industrialisation, social ills, the changing landscape, and the division between private and public spheres. Questions of poetic prose form will be integral to the course. Poetic works to be studied may include those of Robert Browning, Elizabeth Barrett Browning, Christina Rossetti, Alfred Tennyson, Matthew Arnold, and Thomas Hardy. Prose writing by Thomas Carlyle, Thomas Macaulay, John Stuart Mill, John Ruskin and William Morris will also be considered.

Film Studies

This course aims to provide an introduction to film appreciation and analysis. The focus of the course is on film as a construct of art and narrative, paying particular attention to aspects of film form, aesthetics and style. Using contemporary films from the past two decades, we will explore filmic texts as visual forms of story-telling and discuss issues such as representation and spectatorship.

Adolescent Literature

This course will explore adolescent literature through a range of issues including the quest for identity, the development of gender roles, the prolificacy and causes of alienation and isolation, the movement between innocence and experience, and conflict between the individual and society. This course will encourage students to consider the ideological implications of adolescent texts in terms of the construction of child readers' developing identity. Above all, the course aims to reconceptualise adolescent literature in order to challenge popular interpretation of the genre as 'a literature of innocence'.

Literature, Education and Culture

Bringing together complex definitions of literature, education, and culture, this course seeks to raise questions that resist simple answers: How are the purposes and premises of literary studies related to the cultural politics of education? How is literary culture implicated in the social, institutional, and ideological structures of schooling? How do literary knowledge and skills relate to notions of "cultural literacy" and "critical literacy"? Do these literacies presuppose a command of the "Western canon"? How do the formal curriculum and the hidden curriculum in schools participate in the consolidation of the literary canon? How might literature teaching in schools marginalize and/or valorize particular cultural identities, beliefs, and practices? Spurred by these concerns, the course will focus on selected canonical texts – including novels, poems, plays, and films – from the "Western" and "local" literary tradition. These texts are intended to challenge students' skills of literary analysis, and to provoke deeper analyses of their cultural relevance to pedagogical concerns.

World Literature

The course begins by examining how the concept of world literature emerged and rose to prominence following the Second World War and how it has consistently undergone a broadening process from the late 20th century. What does it mean to teach world literature today in an age of global interconnections, trans-cultural clashes and mixings? In this course, students will engage with a rich and eclectic range of celebrated classical and contemporary authors from Africa, Asia, Latin America, Middle East, the West and other parts of the world. Topics for discussion include

examinations of cross-cultural borrowings and cross-genre mixings in the circulation of texts, approaches to handling and teaching translated literary works, and ways of responding to transnational texts and their cosmopolitan stylistic devices. Students will also explore the ways in which world literature provides powerful entry points to engaging with key contemporary global concerns of our time such as terrorism, immigration, human trafficking, and human rights.

Special topics in Literature

This course will focus on issues, key texts or significant writers that have played an important role in the study of literature. Because of its specialized nature, the course will give students a chance to explore a topic in greater depth and detail. Topics vary with the instructor and the interests of students.

Romanticism

This course considers Romanticism as an intellectual and aesthetic movement and looks at the work of the major writers such as Blake, Byron, Shelley, Southey, Keats, Coleridge, and Wordsworth. Issues of style and elements of Poetry including form and imagery will be considered. Issues explored will include the nature of revolution, the sublime, Nature, the representation of the past, romantic love, travel, and exoticism.

The English Novel: Jane Austen to the 19th Century

This course looks at the nineteenth-century English novel and the contribution to the form's development by major writers like Jane Austen, the Brontes, Charles Dickens, Wilkie Collins, George Eliot, Elizabeth Gaskell, William Thackeray, and Thomas Hardy. Questions of form, point of view and the conventions of realism will be considered. Other issues to be examined include the trope of the fallen woman, sensation fiction, the place of the writer in Victorian society, serial publication and the material conditions of production.

20th Century Drama

This course focuses on the seminal figures of the modern dramatic movement in Europe and the USA: Henrik Ibsen, Anton Chekov, August Strindberg, George Bernard Shaw, Eugene Ionesco, Eugene O'Neill and Samuel Beckett, among others. It will examine the ways in which these playwrights rejected conventional theatrical forms as well as look at concerns of subjectivity, gender, and social and cultural identities in response to major shifts in the intellectual life and socio-political climate leading to and during the twentieth century.

20th Century Poetry

This course begins with an examination of poetry in English as a distinctively international phenomenon. It also considers the impact of the central issues and techniques of the 'classic' modernist poetry of T.S. Eliot, W.B. Yeats and Ezra Pound, among others, on the poetry that follows by writers such as W.H. Auden, Wallace Stevens, Sylvia Plath, as well as late twentieth-century figures such as Derek Walcott. Other issues may include the ways in which feminist and postcolonial concerns, for example, have influenced the development of modern poetry. There will be consideration of how the experimentation with poetic form is related to the poet's thematic and other concerns.

Contemporary British Literature

This course will explore contemporary British literature through a range of genres, including the novel, drama, short fiction and cinema. It will engage with issues such as the representation of masculinities and femininities; the construction of male and female sexuality; the politics of homosexuality and prostitution; the influence of feminist academic thought; the rise of postfeminism as a cultural condition; transitions in the aesthetic form of the contemporary novel; and London as a site of multicultural alienation and dispossession.

Contemporary American Literature

This course examines twentieth-century American literature through the often-cited argument that all American literature can be traced back to Mark Twain's *The Adventures of Huckleberry Finn*. Readings will include fiction, poetry and drama and non-fiction prose. Writers may include some of the following: Cummings, Hemingway, Baldwin, Stevens, Steinbeck, O'Neill, Faulkner, O'Connor, McCullers, Miller, Williams, Frost, Kingston, Vonnegut, Coover, Pynchon, Morrison.

Understanding Critical Theory

This course is a survey of some of the currents of theoretical thinking which have proven to be influential in the study of literature. The range of 'schools' covered may include: Leavisite or humanistic approaches to criticism; Marxist and post-Marxist criticism and theories; psychoanalytical criticism; cultural criticism and theories of mass culture; structural and poststructural theories; postmodernist theories of the arts, writing and culture. Major figures which this course will focus on may include Claude Lévi-Strauss, Jacques Derrida, Jean-François Lyotard, Michel Foucault and Fredric Jameson. Understanding the contemporary debates on literature and reading will affect the way we read and teach literature in the classroom.

Post-colonial Theory and Literature

Selected readings of theory and literature will introduce student teachers to salient topics concerning post-colonial culture, such as the paradoxes of imagining post-colonial identity in the former master's language as well as the identity problems that stem from contemporary global movements of peoples. Student teachers will also study the ways in which selected literary texts from the Indian subcontinent, Africa, and the Caribbean, as well as the Asian diaspora, among others, dismantle colonial fictions of the racial 'Other' and imagine new national, transnational and ethnic identities for their communities. The course will prepare student teachers to tackle in the classroom, important cultural and social concerns raised today within the new context of globalisation and transnational identities.

Literature and Feminism

The course brings women's issues to bear on the study of literature. Student teachers will begin by learning how to read literature from a female subject-position before being introduced to women's writing as a genre. They will scrutinise the gender biases in writing by the literary 'masters' and ask whether both literature and literary criticism are patriarchal in character. Course readings will range

from canonical male texts, to women's novels and poetry and include salient writings from the Women's Movement.

Approaches to Cultural Studies

This course introduces the study of culture beyond the literary text. It considers the development of British cultural studies and the development of the idea that 'culture is common'. The range of issues covered may include: the 'usefulness' of high culture in an industrial society, resistance against hegemonic notions of culture and society, the development of the concerns of gender, race and class in literary study, the concerns of mass culture in consumption-oriented societies, the emergence of youth culture, counter cultures and other sub-cultures. This course will also consider the question of the relevance of cultural studies in contemporary Asian contexts. Major figures focused on may include Raymond Williams, Stuart Hall, Paul Gilroy, Walter Benjamin and Theodor Adorno.

CURRICULUM STUDIES (CS) COURSES

PRIMARY TRACK

Teaching Reading and Writing in the Primary School (Lower Primary)

On this course, student teachers will learn about the social and psychological processes involved in children's beginning reading and writing English. They will learn how children acquire language at home and in school so that they will be able to select teaching strategies that are appropriate for lower primary multilingual classrooms. Student teachers will become familiar with some of the principles and processes of teaching and learning and the learning outcomes of the English Language Syllabus. They will also learn methods of monitoring and assessing beginning reading and writing. How to analyse, evaluate and select children's texts as resources for teaching reading and writing will also be covered on the course.

Teaching Reading and Writing in the Primary School (Upper Primary)

This course focuses on the theory and practice of teaching developing readers and writers of English in upper primary in the multilingual primary school. Student teachers will learn important theories and apply them as they develop their expertise in teaching children to read and write fiction, non-fiction and multimodal texts. Through analysis and evaluation, student teachers will also learn how to select texts for classroom use. Student teachers will develop skills to teach grammar and vocabulary explicitly. Additionally, they will learn how to plan lessons that integrate grammar and vocabulary into reading and writing activities. They will become familiar with the principles and processes of teaching and learning and the relevant learning outcomes of the English Language Syllabus. The course will include strategies for monitoring and assessing the developing reading and writing of upper primary pupils.

Teaching Oral Communication in the Primary School

This course focuses on teaching and assessing primary schoolchildren's oral communication skills in English. Student teachers will learn important theories and improve their abilities to reflect, analyse and synthesise as they draw on these theories to understand and plan practice. They will learn how to teach children to express themselves in individual presentations, to participate as group

members, to pay attention and listen for a variety of purposes. Additionally, student teachers will learn to analyse, evaluate and select materials to teach speaking, listening and viewing. Student teachers will deepen their understanding of the principles, processes and outcomes of the English Language Syllabus, and they will learn how to plan assessment and series of lessons, using a range of resources.

Specialist Course in Teaching English in the Upper Primary

This course will equip student teachers with specialised knowledge and skills to teach English in the upper primary. They will study the major approaches to language education associated with literature and non-fiction. They will learn how to teach language across the curriculum through strategies to teach reading, writing and oral skills for inquiry and research. Student teachers will also learn how to teach language for literary response and expression in order to encourage children's critical and creative thinking. In addition, student teachers will learn appropriate and alternative methods of assessment. Throughout the course, student teachers will be shown how to evaluate and select texts out of the complete range of genres and modes created for children, for use in the upper primary multicultural classroom.

SECONDARY TRACK

Teaching Prose

This course starts by giving a broad overview of the principles, aims and objectives, and general methodology of teaching Literature as a subject. It considers the assumptions underlying different approaches to Literature teaching, as well as examines the local Literature curriculum. Issues such as text selection, canon-formation and problems of representation will also be considered. The course will then consider the various approaches and techniques for teaching prose fiction like the short story and the novel. It covers the selection of appropriate material as well as teaching strategies for the different elements of narrative and style. It will pay attention to the links between reading and writing while considering teaching prose for literary development, cultural literacy, and creative and critical thinking.

Teaching Poetry

This course introduces approaches and techniques for teaching poetry. It covers the selection of appropriate material and teaching ideas for the different elements of poetry. It will also pay attention to the links between reading and writing about poetry while considering the teaching of poetry for literary development, cultural literacy, and creative and critical thinking.

Designing Literature Curriculum and Assessment

This course will examine the principles and practices that can be used to guide the design of Literature curriculum and assessment. During workshop-style lessons, pre-service teachers will engage in discussions of theoretical principles underlying good design as well as engage in practical sessions focusing on designing inquiry-based curriculum, setting and marking written assessments, and creating and assessing alternative modes of assessments such as oral communication, multimodal ways of assessing and portfolio assessment. Students will also participate in an out-of-school learning journey as part of the course.

Teaching Drama

This course introduces approaches and techniques for teaching drama. It covers the selection of appropriate material as well as teaching strategies for the different elements of drama. It also pays attention to the links between reading, performance and writing, while considering the teaching of drama for literacy development, cultural literacy, and creative and critical thinking.

SUBJECT KNOWLEDGE (SK) COURSES

FOR PRIMARY TRACK ONLY

Grammar

This course is an introduction to pedagogical grammar of English with a focus to equipping student-teachers with the knowledge of the basics of English grammar and familiarizing them with a set of metalanguage for describing the English language.

Exploring Language in Texts

In this module, students will understand how language is used in different types of texts to achieve different purposes. They will study both fiction and non-fiction texts written for children, and will learn how to analyse these text types in terms of context, purpose and audience to identify organisational structures, as well as key language features. Through tutorial activities, students will see how all these features of texts work together and are used by readers and writers to communicate and construct meaning.

Current Trends in Language Education in the Upper Primary School

This course is for student teachers who wish to specialize in teaching English in the upper primary. In the course students teachers will learn about current Ministry of Education initiatives and how they are being implemented in schools at the upper primary level. The course will consider current moves in language education towards curriculum integration, multiliteracies and multimodalities. The principles presented will be referred to in the course ACE 402 'Teaching the Language Skills in the Upper Primary (CSP/CS Upper Primary)'. By the end of the course, student teachers will have acquired subject knowledge on three main language-education components, and understand and analyse how these have relevance and currency in language education in today's classroom that must move in tandem with changing times and needs, both local and global. The three main language-learning components are: Language Across the Curriculum, Principles of Assessment, and Multiliteracies and Digital Literacy.