



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1GN004 Kommunikation och språkutveckling för lärande i fritidshem, 7,5 högskolepoäng

1GN004 Communication and Language Development for Learning in Leisure Time Centre, 7.5 credits

Main field of study

Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2016-11-15

Revised 2021-05-19 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2022

Prerequisites

General entry requirements and Civics A. Or: Civics 1b/1a1+1a2. The course is included in the programme for primary school teachers.

Objectives

After completing the module, the students should be able to:

- account for theoretical perspectives on children's language development and communication and how these perspectives can be applied in practice in leisure time centres on the basis of the language worlds surrounding children with different backgrounds and prerequisites,
- account for the importance of different aesthetic forms of expression for children's language and communication, and discuss didactic choices in the use of different forms of expression,
- critically review text environments surrounding children and discuss how these influence children's language development.

Content

This course is based on the different language worlds surrounding children in their encounters with popular culture in the form of children's and young adult literature, film and different digital media, and how these influence and can be used to support children's language. Texts are chosen to illustrate on the one hand differences between different genres and content, and on the other hand adaptation to children's needs. Focus lies on how the texts can be used to stimulate language development in leisure time centres. The course also discusses how leisure time centres work with communication and language in a multicultural society. The functions of language and texts are studied, as well as attitudes to language and language use in different social contexts. Different ways of stimulating children's language development through aesthetic learning processes are studied and tested.

Professional basis and professional progression and Scientific approach and scientific progression

The students continue to develop their competence in assimilating current and relevant research articles, develop their communicative skills in speech and writing, and use digital tools in teaching, relative to previous courses.

To strengthen the connection to the practical aspects of the programme, this course includes field studies. These field studies adopt an observer's perspective.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, methodology sessions and field studies.

All sessions marked as seminars or methodology sessions in the schedule are compulsory.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

The course is examined through oral and written examinations and assignments, some of which are presented using digital tools. Individual as well as group presentations occur.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form.

For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluations are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

Other

Any costs in connection to assignments etc. are paid by the individual student.

Required Reading and Additional Study Material

Subject-didactic literature

Bergöö, Kerstin & Jönsson, Karin. The latest edition. *Glädjen i att förstå: språk- och textarbete med barn*. Studentlitteratur. 150 p. ISBN 9789144072869

Chambers, Aidan. The latest edition. *Böcker inom och omkring oss*. Stockholm: Gilla böcker. 293 p. ISBN 9789185763191

Fast, Carina. The latest edition. *Literacy: i familj, förskola och skola*. Lund: Studentlitteratur. 168 p. ISBN 9789144127583

Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet. 2. ed. (2012). Stockholm: Skolverket. Chapters 3–5 (80 pages).

Svensson, Gudrun (2016). "Translanguaging för utveckling av elevernas ämneskunskaper språk och identitet". 13 pages. In: Kindenberg, Björn (ed.) (2016). *Flerspråkighet som resurs: symposium 2015*. First edition. Stockholm: Liber. ISBN: 9789147122073

Wedin, Åsa. The latest edition. *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur. 152 p. ISBN 9789144116822

Subject-theoretical literature

Kåreland, Lena. The latest edition. *Skönlitteratur för barn och unga: historik, genrer, termer, analyser*. Lund: Studentlitteratur. 248 p. ISBN 9789144086767

Academic articles chosen in consultation with the teacher, ca 150 p.

Additional study material

Frank, Elisabeth, Herrlin, Katarina. The latest edition. *Språkutvecklande aktiviteter – en idébank*. Stockholm: Natur & Kultur. ISBN 978912745153

Janson, Malena (ed.). The latest edition. *Introduktion till filmpedagogik: vita duken som svarta tavlan*. Malmö: Gleerups Utbildning. 221 p. ISBN 9789140692634

Current policy documents for leisure time centres. See www.skolverket.se.

Children's literature and films chosen in consultation with the teacher.