



## Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

1GN209 Svenska II – Barn- och ungdomslitteratur för undervisning i årskurs 4-6, verksamhetsintegrerad profil, 15 högskolepoäng

1GN209 Swedish II – Children's literature for teaching in primary school, years 4-6, Teaching Practice Profile, 15 credits

### **Main field of study**

Comparative Literature

### **Subject Group**

Comparative Literature

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved 2012-12-04

Revised 2014-11-03 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2015

### **Prerequisites**

General entry requirements and Civics 1b / 1a1 +1a2, Mathematics 2a / 2b / 2c, Science studies 1b / 1a1+1a2 or Civics A, English B, Mathematics B, Science studies A (Field-specific entry requirements 6B/A6b). The course is part of the education programme for primary school teachers.

## Objectives

After completing the course, students should be able to:

- discuss and explain how teaching can be formulated so that the teacher, based on research and regulatory documents, can independently and together with others plan teaching in Swedish for pupils in years 4-6 from different backgrounds and conditions
- demonstrate good linguistic and textual competence and a deeper awareness of their own reading and writing abilities.

### **Module 1. Children's literature and reading - historical and didactic perspectives, 7.5 credits**

After completing the course, the student should be able to:

- analyze and discuss, orally and in writing, literary texts from different genres for children
- give an account of the functions of children's literature and its provisions in different historical and pedagogical contexts
- demonstrate advanced knowledge regarding reading development, reading comprehension and reception of texts, as well as pupils' knowledge development in these areas.

### **Module 2. Books, movies and drama in the classroom, 7.5 credits**

After completing the course, the student should be able to:

- demonstrate knowledge about fiction, drama and movies and the significance of the art forms as teaching aids in Swedish and other subjects
- apply varied methods and ways of working, among others, different ways of working with conversation and drama in teaching
- reflect on how one can support pupils in their identity and reading development while taking into consideration their social affiliation, age, sex and ethnicity.

## **Content**

### **Module 1. Children's literature and reading - historical and didactic perspectives, 7.5 credits**

During the module, students will study the role that fiction for children has played in different historical, cultural and pedagogical contexts and in regulatory documents for schools. Students will encounter a representative selection of texts that shed light on differences between different genres and ideological content. The relation between content and form will be taken into consideration as well as the relation between text and images. Students will practice the ability to see the significance of texts for reading development, reading strategies, literary comprehension and assessments of pupils' knowledge development in these areas.

### **Module 2. Books, movies and drama in the classroom, 7.5 credits**

The module draws attention to how teachers can work with literary texts, movies and drama in teaching. The role of art forms in today's schools will be discussed from the starting point of regulatory documents and didactic research. Different ways of working with texts in school will be studied – reading aloud, storytelling, dramatisation, book discussions as well as writing assignments using books and movies as a basis. Pedagogical planning is discussed and tested. The module includes two components: literature and film (6 credits) and drama (1.5 credits).

In connection with the field study, which aims to strengthen ties with the practical part of teaching education, using observations students will search for knowledge regarding how literary texts in a broad sense are represented in the school's teaching, which connects to both modules.

### **Profession basis and professional progression**

The course prepares the students for their future teaching practice placement and its objectives. In relation to previous courses the student has taken, the student will continue to develop his or her communicative abilities in speaking and writing as well as his or her repertoire of pedagogic tools. Students will also gain an increased understanding regarding the significance of regulatory documents for the structure of the subject, how subject content and teaching can be adapted to pupils' different abilities and situations as well as how documentation and assessment of pupils' knowledge within the subject can be conducted.

### **Scientific approach and scientific progression**

In relation to previous courses the student has taken, the student will continue to develop his or her competence in understanding current and relevant research articles. The ability to formulate simpler questions of relevance for the subjects and profession will be practiced as well as the ability to collect, process and report observations in connection with the field study.

Seminars and field studies are compulsory.

### **Type of Instruction**

Teaching is in the form of lectures, field studies, group discussions and mandatory seminars, which can be related to the field studies.

### **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 expected learning outcomes must be achieved. In order to receive a final grade of Pass with Distinction for the entire course, the student must receive the grade of Pass with Distinction in at least 7.5 of the course's 15 credits.

Examination and grading is based on oral and written exams and reports on the field study assignments. Both individual as well as group reports occur.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

### **Course Evaluation**

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

### **Other**

Any costs in connection to the field study are paid by the student.

### **Required Reading and Additional Study Material**

#### **Module 1. Children's literature and reading - historical and didactic perspectives**

Andersson, Maria & Druker, Elina (eds.). 2008. *Barnlitteraturanalyser*. Lund: Studentlitteratur. Ca 60 pages (selected pages). ISBN 978-91-44-04028-8.

Boglind, Ann & Nordenstam, Anna. 2010. *Från fabler till manga. Litteraturhistoriska och didaktiska perspektiv på barn- och ungdomslitteratur*. Gleerups. 422 pages (in selection, ca 150 pages). ISBN 978-91-40-65204-1.

Kåreland, Lena. 2009. *Barnboken i samhället*. Lund: Studentlitteratur. 180 pages. ISBN 978-91-44-05149-9.

Langer, Judith A. 2005. *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Göteborg: Daidalos. 190 pages. ISBN 91-7173-226-8.

Skolverket. Latest edition. *Nya språket lyfter. Diagnosmaterial i svenska och svenska som andraspråk för grundskolans 1-6. Lärarhandledning*. 114 pages (in selection)

Skolverket. 2010. *Texters, textuppgifters och undervisningens betydelse för elevers läsförståelse*. 136 pages (in selection).

Skolverket. Relevant regulatory documents for use in primary schools. See [www.skolverket.se](http://www.skolverket.se).

Works of fiction will be read according to instruction. Ca 500 pages.

## **Module 2. Books, movies and drama in the classroom**

Boglund, Ann & Nordenstam, Anna. 2010. *Från fabler till manga. Litteraturhistoriska och didaktiska perspektiv på barn- och ungdomslitteratur*. Gleerups. 422 pages (selected pages). ISBN 978-91-40-65204-1.

Eriksson Barajas, Katarina. 2012. *Boksamtalets dilemman och möjligheter*. Stockholm: Liber. 136 pages. ISBN 978-91-47-09991-7.

Janson, Malena. 2007. *Bio för barnens bästa? Svensk barnfilm som fostran och fritidsnöje under 60 år*. Stockholm: Acta Universitatis Stockholmiensis. 176 pages (in selection, available as e-book). ISBN 9789185445769.

Kümmerling-Meibauer, Bettina & Surmatz, Astrid (eds.). 2010. *Beyond Pippi Longstocking: Intermedial and International Approaches to Astrid Lindgren's Work*. New York: Routledge. Ca 150 pages (selected pages). ISBN 978-0-415-88353-5.

Stensson, Britta. 2006. *Mellan raderna. Strategier för en tolkande läsundervisning*. Göteborg: Daidalos. 160 pages. ISBN 91-7173-245-4.

Scientific articles after agreement with the course teacher. Ca 200 pages.

In addition, relevant regulatory documents for use in primary schools (see [www.skolverket.se](http://www.skolverket.se)) and works of fiction (ca 500 pages) and film according to instructions.