



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1GN232 Svenska I - Språkutveckling, barnlitteratur och kommunikation för undervisning i fk och åk 1-3/VI-profil, 15 högskolepoäng

Swedish I - Language Development, Children's Literature and Communication for Teaching in Primary School, Years F-3, 15 credits

### Main field of study

Swedish Language

### Subject Group

Swedish/Nordic Languages

### Level of classification

First Level

### Progression

G1N

### Date of Ratification

Approved by Faculty of Arts and Humanities 2015-03-12

The course syllabus is valid from autumn semester 2015

### Prerequisites

General entry requirements and English B, Mathematics B, Science studies A, Civics A. (Field-specific entry requirements 6b)

Or: Mathematics 2a/2b/2c, Science studies 1b/1a1+1a2, Civics 1b/1a1 + 1a2.

## Objectives

### Intended learning outcomes for the course as a whole

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

- discuss and account for how teaching can be organised in ways which enable the teacher to support and assess pupils in their language acquisition and reading and writing development, on the basis of research and policy documents,
- individually and in groups plan and critically discuss teaching of Swedish in pre-school and school years 1–3 for pupils with different backgrounds and conditions.

### Module 1. Children's language acquisition, 7.5 credits

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

- account for the connections between language acquisition and knowledge development, and discuss children's development of language skills and textual awareness,
- account for theoretical and didactic perspectives on children's language acquisition and present ways in which these perspectives can be used in teaching

in pre-school and primary school years 1–3, based on a comprehensive view of the subject Swedish.

- actively work with language structures and the functions of various kinds of texts and genres and demonstrate developed language and text skills and an awareness of their own writing skills.

### **Module 2. Children's literature and communication, 7.5 credits**

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

- account for theoretical and didactic perspectives on fiction, drama and films for children and young people and discuss the importance of using these art forms as educational tools in Swedish and other subjects,
- use drama and digital tools in teaching and account for different methods and ways of working which stimulate children's learning and language acquisition,
- account for different ways of working with conversations in teaching,
- actively work with textual functions and genres and demonstrate competence and an awareness of their own reading skills.

## Content

### **Module 1. Children's language acquisition, 7.5 credits**

The module introduces theoretical and didactic perspectives on language and literacy. These perspectives include processes concerning the acquisition of spoken and written language for pupils with Swedish as their first language and pupils with Swedish as their second language, irrespective of the progress they have made in their language acquisition. Sociolinguistic issues concerning individuals, groups and society are studied on the basis of gender, class, multilingualism and identity development.

Theories, methods and educational tools for early and continuous written language acquisition are discussed and critically tested. The module covers analytical tools intended to support and assess pupils' language acquisition. The importance of interaction, conversation and spoken texts for written language acquisition is emphasised, as well as the use of digital tools to create forms of teaching which stimulate learning and language acquisition.

Swedish language structures and functions and structures of different texts genres are studied and discussed. In this module, the students develop their own writing.

### **Module 2. Children's literature and communication, 7.5 credits**

In this module, the students acquire insights and skills for working with literary texts and films in a varied and creative way in their future work. Narrations in various media and their role in today's school are discussed on the basis of literature-didactic research and policy documents for primary school.

The students read a selection of children's literature. Narrations in other media are also studied. Works which illustrate the differences between different genres and ideational contents are chosen. The module discusses the relation between texts and images and the importance of moving images. The educational potential of individual texts, works and media is a central part of the module. The module discusses and tests various opportunities to work with narration in school, including reading aloud, improvised narration, dramatisations, book discussions and written assignments on books and films.

#### *Scientific approach and scientific progression*

As in previous courses, 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.

#### *Professional basis and professional progression*

The connection to practical teaching is strengthened through a teaching practice profile. The course prepares the students for their teaching practice placement and its objectives.

All sessions marked as seminars, methodology sessions or teaching practice work in the schedule are compulsory.

### Type of Instruction

Teaching is delivered in the form of lectures, seminars, methodology sessions and teaching practice work.

### 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 the grade of Pass with Distinction (VG) the student must have received this grade for at least 7.5 credits.

The course is examined through oral and written examinations and teaching practice work. Some assignments are presented using digital tools.

A retake examination is provided within six weeks (within the framework of regular semesters). For students who do not pass the first examination, no more than four retake examinations are provided.

Module 1 is examined through a written examination, written assignments and oral presentations in seminars and methodology sessions.

Module 2 is examined through a written examination and oral presentations in seminars and methodology sessions.

### Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report, which is made available to students. The report is presented to departmental bodies and the program advisory board concerned, and is archived by the department responsible for the course.

### Credit Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: The course is equivalent to the course 1GN006 in the programme for primary teachers at Linnaeus University.

### Other

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

### Required Reading and Additional Study Material

#### Required Reading

#### Module 1. Children's language acquisition

##### Subject-didactic literature

Bergöö, Kerstin & Jönsson, Karin. 2012. *Glädjen i att förstå: språk- och textarbete med barn*. 1st ed. Studentlitteratur. 150 p.

Bjar, Louise. & Liberg, Caroline. (eds.). The latest edition. *Barn utvecklar sitt språk*. Studentlitteratur. Ca 150 p. (selection)

Eriksson, Jessica, Grönvall, Camilla & Johansson, Annelie. 2013. *Grammatik i teori och lärande praktik: från förskoleklass till åk 3*. Columbus. 247 p.

*Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. 2011. Skolverket. Available on the Internet: [www.skolverket.se/publikationer?id=2573](http://www.skolverket.se/publikationer?id=2573)

*Nya språket lyfter. Diagnosmaterial i svenska och svenska som andraspråk för grundskolans årskurs 1–5. Lärarhandledning.* The latest edition. Skolverket. 86 p.

Schmidt, Catarina. 2013. *Att bli en sån' som läser: barns menings- och identitetsskapande genom texter.* Örebro University. Available on the Internet: <http://urn.kb.se/resolve?urn=urn:nbn:se:oru:diva32042> (selection)

Wedin, Åsa. 2011. *Språkande i förskolan och grundskolans tidigare år.* 1st ed. Studentlitteratur. (selection).

Westerlund, Monica. The latest edition. *Barn i början. Språkutveckling i förskoleåldern.* Natur & Kultur. 192 p.

#### **Subject-theoretical literature**

Einarsson, Jan (2013). *Språket och språkarna.* 1st ed. Lund: Studentlitteratur. ISBN 9789144076843 (selection)

Lindstedt, Inger. The latest edition. *Textens hantverk. Om retorik och skrivande.* 2nd [revised] edition. Lund: Studentlitteratur. ISBN 9789144080765

#### **Additional Study Material**

Boström, Lena & Josefsson, Gunlög. 2006. *Vägar till grammatik.* 1st ed. Studentlitteratur.

Melin, Lars. 2007. *Vett och etikett i språket.* 1st ed. Norstedts akademiska förlag.

Additional scientific texts chosen in consultation with the teacher.

Additional current policy documents for primary school. See [www.skolverket.se](http://www.skolverket.se).

Works of fiction in accordance with instructions from the teacher.

### **Module 2. Children's literature and communication**

#### **Subject-didactic literature**

Chambers, Aidan. The latest edition. *Böcker inom och omkring oss.* Huddinge: X Publishing. Ca 200 p. (selection)

Edwards, Agneta. The latest edition. *Bilderbokens mångfald och möjligheter.* Natur & Kultur. 160 p.

Langer, Judith. The latest edition. *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse.* Daidalos. Ca 100 p. (selection)

Stensson, Britta. The latest edition. *Mellan raderna. Strategier för en tolkande läsundervisning.* Daidalos. Ca 100 p. (selection)

#### **Subject-theoretical literature**

Andersson, Maria & Druker, Elina (ed.). The latest edition. *Barnlitteraturanalyser.* Studentlitteratur. Ca 100 p. (selection)

Ehriander, Helene & Nilson, Maria (eds.) The latest edition. *Starkast i världen! Att arbeta med Astrid Lindgrens författarskap i skolan.* BTJ Förlag. 279 p.

Kåreland, Lena. The latest edition. *Barnboken i samhället.* Studentlitteratur. Ca 150 p. (selection)

Additional scientific texts chosen in consultation with the teacher.

Additional current policy documents for pre-school and primary school. See [www.skolverket.se](http://www.skolverket.se).

Works of fiction in accordance with instructions from the teacher. Ca 700 p.