



Course syllabus

Board of Teacher Education

Department of Swedish Language

1GN247 Svenska I för undervisning i årskurs 4-6/verksamhetsintegrerad profil, 15 högskolepoäng

Swedish I for Teaching in Primary School, Years 4-6/Teaching Practice Profile, 15 credits

Main field of study

Comparative Literature, Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2016-04-04

Revised 2017-06-12 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2017

Prerequisites

General entry requirements and English B, Mathematics B, Science studies A, Civics A.

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

Objectives

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

- account for and apply knowledge of language and literature,
- discuss and account for how teaching can be structured didactically and methodically on the basis of knowledge of language and literature,
- demonstrate knowledge of language and texts and a basic awareness of their own writing and reading abilities,
- apply the content of the course in practical exercises and laboratory sessions.

After completing module 1, Swedish – language and literature, 3 credits, the student should be able to:

- account for various subject-didactic perspectives on the subject of Swedish in today's multicultural school,
- in speech and writing analyse and discuss literary texts,
- demonstrate a meta-perspective on their own reading and writing.

After completing module 2, Language and texts – structures and didactic perspectives, 6 credits, the student should be able to:

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- account for and discuss theoretical, subject-didactic and methodical perspectives on language and texts,
- demonstrate knowledge of structures in language and texts,
- account for and practically apply knowledge of rhetoric,
- account for and discuss subject-didactic and methodical perspectives on the possibilities and difficulties in writing for pupils at different stages in their reading and writing development,
- practically apply didactic and methodical knowledge of language and literacy.

After completing module 3, Children's literature and reading – historical and didactic perspectives, 6 credits, the student should be able to:

- account for the functions and conditions of children's literature in various historical, subject-didactic and methodical contexts,
- in speech and writing analyse and discuss children's and young adult literature from different genres,
- account for theories on reading strategies, reading comprehension and the possibilities and difficulties in writing for pupils at different stages in their reading and writing development,
- apply didactic, methodical and practical knowledge of children's literature and reading.

Content

Professional basis and professional progression

The teaching practice profile strengthens the connection to practical teaching and the students have the opportunity to observe and test how language and texts in a broad sense can be used in the teaching of Swedish. The course prepares the students for their teaching practice placement and its objectives. The students develop and reflect on their communicative skills in speech and writing, and develop a basic awareness of the importance of policy documents for the structure of the subject.

Scientific approach and scientific progression

The students develop their abilities to assimilate current and relevant research articles related to the subject of Swedish. The students collect, process and communicate observations made in the teaching practice profile.

Seminars are compulsory.

Module 1. Swedish – language and literature, 3 credits

This module introduces historical and didactic perspectives on the subject of Swedish. The module also focuses on the students' own writing and reading of texts in different genres. This is included in a "culture circle" which is part of all modules in Swedish I and Swedish II. The culture circle includes reading of prose and fiction, as well as written and oral discussions of this. The module also includes an introduction to literary analysis and writing in different genres, in relation to the reading.

Module 2. Language and texts – structures and didactic perspectives, 6 credits

This module discusses theoretical and didactic perspectives on language and texts in relation to teaching in school years 4–6 and the pupils' varying conditions for language development. Perspectives on reading and writing difficulties are discussed. The functions and structures of various text genres are studied, as well as grammatical structures in the Swedish language, which are also applied in practical exercises and laboratory sessions. The importance of interaction, conversation and spoken texts for literacy and knowledge development is emphasised. The continuous culture circle includes oral and written discussions of the functions and structures of different kinds of texts. The teaching practice profile includes studies of the teaching of writing as well as language and texts from a didactic perspective.

Module 3. Children's literature and reading – historical and didactic perspectives, 6 credits

This module discusses the role of children's and young adult literature in various historical, cultural and didactic contexts, as well as in school policy documents. The students read a representative selection of texts illustrating differences between genres and ideational content. The relationships between content and form, as well as text and images, are discussed. The continuous culture circle includes oral and written discussions and analyses. In practical exercises and laboratory sessions, the students develop their ability to see the importance of literary texts for reading development, reading comprehension and reading strategies. The teaching practice profile focuses on studying how the school works with reading and fiction.

Type of Instruction

Teaching is delivered in the form of lectures, group discussions and compulsory seminars in connection to the teaching practice profile.

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 when the course starts.

Module 1 is examined through oral and written presentations.

Module 2 is examined through oral and written presentations and a final written examination.

Module 3 is examined through oral and written presentations and a final take-home examination.

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

In order to receive the grade of Pass with Distinction (VG) the student must have received this grade for at least 12 credits.

Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: The course overlaps with 1GN007 or 1GN208, 15 credits, at Linnaeus University.

Other

The course is included in the programme for primary school teachers.

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

Required Reading and Additional Study Material

Module 1. Swedish – language and literature, 3 credits

Ask, Sofia. 2011. *Hållbara texter: grunderna i formellt skrivande*. 2nd revised and extended edition. Stockholm: Liber. Ca 50 p. in selection. ISBN 9789147104284.

Palm, Anders. 2002. "Att tolka texten", in Bergsten Staffan (ed.), *Litteraturvetenskap en inledning*. 2nd revised and extended edition. Lund: Studentlitteratur. 15 p. ISBN 91-44 023324.

Svenska skrivregler. The latest edition. Stockholm: Liber. 264 p.

Additional current policy documents for primary school (www.skolverket.se).

Fiction

Linderborg, Åsa. Any edition. *Mig äger ingen*. Stockholm: Atlas. 293 p.

Module 2. Language and texts – structures and didactic perspectives, 6 credits

Ask, Sofia. 2011. *Hållbara texter. Grunderna i formellt skrivande*. 2nd ed [revised and extended]. Stockholm: Liber. Ca 50 p. in selection. ISBN 9789147104284

Bergh Nestlog, Ewa. 2009. *Perspektiv i elevtexter: skriftligt argumenterande i grundskolans mellanår*. Växjö University. 50 p. in selection. <http://lnu.diva.portal.org/smash/get/diva2:210577/FULLTEXT01.pdf>

Josephson, Olle. et. al. 1990. *Elevtext. Analyser av skoluppsatser från åk 1 till åk 9*. Lund: Studentlitteratur. Ca 70 p. in selection. ISBN 9144302614.

Lundin, Katarina. 2014. *Tala om språk. Grammatik för lärarstudenter*. 2nd [revised] edition. Lund: Studentlitteratur. 180 p. ISBN 9789144082998.

Norberg-Bronsson, Birgitta. 2000. *Skrivandets makt: om det demokratiska skrivandet*

IVOLUCIG DROISSON, DIGITA. 2007. *SKRIVARETS MÅKT. Om det demokratiska skrivarets i skolans svenskämne.* 1st ed. Stockholm: Liber. 196 p. ISBN 9789147015627.

Palmér, Anne. The latest edition. *Muntligt i klassrummet. Om tal, samtal och bedömning.* Lund: Studentlitteratur. 180 p.

Skolverket. 2011. *Planering och genomförande av undervisningen – för grundskolan, grundsärskolan och sameskolan.* 47 p. (available in digital form).

Strömquist, Siv. 2007. *Skrivprocessen.* The latest edition. Lund: Studentlitteratur. 180 p.

Additional current policy documents for primary school. See www.skolverket.se.

Module 3. Children's literature and reading – historical and didactic perspectives, 6 credits

Andersson, Maria & Druker, Elina (eds.). 2017. *Mångkulturell barn- och ungdomslitteratur. Analyser.* Lund: Studentlitteratur. 279 p. (selection) ISBN 9789144111810.

Boglund, Ann & Nordenstam, Anna. 2015. *Från fabler till manga 1. Litteraturhistoriska och didaktiska perspektiv på barn- och ungdomslitteratur.* Malmö: Gleerups. 398 p. (selection) ISBN 9789140689443.

Skolverket. The latest edition. *Texters, textuppgifters och undervisningens betydelse för elevers läsförståelse.* 136 p. (in selection, available in digital form).

Skolverket. 2011. *Planering och genomförande av undervisningen – för grundskolan, grundsärskolan och sameskolan.* 47 p. (available in digital form).

Stensson, Britta. 2006. *Mellan raderna. Strategier för en tolkande läsundervisning.* Gothenburg: Daidalos. 160 p. ISBN 9171732454.

Additional current policy documents for primary school (see www.skolverket.se) and works of fiction (ca 800 p.) according to instructions.