



Course syllabus

Board of Teacher Education

Department of Swedish Language

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

1GN247 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 2021-02-16 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2021

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 good language and text competence and a basic awareness of their own writing and reading abilities,
- apply the course content in practical parts of the course.

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

- account for different subject-didactic perspectives on the subject of Swedish in

today's school,

- analyse and discuss literary texts, in speech and writing,
- apply 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:

- account for and discuss theoretical and subject-didactic (including methodological) 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 (including methodological) perspectives on the possibilities and difficulties that writing may present for pupils at different stages in their literacy development,
- practically apply knowledge of language and literacy from a didactic and methodological point of view.

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 of and conditions for children's literature in different historical and subject-didactic (including methodological) contexts,
- analyse and discuss children's and young adult literature from different genres, in speech and writing,
- account for theories on reading strategies, reading comprehension and the possibilities and difficulties that reading may present for pupils at different stages in their literacy development,
- apply knowledge of children's literature and reading in a didactic, methodical and practical way.

Content

Professional basis and professional progression

The connection to professional practice is strengthened through the teaching practice profile, and the student gets 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 student for their teaching practice placement and its objectives. The student uses and reflects on their communicative skills in speech and writing, and develops a basic awareness of the significance of policy documents for the structure of the subject.

Scientific approach and scientific progression

The student develops their abilities to take in current and relevant research articles related to the subject of Swedish. The student collects, processes and communicates observations made in the teaching practice profile.

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 done by means of a "culture circle", which runs through all modules in Swedish I and Swedish II. The culture circle includes reading of fiction and non-fiction, which is then discussed and reflected upon in writing as well as in speech. 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 relative to teaching in school years 4–6, and pupils' varying capacity for language development. Perspectives on reading and writing difficulties are discussed. The functions and structures of different text genres are studied, as well as grammatical structures in the Swedish language, which are also applied in practical parts of the course. 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. During the days of teaching practice, the teaching of writing, language and texts are studied 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 different 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 relationship between content and form, as well as between text and image, are reflected upon. 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 significance of literary texts for reading development, reading comprehension and reading strategies. The teaching practice placement days focus on studying how the relevant 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 in writing when the course starts. In order to receive the grade of Pass with Distinction (VG) for the entire course, the student must have received this grade for at least 8 credits.

Module 1 is examined through oral (1,5 credits, U–G) and written (1,5 credits, U–G) presentations.

Module 2 is examined through oral (1 credit, U–G) and written (1 credit, U–G) presentations and a final written room examination (4 credits, U–VG).

Module 3 is examined through oral and written presentations (2 credits, U–G) and a final written room examination (4 credits, U–G).

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 evaluation 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.

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: 15 credits of the course overlaps with 1GN007 and 1GN208 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

Blomström, Vendela & Wennerberg, Jeanna. 2015. *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. ISBN 9789144092546. 202 p.

Liberg, Caroline & Smidt, Jon. 2019. *Att bli lärare i svenska*. Stockholm: Liber. In selection: chapters 1-2, 26 p. ISBN 9789147129737

Palm, Anders. 2002. "Att tolka texten", in Bergsten Staffan (ed.), *Litteraturvetenskap - en inledning*. 2nd revised and extended edition. Lund: Studentlitteratur. 15 p. ISBN 91-44-02332-4.

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

Current policy documents for primary school (www.skolverket.se).

Fiction

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

Texts provided on MyMoodle, ca 25 p.

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

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>

Blomström, Vendela & Wennerberg, Jeanna. 2015. *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 p. ISBN 9789144092546

Josephson, Olle. et. al. 1990. *Elevtext. Analyser av skoluppsatser från åk 1 till åk 9*. Lund: Studentlitteratur. Ca 70 p. in selection. ISBN 91-44-30261-4.

Liberg, Caroline & Smidt, Jon. 2019. *Att bli lärare i svenska*. Stockholm: Liber. In selection: chapters 5–7 and 13.

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

Norberg Brorsson, Birgitta. 2009. *Skrivandets makt: om det demokratiska skrivandet i skolans svenskämne*. 1st ed. Stockholm: Liber. 196 p. ISBN 978-91-47-01562-7.

Olsson Jers, Cecilia. 2018. "Förberedda presentationer". Språk-, läs-och skrivutveckling –Förskoleklass och Grundskola åk 1–9 Modul: Muntlig kommunikation Del 6: Förberedda presentationer. 13 p. <https://larportalen.skolverket.se>

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

Skolverket. 2012. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. Skolverket. Available as a pdf: <https://www.skolverket.se/publikationer?id=2573>, pp. 21–63, 78–93, 111–119.

Svensson, Gudrun (2019). *Greppa flerspråkigheten: en resurs i lärande och undervisning*. Stockholm: Skolverket. p. 7–80. Available online: <https://www.skolverket.se/publikationer?id=3905>

Current policy documents for primary school. See www.skolverket.se.

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

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

Posti, Piia K. 2017. "Resor, äventyr och den andre: Exotism och det främmande i samtida svensk barnlitteratur". In: Andersson, Maria & Druker, Elina (eds.). *Mångkulturell barn- och ungdomslitteratur. Analyser*. Lund: Studentlitteratur. ISBN 9789144111810.

Skolverket. 2016. *Att läsa och förstå. Läsförståelse av vad och för vad?* Stockholm: Skolverket. ISBN 9789175592558 (available in digital form)

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

Current policy documents for primary school (see www.skolverket.se) and works of fiction (ca 800 p.) in accordance with specific instructions.