



## Course syllabus

Board of Teacher Education

Department of Swedish Language

1GN249 Svenska I för undervisning i årskurs 4-6, 15 högskolepoäng  
Swedish I for Teaching in Primary School, Years 4-6, 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 2019-06-26 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

### 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 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 various subject-didactic perspectives on the subject of Swedish in today's 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:

- account for and discuss theoretical, subject-didactic and methodical perspectives

- 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 literacy 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***

Field studies strengthen the connection to practical teaching and the students have the opportunity to observe 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 field studies.

### **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 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. The field studies include 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 text reception, reading comprehension and reading development. The field study focuses on studying how the school works with the reading of fiction.

## Type of Instruction

Teaching is delivered in the form of lectures, group discussions and compulsory seminars in connection to 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 student must achieve the intended learning outcomes. 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.

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Module 1 is examined through oral and written presentations and a final take-home examination.

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.

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. 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 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

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. Selection: chapter 1, 12 p.

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.

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

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

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

#### Fiction

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

Bronstam, Verónica & Weimerberg, Cecilia. 2013. *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. 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.

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

Skolverket. 2018. *Greppa flerspråkigheten*. Stockholm: Skolverket. ISBN 9789175593166. <https://www.skolverket.se/publikationsserier/forskning-for-skolan/2018/greppa-flersprakigheten>, pp. 7–80.

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.

Additional current policy documents for primary school. See [www.skolverket.se](http://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. (selection) ISBN 9789140689443.

Kåreland, Lena. 2008. "Barnlitteraturens utveckling i Sverige", [litteraturbanken.se](http://litteraturbanken.se). 10 p.

Liberg, Caroline & Smidt, Jon (eds). 2019. *Att bli lärare i svenska*. Stockholm: Liber. (chap 2).

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. 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](http://www.skolverket.se)) and works of fiction (ca 800 p.) according to instructions.