



Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

1GN250 Svenska II för undervisning i årskurs 4-6, 15 högskolepoäng
Swedish II for Teaching in Primary School, Years 4-6, 15 credits

Main field of study

Comparative Literature, Swedish Language

Subject Group

Comparative Literature

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2016-08-23

Revised 2018-05-24 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2019

Prerequisites

Perspectives on the teacher assignment and the school and society for teachers in the compulsory school Year 4-6 (1GN202), Didactics and Curriculum Theory, Primary Teacher Programme with a Specialisation in Pre-School and Years 1-6 (1GN219), Swedish I for Teaching in Primary School, Years 4-6 (1GN249), or the equivalent.

Objectives

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

- account for and apply advanced subject-didactic and methodological knowledge of language and literature in relation to the subject of Swedish and teaching in school years 4–6, on the basis of research and policy documents,
- demonstrate knowledge of language and texts as well as in-depth awareness of their own writing and reading abilities.

After completing module 1, Literacy and language perspectives in the classroom (5 credits), the student should be able to:

- discuss and critically apply theories and subject-didactic perspectives on literacy, including methods and processes concerning spoken and written language for pupils with Swedish as their first language and pupils with Swedish as their second language,
- discuss sociolinguistic issues concerning individuals, groups and society,
- demonstrate knowledge of the Nordic languages and their common history,
- reflect on how teachers can support pupils with various backgrounds and

conditions concerning literacy and knowledge development and relate this to research,

After completing module 2, Books, film and drama in the classroom (5 credits), the student should be able to:

- account for and analyse literature, drama and film and their importance in Swedish and other subjects, in relation to practical and aesthetic learning processes,
- apply various methods, including various ways of working with conversations, writing, drama, readable literature and cooperation with school libraries,
- reflect on how pupils are supported in their identity formation and reading development, taking social background, age, gender and ethnicity into consideration,
- formulate basic research questions relevant to the subject and the profession, in relation to their future independent projects.

After completing module 3, Teaching Swedish in practice (5 credits), the student should be able to:

- construct assignments and tests for various parts of the subject of Swedish, related to research and policy documents, and plan teaching that enables all pupils to learn and develop,
- apply methods to assess pupils' literacy and decide grades in the subject of Swedish,
- demonstrate knowledge of basic and continuous writing and reading development,
- account for and apply theories, methods and tools used to support pupils with reading and writing difficulties and dyslexia,
- reflect on digital competence and digital narration in teaching promoting language and knowledge.

Content

Professional basis and professional progression

The students continue to develop their communicative skills in speech and writing as well as their repertoire of subject-didactic and methodological tools. The students increase their awareness of the importance of policy documents for the structure of the subject, how subjects and teaching can be adjusted to pupils' varied conditions and of documentation and assessment of pupils' knowledge.

Scientific approach and scientific progression

As in previous courses, the students continue to develop their ability to assimilate current and relevant research articles. The students practise formulating research questions relevant to the subject and the profession, as well as using scientific methods and academic language.

Module 1. Literacy and language perspectives in the classroom, 5 credits

This module discusses theoretical and didactic perspectives on literacy concerning spoken and written language for pupils with Swedish as their first language and pupils with Swedish as their second language, regardless of the progress they have made in their language acquisition. The module includes studies of sociolinguistic issues concerning individuals, groups and society from perspectives such as gender, class and multilingualism. The national minority languages and their status are discussed, as well as the Nordic languages and their history.

Module 2. Books, films and drama in the classroom, 5 credits

This module illustrates how teachers can use literary texts, films and drama in their work. The role of these art forms in today's schools is discussed on the basis of policy documents and didactic research. Practical and aesthetic learning processes are discussed. Pupils' identity formation and reading development are discussed in relation to social background, age, gender and ethnicity. Various ways of working with texts in school are studied, including reading aloud, improvised narration, drama, book discussions and written assignments on the basis of books and films. Narration in other media are also studied. Oral and written discussions and analyses of fiction are important parts of the course.

Module 3, Teaching Swedish in practice, 5 credits

This module discusses general aspects of practical teaching of Swedish, and relates this to the content of previous courses in Swedish I and Swedish II. The students also practise and reflect on assignments and tests for various parts of the subject of Swedish in relation to research and policy documents. The module discusses planning of teaching that enables all pupils to learn, as well as grading and methods used to support and assess pupils' knowledge development. The module also discusses various theories, methods and tools used to support pupils' basic and continuous writing and reading development, as well as perspectives on pupils with reading and writing difficulties and dyslexia. Issues concerning digital competence are discussed in relation to the subject of Swedish.

Compulsory parts are specified in a study guide.

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 objectives. Grading criteria for the grade of Pass with Distinction in each module will be specified when the course starts.

In order to receive the grade of Pass with Distinction (VG) the student must have

received this grade for at least 10 credits.

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

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

Module 3 is examined through oral and written assignments.

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

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 is equivalent to the courses 1GN011 and 1GN209 at Linnaeus University.

Other

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

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

Required Reading and Additional Study Material

Module 1. Literacy and language perspectives in the classroom

Einarsson, Jan. 2009. *Språksociologi. 2.*, [rev.] ed. Lund: Studentlitteratur. 200 p. in selection. ISBN 9789144053264

Garne, Birgitta. 2010. *Elever skriver – om skrivande, skrivundervisning och elevers texter*. Lund: Studentlitteratur. 156 p. ISBN 9789144029

Liberg, Caroline, af Geijerstam, Åsa, & Folkeryd Wiksten, Jenny. The latest edition. *Utmana, utforska, utveckla! Om läs och skrivprocessen i skolan*. Studentlitteratur. 126 p.

Skolverket. The latest edition. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. 134 p. <http://www.skolverket.se/publikationer?id=2573>

Skolverket och Föreningen Norden. 2011. *Grannspråk. Lektionsförslag i danska och norska*. 85 p. (available at skolverket.se)

Module 2. Books, films and drama in the classroom

Boglund, Ann & Nordenstam, Anna. 2015. *Från fabler till manga 1. Litteraturhistoriska och didaktiska perspektiv på barn och ungdomslitteratur*. Malmö: Gleerups. 398 p. (selection, ca 150 p.) ISBN 9789140689443.

Janson, Malena. 2014 or later edition. *Introduktion till filmpedagogik. Vita duken som svarta tavlan*. Malmö: Gleerups. Selection, ca 100 p. ISBN 9789140692634

Langer, Judith. 2017 (2nd edition). *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Gothenburg: Daidalos. 243 p. ISBN 978 9171735140

Molloy, Gunilla. 2011. *Selma Lagerlöf i mångfaldens klassrum*. Lund: Studentlitteratur. 176 p. ISBN 9789144059372.

Nordenstam, Anna & Olin Schaller, Christina. 2017. "Att göra gott. Svenska förlag och

IVOLDENSTAM, Anna & OMF-SCHREIER, Christina. 2017. "Allt gora gott. Svenska lotlags och författarröster om lättläst ungdomslitteratur", *Barnboken. Journal of Children's Literature Research*. Volume 40. 16 p. (available in digital form).

Current policy documents for primary school (see www.skolverket.se), research articles (ca 50 p.), works of fiction (ca 500 p.) and films according to instructions.

Module 3. Teaching Swedish in practice, 5 credits

Glentow Druid, Birgit. The latest edition. *Förebygg och åtgärda läs och skrivsvårigheter*. Natur & Kultur. (chaps. 3, 4, 8). 158 p.

Skolverket. 2017. *Nya språket lyfter. Bedömningsstöd i svenska och svenska somandraspråk för grundskolans årskurs 1–6*. Lärarhandledning. 86 p.

Skolverket. 2012. *Kommentarmaterial till kunskapskraven i svenska och svenska som andraspråk*. 44 p.

Texts on digital competence from Lärportalen (skolverket.se) according to the teacher's instructions.

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

Fiction and research articles according to instructions, ca 500 p. Didactic literature from previous modules is discussed.