



## Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

1GN250 Svenska II för undervisning i årskurs 4-6, 15 högskolepoäng

1GN250 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 2020-10-26 by Faculty of Arts and Humanities. Revised literature.

The course syllabus is valid from spring semester 2021

### **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 solid knowledge of language and texts as well as in-depth awareness of their own writing and reading skills.

After completing module 1, Literacy and language perspectives in the classroom (7.5 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 as well as for pupils with Swedish as their second language,
- discuss sociolinguistic issues concerning the individual, group and society,
- demonstrate knowledge of the Nordic languages and their common history,
- reflect on how teachers can support pupils with different backgrounds and prerequisites in their literacy and knowledge development, and relate their reflections to research.
- demonstrate knowledge of basic and continued writing and reading development
- account for and apply theories, methods and tools used to support pupils with reading and writing difficulties and dyslexia,
- apply methods to assess pupils' literacy development, and award grades in the subject of Swedish.

After completing module 2, Books, film and drama in the classroom (7.5 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 varied methods and ways of working, including different ways of working with conversations, writing and drama, as well as develop cooperation with school libraries,
- reflect on how pupils are supported in their identity and reading development, taking social background, age, gender and ethnicity into consideration,
- formulate basic research questions relevant to the subject and the profession, in line with future independent projects,
- reflect on digital competence and digital narration in teaching stimulating language and knowledge.
- plan teaching that enables all pupils to learn and develop and apply methods to support and assess pupils' knowledge development and award grades in the subject of Swedish.

## 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, relative to previous courses. The students increase their awareness of the importance of policy documents for the structure of the subject, of how content and teaching can be adjusted to pupils' diverse prerequisites and backgrounds, and of documentation and assessment of pupils' knowledge.

### **Scientific approach and scientific progression**

The students continue to develop their ability to assimilate current and relevant research articles, relative to previous courses. They furthermore 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, 7.5 credits**

This module discusses theoretical and didactic perspectives on literacy in terms of spoken and written language used by pupils with Swedish as their first language as well as by pupils with Swedish as their second language, regardless of how far they have progressed in their language development. The module includes studies of sociolinguistic issues concerning the individual, group 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. The module also discusses various theories, methods and tools used to support pupils' basic and continued writing and reading development, including perspectives on pupils with reading and writing difficulties and dyslexia. Planning of teaching that enables all pupils' learning is discussed, as well as grading and different methods to support and assess pupils' knowledge development. Central parts of the module are linked to the teaching practice profile.

### **Module 2. Books, films and drama in the classroom, 7.5 credits**

This module illustrates how teachers can use literary texts, films and drama in their work. The roles of these art forms in today's schools are discussed on the basis of policy documents and didactic research. Practical and aesthetic learning processes are discussed. Discussions and analyses of fiction are important parts of the module. Issues concerning digital competence are discussed in relation to the subject of Swedish. Pupils' identity and reading development are discussed in relation to social background, age, gender and ethnicity. The module discusses planning of teaching that enables all pupils' learning, as well as grading and methods used to support and assess pupils' knowledge development. Central parts of the module are linked to the teaching practice profile.

### **Type of Instruction**

Teaching is delivered in the form of lectures, group discussions and compulsory seminars, connected 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 in writing when the course starts. In order to receive the grade of Pass with Distinction (VG) for the whole course, 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.

If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way. For students who do not pass their first examinations, retake examinations are provided in accordance with local regulations at the 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: 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 978-91-44-05326-4

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

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

Liberg, Caroline & Smidt, Jon. (eds.) 2019. *Att bli lärare i svenska*. Stockholm: Liber. (Chapters. 8–11, 12–13) ISBN 9789147129737

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

Skolverket. 2017. *Nya språket lyfter. Bedömningsstöd i svenska och svenska som andraspråk för grundskolans årskurs 1–6*. Teacher's manual. 86 p.

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

Svenska institutet. 2020. *Kort svensk språkhistoria*. <https://svenskaspraket.si.se/kort-svensk-sprakhistoria/>

Current policy documents for the compulsory school (see [www.skolverket.se](http://www.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. (Selection, ca 100 p.). ISBN 9789171735140.

Ingemansson, Mary. 2020 (2:a upplagan). *Lärande genom skönlitteratur. Djupläsning, förståelse, kunskap*. Lund: Studentlitteratur. (Ca 200 p.) ISBN 9789144136172

Janson, Malena (ed) 2016 (2nd 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. (Selection, ca 100 p.) ISBN 978-91-7173-514-0

Molloy, Gunilla. 2011. *Selma Lagerlöf i mångfaldens klassrum*. Lund: Studentlitteratur.

176 p. (Selection, ca 100 p.). ISBN 978-91-44-05937-2.

Nordenstam, Anna & Olin-Scheller, Christina. 2017. "Att göra gott. Svenska förlags- och föfarröster om lättläst ungdomslitteratur". In: *Barnboken. Journal of Children's Literature Research*. Volume 40. 16 p.

Skolverket. 2018. *Betyg och betygsättning*, ca 50 p. ISBN: 9789175593296

Texts on digital competence from Lärportalen (skolverket.se) in accordance with the teacher's instructions.

Current policy documents for the compulsory school (see [www.skolverket.se](http://www.skolverket.se)), research articles (ca 50 p.), fiction (ca 700 p.) and films in accordance with instructions.