



## Course syllabus

Faculty of Social Sciences  
Department of Pedagogy

1GN252 Svenska I för undervisning i förskoleklass och årskurs 1-3/verksamhetsintegrerad profil, 15 högskolepoäng

Swedish I for Teaching in Primary Teacher Programme with a Specialisation in Pre-school and Years 1-3/Teaching Practice, 15 credits

### **Main field of study**

Educational Sciences

### **Subject**

Educational Sciences/General Didactics

### **Level**

First cycle

### **Progression**

G1N

### **Date of Ratification**

Approved 2017-02-22.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

### **Prerequisites**

General entry requirements + English 6, Mathematics 2a alt. Mathematics 2b alt. Mathematics 2c, Science studies 1b alt. Science studies 1a1+1a2 and Civics 1b alt. Civics 1a1 +1a2.

### **Objectives**

Upon completion of the course, students shall be able to:

- apply and demonstrate the subject and subject-didactic knowledge required for professional practice in preschool and year 1,
- observe, map, document and assess pupils' learning of reading and writing in relation to the different organisational objectives,
- describe how prerequisites are created for all pupils to learn and develop reading and writing skills,
- demonstrate knowledge of the importance of play to incipient literacy learning,
- demonstrate communicative skills in listening, speaking and writing in didactic contexts,
- comply with basic rules for linguistic correctness in texts both written by hand and as well as on the computer.

### **Module 1: Learn to Read and Write, 7.5 credits**

Upon completion of the course, students shall be able to:

- account for theoretical and didactic perspectives on children's language development,
- demonstrate knowledge of phonology, morphology and syntax,
- account for the pupils' language and literacy development with regard to their age, gender and linguistic background,
- account for how pupils' language and literacy develop,
- describe the relation between play and learning in relation to language activities,
- apply relevant concepts with the emphasis on language, reading and writing processes.

### **Module 2: Reading and Writing Instruction, 7.5 credits**

Upon completion of the course, students shall be able to:

- demonstrate awareness of how teachers can create learning situations so that all pupils develop their language, reading and writing skills,
- apply subject didactic competence with regard to various perspectives on methods and models, as well as analyse how these may be reflected in the teaching,
- observe and identify any impediments to pupils' reading and writing development,
- observe, map, document and assess all pupils' reading and writing development,
- apply subject didactic competence in relation to the various ways pupils think, understand and learn within the field of language, reading and writing

development,

- on the basis of a well-founded theoretical reasoning, make both short-term and long-term plans of reading and writing activities.

## Content

The aim is for students to acquire advanced knowledge of the fundamental reading and writing process. The course covers various perspectives on current reading and writing research. The course illustrates and problematises the relationship between goal-oriented work, play and teaching. Major emphasis is placed on the students being encouraged to acquire a readiness to meet and understand the ways in which pupils, in both first and second languages, develop reading and writing skills. The course also deals with social and cultural aspects on learning and teaching in reading and writing. Early efforts to prevent reading and writing difficulties are studied and discussed. Furthermore, the ability to didactically work with and reflect on the content of literacy learning and the formation of teaching in preschool and year 1 is focused upon.

The relation to the professional practice is strengthened through work-integrated learning.

### **Professional Basis and Professional Progression**

The course emphasises the importance of being able to account for the structure and key concepts of the subject Swedish related to fundamental skills, based on school policy documents. The course includes elements on how the contents of Swedish as a subject can be put in relation to gender, class and linguistic background. Various kinds of documentation and assessment of the pupils' knowledge of the subject are also discussed, as well as different types of educational materials and their application in teaching. Elements such as presentations in larger as well as smaller groups are included, with the aim of contributing to the development of the students' communicative skills in listening, speaking and writing.

### **Scientific Approach and Scientific Learning**

The course introduces interviews as a technique in which students practice dialogue with pupils. Students conduct, process and present their interviews held with pupils. They shall also be able to present results from research relevant to the field and the profession. In connection with these assignments, the students shall be able to define a problem relevant to the field and the profession, as well as collect, process and communicate observations made.

### **Learn to read and write 7.5 credits**

In the module, the relationship surrounding play and learning and the relationship between preschool and compulsory school's various missions are problematised. The course deals with theoretical and didactic perspectives on language, reading and writing development. These include reading and writing processes as well as reading comprehension and strategies for interpreting texts of different kinds. The course observes prerequisites for good reading and writing development which include factors connected to both individual and context. The relationship between concept and vocabulary development and reading and writing ability is studied and discussed.

### **Reading and writing instruction 7.5 credits**

The module illustrates and problematises working practices, methods and models for promoting reading and writing development. On the basis of school policy documents, planning of reading and writing tuition, mapping as well as assessment of pupils'

reading and writing development are focused upon. Analyses of pupil texts and textbook texts are carried out. The module also aims to make students aware of pupils who display difficulties with reading and writing as well as, on the basis of this, reflect on causes and possible support measures.

## Type of Instruction

Teaching is carried out in the form of lectures, seminars, individual and group assignments, methodology sessions and work-integrated learning.

Seminars, methodology sessions and work-integrated learning are compulsory components in the course.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive a grade of Pass, the course objectives must be attained. To be awarded a grade of Pass with Distinction in the course, it is required that both modules are graded as Pass with Distinction.

Examination of module 1 takes place by means of one individual written assignment and five individual oral assignments of which three are based on individual written bases.

Examination of module 2 takes place by means of one individual written assignment and four individual oral assignments, of which three are based on individual written bases.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

## Other Information

The course is included in the Primary Teacher Programme.

## Required Reading and Additional Study Material

### **Learn to read and write 7.5 credits**

Alatalo, Tarja, (ed.) (latest edition). *Läsundervisningens grunder*. Gleerups. (317 p.)

Forsling, Karin & Tjernberg, Catharina. (Eds.) (Latest edition). *Skrivundervisningens grunder*. Gleerups, (336 p.)

Herrlin, Katarina, Frank, Elisabeth & Ackesjö, Helena. (Latest edition). *Förskoleklassens didaktik. Möjligheter och utmaningar*. Natur och Kultur, (205 p.)

Lundberg, Ingvar. (Latest edition). *Bornholmsmodellen. Vägen till läsning. Språklekar i förskoleklass*. Natur och Kultur. (142 p.)

Norén, Sofia. (Ed.) (Latest edition). *Lära barn att läsa: vägen från fonologisk medvetenhet till god läsförståelse*. LegiLexi, (230 p.)

Scientific articles included (50 p.)

Also included are current policy documents. See [www.skolverket.se](http://www.skolverket.se)

### **Reading and writing instruction 7.5 credits**

Alatalo, Tarja, (ed.) (latest edition). *Läsundervisningens grunder*. Gleerups. (317 p.)

Chambers, Aidan. (Latest edition). *Böcker inom oss. Om boksamtal*. Norstedts, (170 p.)

Forsling, Karin & Tjernberg, Catharina. (Eds.) (Latest edition). *Skrivundervisningens grunder*. Gleerups, (336 p.)

Lundberg, Ingvar och Herrlin, Katarina. (Latest edition). *God läsutveckling - kartläggning och övningar*. Natur & Kultur, (78 p.)

Norén, Sofia. (Ed.) (Latest edition). *Lära barn att läsa: vägen från fonologisk medvetenhet till god läsförståelse*. LegiLexi, (230 p.)

Wennås, Birgitta. (Latest edition). *Processkrivning*. Förlagshuset Gothia, (72 p.)

Scientific articles included (50 p.)

Also included are current policy documents. See [www.skolverket.se](http://www.skolverket.se)