



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

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 Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Social Sciences 2017-02-22

The course syllabus is valid from autumn semester 2017

Prerequisites

NO VALUE DEFINED

Objectives

After completing the course, students shall be able to:

- demonstrate such subject and subject-didactic knowledge required for professional practice in preschool and years 1-3
- observe, map, document and assess children's/pupils' reading and writing in relation to the different operational targets
- describe how prerequisites are created for all children/pupils to learn and develop reading and writing skills
- demonstrate knowledge of the importance of play for incipient literacy learning
- demonstrate communicative skills in listening, speaking and writing in didactic contexts
- demonstrate functional language skills and textual competence and awareness of their own language, reading and writing skills

Module 1: Learn to Read and Write, 7.5 credits

After completing the course, students shall be able to:

- account for theoretical and didactic perspectives on children's linguistic development
- demonstrate awareness of phonology

- 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
- account for the fundamental structure of the Swedish language in relation to the reading and writing process

Module 2: Reading and Writing Instruction, 7.5 credits

After completing the course, students shall be able to:

- demonstrate awareness of how teachers can create learning situations so that all children/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 expressed during teaching
- observe and identify any obstructions to pupils' reading and writing development
- observe, map, document and assess all children's/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 specialised knowledge of the fundamental reading and writing process. The course covers various perspectives on current reading and writing research. The course illustrates and problematizes the relationship between goal-governed 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 years 1-3 is focused upon.

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

Professional Basis and Professional Progression

The course emphasizes 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. Teaching sessions in the schedule marked as seminars, methodology sessions or work-integrated learning are compulsory.

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.

Module 1 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 problematized. 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.

Module 2 Reading and writing instruction 7.5 credits

The module illustrates and problematizes working modes, 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, textbook texts and fictional literature 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 efforts.

Type of Instruction

Teaching is carried out in the form of lectures, seminars, individual and group assignments, methodology sessions as well as field studies.

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 at least 10 credits of 15 credits are graded as Pass with Distinction. Examination of module 1 takes place by means of a written exam and five oral presentations in seminars and methodology sessions. Examination of module 2 takes place by means of a written development project and six oral presentations in seminars and methodology sessions.

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

Any additional costs that may arise in connection with the course are paid for by the students themselves.

The course is included in the Primary Teacher Programme.

Required Reading and Additional Study Material

List of references Module 1 - Learn to read and write 7.5 credits

Alatalo, Tarja (Ed.). (Latest edition). *Läsundervisningens grunder*. Malmö: Glerups, (271 p.).

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

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

Lundberg, Ingvar och Reichenberg, Monica. (Latest edition). *Vad är lättläst?* Stockholm: Specialpedagogiska skolmyndigheten. (96 p.)

Stockholm: Specialpedagogiska skolmyndigheten, (70 p.).

Skolverket. (Latest edition). *Nya språket lyfter*. Stockholm: Skolverket, (83 p.).

Taube, Karin. (Latest edition). *Läsinlärning och självförtroende*. Stockholm: Nordstedts akademiska förlag, (143 p.).

Scientific articles included (50 p.)

Also included are current policy documents. See www.skolverket.se

List of references Module 2 - Reading and writing instruction 7.5 credits

Alatalo, Tarja (Ed.). (Latest edition). *Läsundervisningens grunder*. Malmö: Glerups, (271 p.).

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

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

Skolverket. (Latest edition). *Nya språket lyfter*. Stockholm: Skolverket, (83 p.).

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

Compendiums related to the field of reading and writing difficulties, (approx. 100 p.).

Scientific articles included (50 p.)

Fictional literature is studied in accordance with special instructions.

Also included are current policy documents. See www.skolverket.se