



## Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1GN256 Svenska II för undervisning i förskoleklass och årskurs 1–3/verksamhetsintegrerad profil, 15 högskolepoäng

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

### **Main field of study**

Swedish Language

### **Subject Group**

Swedish/Nordic Languages

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved 2018-05-25

Revised 2019-07-05 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2020

### **Prerequisites**

UVK course: Perspectives on the Teacher Assignment and the School in Society/Pre-school Class and Year 1–3/Teaching Practice Profile, 7.5 credits (1GN231)

UVK course: Didactics and Curriculum Theory, Primary Teacher Programme in Pre-School and Years 1–6, Teaching Practice Profile, 7.5 credits (1GN220)

Swedish I for Teaching in Primary Teacher Programme with a Specialisation in Pre-school and Years 1–3/Teaching Practice, 15 credits (1GN252)

or the equivalent.

## Objectives

### **Intended learning outcomes for the course as a whole**

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

- account for and discuss how, on the basis of research and experience, teachers can organise teaching and assess pupils in pre-school class and school years 1–3 concerning their language, reading and writing development, in relation to current policy documents.

### **Module 1. Children's language acquisition, 6 credits**

### *Knowledge and understanding*

After completing the module, the students should be able to:

- account for theoretical and didactic perspectives on pupils' language, reading and writing development in pre-school class and school years 1–3, and
- account for the basic structure of the Swedish language from a functional perspective.

### *Competence and skills*

After completing the module, the students should be able to:

- document and assess pupils' language, reading and writing development in pre-school class and school years 1–3,
- identify language structures and functions in various text types and genres,
- demonstrate advanced language and text competence, and
- structure their thoughts and content using functional language.

### *Judgement and approach*

After completing the module, the students should be able to:

- critically review and discuss the teaching of language, reading and writing in pre-school class and school years 1–3 from academic and subject-didactic perspectives.

## **Module 2. Children's literature and communication, 6 credits**

### *Knowledge and understanding*

After completing the module, the students should be able to:

- account for theoretical and didactic perspectives on literature and film for children and young adults,
- account for various methods to stimulate children's learning and language development, focusing on pupils in pre-school class and school years 1–3, and
- account for conversation and writing as methods for understanding texts.

### *Competence and skills*

After completing the module, the students should be able to:

- analyse and interpret works of fiction from various perspectives,
- assess pupils' language, reading and writing development in pre-school class and school years 1–3, plan teaching in Swedish in pre-school class and school years 1–3 for pupils with varying conditions, on the basis of narrative texts from various media and in relation to current policy documents, and
- structure their thoughts and content using functional language.

### *Judgement and approach*

After completing the module, the students should be able to:

- discuss literature and film as teaching material in Swedish and other subjects, and
- demonstrate an awareness of their own reading ability.

## **Module 3. Language-development teaching, 3 credits**

### *Knowledge and understanding, competence and skills, judgement and approach*

After completing the module, the students should be able to:

- independently and in groups plan teaching in Swedish in pre-school class and

- school years 1–3 for pupils with varying conditions, on the basis of theoretical and didactic perspectives on language, reading and writing development,
- critically discuss teaching in Swedish in pre-school class and school years 1–3 for pupils with varying conditions, on the basis of theoretical and didactic perspectives, and
- structure their thoughts and content using formal writing in academic forms.

## Content

### **Module 1. Children's language acquisition, 6 credits**

This module discusses theoretical and didactic perspectives on language and literacy, and the students develop in-depth knowledge on language, reading and writing development in pre-school class and school years 1–3. The students work actively with language structures and functions in various text types and genres. The students also study analytical tools aimed to support and assess pupils' language, reading and writing development, both 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 importance of conversation for pupils' language, reading and writing development is discussed. The students also develop and discuss their own writing.

### **Module 2. Children's literature and communication, 6 credits**

In this module, the students gain insights and skills for working with literary texts and films in a varied and creative way in their future careers. Narratives in various media and their role in today's school are discussed on the basis of literature-didactic research and policy documents for primary school. The students read a selection of children's literature. Narratives in other media are also studied. Works are chosen which illustrate differences in genres and content. The module discusses the relation between texts and images and the importance of moving images, focusing on pedagogical potential. Different ways of working with narratives in school through reading aloud, improvised narration and digital tools are tested. The students develop their abilities to analyse and reflect in their encounters with various kinds of narratives, theoretical literature and text discussions with teachers.

### **Module 3: Language-development teaching, 3 credits**

This module is based on theories and methods introduced in modules 1 and 2. The students plan and discuss teaching supporting language, reading and writing development from the perspective of a holistic approach to the subject of Swedish. Subject-didactic theories and methods and academic methods are discussed in the module, as well as academic language and the parts of a report. A specific area of focus is research and experience as a foundation for developing language-supporting teaching.

#### *Scientific approach and scientific progression*

As in previous courses, the students continue to develop their competence in assimilating current and relevant research articles, develop their communicative skills in speech and writing, and use digital tools in teaching.

#### *Professional basis and professional progression*

The connection to practical teaching is strengthened through a teaching practice profile.

All sessions marked as seminars or methodology sessions in the schedule are compulsory.

## Type of Instruction

Teaching is delivered in the form of lectures, compulsory seminars, methodology sessions and teaching practice.

## 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 will be specified when the course starts.

Criteria for the grade of Pass with Distinction will be specified when the course starts. Students who have not participated in compulsory seminar exercises and methodological sessions must supplement this through an oral or written assignment.

The course is examined through oral and written examinations and teaching practice work. Some assignments are presented using digital tools.

Module 1 is examined through a written examination, written assignments and oral presentations in seminars and methodology sessions. The written examination is assessed with the grades U–VG and the seminar assignments with U–G.

Module 2 is examined through active participation in seminars and a written take-home examination. The seminar assignments are assessed with the grades U–G and the take-home examination with U–VG.

Module 3 is examined through a minor written report, oral presentations and seminars. These are assessed with the grades U–G.

In order to receive the grade of Pass with Distinction (VG) the student must have received this grade for at least 8 credits.

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.

### 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: 1GN008, 1GN232, 1GN255.

### Other

Any costs in connection to assignments etc. are paid by the student.

### Required Reading and Additional Study Material

#### Required Reading

#### Module 1. Children's language acquisition

##### *Subject-didactic literature*

Axelsson, Monica & Jönsson, Karin (2016 or later edition). *Bygga broar och öppna dörrar: att läsa, skriva och samtala om texter i förskola och skola*. Stockholm: Liber. Ca 100 p. Selection.

*Greppa flerspråkigheten* [Electronic resource]. (2018). Skolverket. Available online: <http://www.skolverket.se/publikationer?id=3905>. 158 p.

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

*Nya språket lyfter! Bedömningsstöd i svenska och svenska som andraspråk för grundskolans årskurs 1–6 enligt Lgr 11*. (2012). Stockholm: Skolverket. Available online: <http://www.skolverket.se/publikationer?id=2474>. 111 p.

Pettersson, Karin (2017). *Språk- och kunskapsutvecklande undervisning F–3. Cirkelmodellen, genrepedagogik, ASL och IKT*. Stockholm: Hallgren & Fallgren.

*Subject-theoretical literature*

Research articles chosen in consultation with the teacher, 150 p.

*Additional study material*

Blomström, Vendela & Wennerberg, Jeanna (2016 or later edition). *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 p.

Bolander, Maria (2012 or later edition). *Funktionell svensk grammatik*. Stockholm: Liber. 244 p.

Bolander, Maria (2012 or later edition). *Funktionell svensk grammatik. Övningsbok*. Stockholm: Liber. 72 p.

Holmberg, Per & Karlsson, Anna-Malin (2006 or later edition). *Grammatik med betydelse: en introduktion till funktionell grammatik*. Uppsala: Hallgren & Fallgren. 222 p.

Karlsson, Ola (ed.) (2017 or later edition). *Svenska skrivregler*. Stockholm: Liber, 308 p.

Additional current policy documents for pre-school class and primary school – see [www.skolverket.se](http://www.skolverket.se). See [www.skolverket.se](http://www.skolverket.se).

## **Module 2. Children's literature and communication**

*Subject-didactic literature*

Langer, Judith. (2017). *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Gothenburg: Daidalos. Ca 100 p. Selection.

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

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

Stensson, Britta. (2006). *Mellan raderna. Strategier för en tolkande läsundervisning*. Gothenburg: Daidalos. Ca 100 p. Selection.

*Subject-theoretical literature*

Andersson, Maria & Druker, Elina (eds.). (2017). *Mångkulturell barn- och ungdomslitteratur: analyser*. Studentlitteratur. Ca 80 p. Selection.

Boglund & Nordenstam. (2015 or later edition). *Från fabler till manga 1: litteraturhistoriska och didaktiska perspektiv på barnlitteratur*. Malmö: Gleerups. Ca 100 p. Selection.

Jansson, Malena (ed) (2016 or later edition). *Introduktion till filmpedagogik. Vita duken som svarta tavlan*. Malmö: Gleerups. Ca 100 p. Selection.

Nikolajeva, Maria. (2017 or later edition). *Barnlitteraturens byggklossar*. Lund: Studentlitteratur. Ca 100 p. Selection.

Research articles chosen in consultation with the teacher, ca 100 p.

Additional current policy documents for pre-school class and primary school – see [www.skolverket.se](http://www.skolverket.se). See [www.skolverket.se](http://www.skolverket.se).

Works of fiction in accordance with instructions from the teacher. ca 700 p.

### **Module 3. Language-development teaching**

#### *Subject-didactic literature*

Axelsson, Monica & Jönsson, Karin (2016 or later edition). *Bygga broar och öppna dörrar: att läsa, skriva och samtala om texter i förskola och skola*. Stockholm: Liber. Ca 100 p. Selection.

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

Nikolajeva, Maria. (2017 or later edition). *Barnlitteraturens byggklossar*. Studentlitteratur. Ca 100 p. Selection.

#### *Subject-theoretical literature*

Research articles and other material chosen in consultation with the teacher, ca 250 p.

Additional current policy documents for pre-school class and primary school – see [www.skolverket.se](http://www.skolverket.se). See [www.skolverket.se](http://www.skolverket.se).

#### *Additional study material*

Blomström, Vendela & Wennerberg, Jeanna (2016 or later edition). *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 p.