



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 2020-06-23 by Faculty of Arts and Humanities.

The course syllabus is valid from spring semester 2021

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:

- design and discuss teaching in the preschool class and school years 1–3 that promotes language, reading and writing development
- assess pupils in the preschool class and school years 1–3 in terms of their language, reading and writing development, in relation to current policy documents.

Module 1. Literacy and language perspectives in the classroom, 7.5 credits

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

- account for theoretical and didactic perspectives on pupils' language, reading and writing development in the preschool class and school years 1–3,
- account for the basic structure of the Swedish language from a functional perspective,
- identify language structures and functions of different kinds of text and genre,
- independently and together with others plan Swedish teaching for pupils with different prerequisites and abilities, in the preschool class and school years 1–3,
- critically review the teaching of language, reading and writing in the preschool class and school years 1–3, from academic and subject didactic perspectives,
- document and assess pupils' language, reading and writing development in the preschool class and in school years 1–3,
- exhibit well developed language and text competence, and structure thought and content using well-functioning language and adhering to academic norms.

Module 2. Children's literature and communication, 7.5 credits

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

- account for theoretical and didactic perspectives on literature and film for children and young people,
- account for different methods to stimulate children's learning and language development, focusing on pupils in the preschool class and school years 1–3,
- account for conversation and writing as ways of understanding texts.
- analyse and interpret works of fiction from different perspectives,
- discuss literature and film as teaching material in Swedish and other subjects,
- plan Swedish teaching in the preschool class and school years 1–3 for pupils with different prerequisites and abilities, on the basis of narrative texts from different media, in relation to current policy documents,
- assess pupils' language, reading and writing development in the preschool class and school years 1–3,
- structure thought and content using well-functioning language and exhibiting an awareness of their own reading skills.

Content

Scientific approach and scientific progression

As in preceding courses, the students continue developing their ability to assimilate current and relevant research articles, enhancing their communicative skills in speech and in writing, and using digital tools.

Professional basis and professional progression

The connection to practice is strengthened through teaching practice.

Module 1. Literacy and language perspectives in the classroom, 7.5 credits

This module discusses theoretical and didactic perspectives on language and literacy, as well as language, reading and writing development in the preschool class and school years 1–3. The students work actively with language structures and functions in different kinds of text type and genre. The module also introduces analytical tools for supporting and assessing pupils' language, reading and writing development, regardless of whether Swedish is their first or second language, and regardless of how far they have advanced in their language development. Students plan and discuss teaching that promotes language, reading and writing development from a holistic perspective on Swedish as a subject. The module also discusses subject didactic theories and methods, a scientific approach, academic language, and the components of a scientific report. Central parts of the module are linked to teaching practice.

Module 2. Children's literature and communication, 7.5 credits

This module discusses varied and creative ways of working with literary texts and film in teaching. Narration in different media and their role in today's school are discussed on the basis of literature didactic research and the policy documents for compulsory school. A selection of fiction works for children are introduced and discussed. Narratives in other kinds of media are also studied. The works studied are selected in order to point up differences between different genres and different kinds of conceptual content. The relation between text and image, as well as the effect of moving images are studied from the point of view of pedagogical potential. Different ways of working with narratives in school, through reading aloud, by means of free narration, and by using digital tools are examined. Information searching and teachers' collaboration with school libraries are also discussed. Non-fiction and narrative texts of different kinds are dealt with in discussions, where analytic and reflecting abilities are brought out. Central parts of the module are linked to teaching practice.

Type of Instruction

Teaching is delivered in the form of lectures, seminars, methodology sessions and teaching practice. Methodology sessions are compulsory. In cases where the student has been unable to attend compulsory sessions, the examiner decides about possible make-up assignments.

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 intended learning outcomes.

In order to receive the grade of Pass with distinction, the student must have received this grade for at least 8 credits. Grading criteria for the grade of Pass with Distinction will be specified in writing when the course starts.

The course is examined through oral and written exams and teaching practice, where presentations are partly supported by digital aids.

Module 1 is examined through a written room examination 3 credits (Fail–Pass with distinction), a written assignment in the form of a report, 3 credits (Fail–Pass with distinction), and oral presentations in seminars 1.5 credits (Fail–Pass)

Module 2 is examined through a written take-home exam 5 credits (Fail–Pass with distinction) and oral presentations in seminars 1.5 credits (Fail–Pass).

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

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 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. Literacy and language perspectives in the classroom

Subject-didactic literature

Axelsson, Monica & Jönsson, Karin (2016 or later). *Bygga broar och öppna dörrar: att läsa, skriva och samtala om texter i förskola och skola*. Stockholm: Liber. Ca 100 p. Selection: chapters 1,4,6,7. ISBN 9789147117192

Blomström, Vendela & Wennerberg, Jeanna (2016 or later). *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 p. ISBN 9789144092546

Liberg, Caroline & Smidt, Jon (eds.). (2019 or later). *Att bli lärare i svenska*. Stockholm: Liber. 206 p. ISBN 9789147129737

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 or later). *Språk- och kunskapsutvecklande undervisning F–3. Cirkelmodellen, genrepedagogik, ASL och IKT*. Stockholm: Hallgren & Fallgren. 226 p. ISBN 9789173828857

Svensson, Gudrun (2019). *Greppa flerspråkigheten: en resurs i lärande och undervisning*. Stockholm: Skolverket. 158 p. Available online: <https://www.skolverket.se/publikationer?id=3905>. ISBN 9789175593166

Subject-theoretical literature

Dockrell, Julie E., Bakopoulou, Ioanna, Law, James, Spencer, Sarah & Lindsay, Geoff (2015). Capturing communication supporting classrooms: The development of a tool and feasibility study. *Child Language Teaching and Therapy* 31(3), p. 271–286.

Johansson, Annelie (2018). *Lärares bedömningsspråk: språkhandlingar, bedömning och språklig utformning i grundskolans skriftliga omdömen*. Dissertation Växjö, 2018. Available online: <http://urn.kb.se/resolve?urn=urn:nbn:se:lnu:diva-78876>. Selection ca 50 p. ISBN 9789188898265

Waldmann, Christian & Sullivan, Kirk PH. (2017). Att stödja barns språkliga utveckling: Miljöer, lärtillfällen och interaktioner i klassrum. In: Saga Bendegard, Ulla Melander Marttala & Maria Westman (eds.), *Språk och norm. Rapport från ASLA:s symposium, Uppsala universitet 21-22 april 2016*. p. 160-168. ISBN 9789187884269

Research articles and other material chosen in consultation with the teacher, 100 p.

Current policy documents for the preschool class and compulsory school. See www.skolverket.se

Additional study material Karlsson, Ola (ed.) (2017 or later). *Svenska skrivregler*. Stockholm: Liber. 308 s. ISBN 9789147111497

Module 2. Children's literature and communication

Subject didactic literature

Axelsson, Monica & Jönsson, Karin (2016 or later). *Bygga broar och öppna dörrar: att läsa, skriva och samtala om texter i förskola och skola*. Stockholm: Liber. Ca 70 p. Selection: chapters 3, 5, 8. 97891471117192

Blomström, Vendela & Wennerberg, Jeanna (2016 or later). *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. 202 p. ISBN 9789144092546

Henricsson, Ola & Lundgren, Michael (2016 or later). *Muntligt berättande i flerspråkiga klassrum*. Lund: Studentlitteratur. 176 p. ISBN 9789144100692

Langer, Judith. (2017). *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Göteborg: Daidalos. Ca 100 p. Selection. ISBN 9789171735140

Liberg, Caroline & Smidt, Jon (eds.). (2019 or later). *Att bli lärare i svenska*. Stockholm: Liber. 206 p. ISBN 9789147129737

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

Skolverket (2015). *Lässtrategier för sakprosa och kännetecknen för goda läs-lärare och goda läsare*. Läslyftet. Modul: Lässtrategier för sakprosa Del 1: Vad kännetecknar god läsundervisning och goda läsare? Available at <https://larportalen.skolverket.se>. 8 p.

Stensson, Britta. (2006). *Mellan raderna. Strategier för en tolkande läsundervisning*. Göteborg: Daidalos. Ca 100 p. Selection. ISBN 9171732454

Subject theoretical literature

Boelind & Nordin-Stam (2015 or later). *En ära felbar till manns 1: litteraturhistoriska*

Dogma & Nordénstam. (2015 or later). *Fran jätter till många 1. litteraturhistoriska och didaktiska perspektiv på barnlitteratur*. Malmö: Gleerups. Ca 100 p. selection. ISBN 9789140689443

Jansson, Malena (ed) (2016 or later). *Introduktion till filmpedagogik. Vita duken som svarta tavlan*. Malmö: Gleerups. Ca 100 p. in selection. ISBN 9789140692634

Academic articles in consultation with the teacher, ca 100 p.

Current policy documents for the preschool class and compulsory school. See www.skolverket.se

Fiction in accordance with the teacher's instructions. Ca 700 p.