



Course syllabus

Faculty of Arts and Humanities

Department of Swedish

1GN355 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

Swedish/Scandinavian Languages

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2022-09-08

Revised 2023-10-31

The course syllabus is valid from spring semester 2024

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 and ways of working that 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 teaching in the subject of Swedish 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

Relative to previous 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 professional 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 on 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 covers 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 view of 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, is 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 in which 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

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.

Overlap

1GN006 15 credits, 1GN232 15 credits, 1GN255 15 credits and 1GN256 15 credits

Other Information

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

Required Reading and Additional Study Material

Module 1: Reading and writing development teaching

Langer, Judith A. 2017. *Litterära föreställningsvärldar*. 2nd edition. Göteborg: Daidalos. 117 pages. ISBN: 978-91-7173-514-0.

Liberg, Caroline & Smidt, Jon (red.). 2019 or later. *Att bli lärare i svenska*. Stockholm: Liber. 206 sidor. Selection 117 pages: p. 15–74, 89–132, 143–158. ISBN 9789147129737.

Nordberg, Olle. 2020. *Litteraturdidaktik*. 237 pages. Stockholm: Liber. ISBN: 978-91-47-14082-4.

Pettersson, Karin. 2021. *Språk- och kunskapsutvecklande undervisning F–3: genrepedagogik, ASL och digitala resurser*. Third edition. Lund: Studentlitteratur. pages. ISBN 9789144131863

Sandström, Fredrik (2023). *Undervisa med skönlitteratur. 99 aktiviteter*. Första

upplagan [Stockholm]: Liber AB. 143 p. ISBN: 9789147145881
Svensson, Gudrun. 2018. *Greppa flerspråkigheten: en resurs i lärande och undervisning*. Stockholm: Skolverket. 158 sidor. Selection: p 7–100. Available online: <https://www.skolverket.se/publikationsserier/forskning-for-skolan/2018/greppa-flersprakigheten>

Läroplanen för grundskolan samt för förskoleklassen och fritidshemmet. Available online: www.skolverket.se.

Fiction:

Boglund, Ann (red.) 2021. *En bro av poesi*. Stockholm: En bok för alla.

Johansson, Elin och Ellen Svedjedal. 2021. *Ett rum till Lisen*. Stockholm: Rabén & Sjögren.

Kuick, Katarina. 2023. *Läs: boken för dig som vill börja läsa*. Stockholm: Rabén & Sjögren.

Lagercrantz, Rose. 2010. *Mitt lyckliga liv*. Stockholm: BonnierCarlsen.

Lindgren, Barbro. 1969 och senare utgåvor. *Loranga Masarin och Dartanjang*. Stockholm: Rabén & Sjögren.

Ohlsson, Sara. 2019. *Frallan har en hemlighet*. Stockholm: Lilla Piratförlaget.

Sparring, Anders: 2021. *Familjen Knyckertz och gipskattens förbannelse*. Stockholm: Natur & Kultur.

Stark, Ulf. 2015. *En liten bok om kärlek*. Stockholm: Lilla Piratförlaget.

Module 2. Children's literature and communication

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. 270 p.

Selection ca 70 pages: chapters 3, 5, 8. 9789147117192

Boglund & Nordenstam (2015 or later edition). *Från fabler till manga 1: litteraturhistoriska och didaktiska perspektiv på barnlitteratur*. Malmö: Gleerups. 398 s. Selection: ca 100 p. ISBN 9789140689443

Eriksson, Per (2014). "Introduktion till filmpedagogik". I Janson, Malena (ed), *Introduktion till filmpedagogik. Vita duken som svarta tavlan*. Malmö: Gleerups. S. 15–24. ISBN: 978-91-40-68730-2. Pdf-file available via MyMoodle.

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

Janson, Malena (2007). *Bio för barnens bästa? Svensk barnfilm som fostran och fritidsnöje under 60 år*. Stockholms universitet. 176 s. I urval: s. 9–26, 130–156 ISBN 978-91-85445-76-9. Tillgänglig för nedladdning: <http://su.diva-portal.org/smash/get/diva2:197438/FULLTEXT01.pdf>

Langer, Judith (2017). *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Göteborg: Daidalos. 243 s. Selection: ca 100 p. 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

Stensson, Britta (2006 or later edition). *Mellan raderna. Strategier för en tolkande läsundervisning*. Göteborg: Daidalos. 160 s. ISBN: 978-91-7173-245-3.

Academic articles in consultation with the teacher, ca 150 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.