



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SS101 Svenska som andraspråk - kulturmöte och språkinläring, 15 högskolepoäng

Swedish as a Second Language - Cultural Encounters and Language Learning, 15 credits

Main field of study

Swedish as a Second Language

Subject Group

Swedish as a Second Language

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved 2009-06-16

Revised 2019-04-25 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

Prerequisites

General entry requirements.

Objectives

Overall objectives

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

- account for current Swedish migration policies and aspects of cultural encounters,
- account for language development from the perspective of second-language learning,
- describe how teaching of Swedish as a second language can be organised from methodological perspectives,

Module 1. Migration and cultural encounters, 7.5 credits

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

- account for causes and effects of migration in general, and immigration to Sweden, especially after World War II, in particular,
- account for changes in Swedish immigration, immigrant and integration policies from historical and contemporary perspectives,
- account for how cultural and religious manifestations determine individuals' ways of living, reflecting and acting in society

- describe how an intercultural approach can be used to raise and make use of the experiences and knowledge of second-language pupils.

Module 2. Language, language development and second-language teaching 7.5 credits

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

- account for the historical background of the subject and critically review its traditions and function in Swedish school,
- account for second-language learning in comparison to first-language acquisition,
- account for basic concepts in research on second-language learning,
- account for current Swedish and foreign research on second-language learning,
- account for how teaching of Swedish as a second language can be organised, planned and evaluated,
- account for and analyse the content of the subject syllabus and curriculum.

Content

Participation in group discussions and seminar exercises is compulsory.

Module 1. Migration and cultural encounters, 7.5 credits

This module emphasises knowledge and understanding of people's varying living conditions. It also discusses various cultural patterns and their importance for communication in a multicultural society, as well as the importance of both ethnic and religious group affiliation for individual identity formation. Swedish immigration and integration policies are studied, primarily from the post-war period until today. Causes of migration and the political, juridical, economic and social effects of migration are discussed. The role of legislation and decision-making authorities is illustrated from historical and contemporary perspectives. The students read a number of literary texts illustrating migration and refugee cases.

Module 2. Language, language development and second-language teaching 7.5 credits

In this module the students develop basic knowledge of language, language development and language learning from the perspective of second-language learning. The module discusses multilingualism and the importance of language for individuals, as well as sociolinguistic and socio-cultural perspectives on second-language usage. The module also includes an introduction to the didactics of second-language teaching and subject-didactic theories and concepts. Various forms of teaching and methods are discussed on the basis of current policy documents.

Type of Instruction

Teaching is delivered in the form of lectures and compulsory group discussions and seminar exercises. When the course is offered as a web-based distance course, special types of instruction suitable for that form of distribution are used.

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.

Module 1 Migration and cultural encounters. When the module is offered on campus it is examined through a written examination. When the module is offered online it is examined through a take-home examination.

Module 2 Language, language development and second-language teaching is examined through oral and written assignments and a written examination (when it is offered on campus) or a take-home examination (when it is offered online)

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.

In order to receive the grade of Pass with Distinction, the student must have received this grade in both modules.

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.

Required Reading and Additional Study Material

Required reading

Literature for all modules:

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN 978-91-383525-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182–202. 20 p. ISBN 978-91-38325-94-0

Svenska skrivregler utgivna av Språkrådet. 2017. 4th ed. Liber. 312 p.

Module 1. Migration and cultural encounters, 7.5 credits

Bakhtiari, Marjaneh. 2006. *Kalla det vad fan du vill*. Ordfront. 298 p. ISBN 978-91-7441-968-9

Blanck, Dag. 2014. A Mixture of People with Different Roots: Swedish Immigrants in the American Ethno-Racial Hierarchies. In: *Journal of American Ethnic History*. Vol 33, number 3. 17 p.

Elmeroth, Elisabeth & Häge, Johan. 2016. *Flyktens barn – medkänsla, migration och mänskliga rättigheter*. 2nd ed. Studentlitteratur. 120 p. ISBN 978-91-44-11418-7

Hansson, Lars. 2017. Att producera disciplinerade amerikaner och skötsamma svenskar... Ford English School för invandrare jämförd med Svenska för Invandrare. *Emigranternas Hus skriftserie 1*. Gothenburg. 22 p. ISBN 978-91-983691-0-6

Hansson, Lars. 2010. Den glömda utvandringen i nytt ljus. In: *Samhällshistoria i fokus, vänbok till Lars Olsson*. Big bad Books, Malmö 2010. 7 p.

Hansson, Lars. 2008. Vägen till glasriket. In: Lundberg, Svante. & Platser, Ellinor (eds.) *Efterfrågad arbetskraft*. Växjö. 27 p.

Harrison, Dick. 2016. *Alla tiders migration. Immigrationens betydelse för Sveriges utveckling och välbefinnande*. Statens offentliga utredningar. Delegationen för migrationsstudier. 51 p. ISBN: 978-91-88021-10-6

Moberg, Vilhelm. Any edition. *Invandrarna*. Bonnier.

Moberg, Vilhelm. Any edition. *Nybyggarna*. Bonnier.

Moberg, Vilhelm. Any edition. *Sista brevet till Sverige*.

Moberg, Vilhelm. Any edition. *Utvandrarna*. Bonnier.

Phillips, Tove. 2014. *Etnicitet och kulturmöten*. Gleerups. 215 p. ISBN 978-91-40-67832-4

Tamas, Gellert. Any edition. *Lasermannen – en berättelse om Sverige*. Ca 300 p.

Åmark, Klas. 2013. Swedes and the refugees 1933–45. In: Byström, M. & Frohnert, P. *Reaching a State of Hope. Refugees, Immigrants and the Swedish Welfare System 1930–2000*. Nordic Academic Press. 15 p.

Material provided by the department, ca 200 p.

Module 2. Language, language development and second-language teaching 7.5 credits

Harstad, Fredrik & Hostetter, Jenny (2016). *Boken om SFI. Erfarenheter, undervisning och organisation*. Gothia fortbildning. 152 p. ISBN 978-91-88-09959-4

Henricsson, Ola & Lundgren, Michael. (2016). *Muntligt berättande i flerspråkiga klassrum*. Studentlitteratur. 134 p. ISBN 978-91-44-10069-2

Hyltenstam, Kenneth & Lindberg, Inger (eds.). 2013. *Svenska som andraspråk – i forskning, undervisning och samhälle*. 2nd ed. Studentlitteratur. Ca 315 p. ISBN 978-91-44-07065-0

Kästen-Ebeling, Gilda & Otterup, Tore (eds.). 2014. *En bra början – mottagande och nyanlända elever*. Studentlitteratur. 164 p. ISBN 978-91-44-08486-2

Skolverket. 2011. *Läroplan Modersmål för grundskolan*. pp. 87–99. 12 p. ISBN 978-91-38325-41-4

Skolverket. 2011. *Kursplan Modersmål för gymnasiet*

Skolverket. 2012. *Utbildning i svenska för invandrare. Kursplan och kommentarer*. 51 p. ISBN: 978-91-87115-64-6

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN 978-91-38325-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182–202. 20 p. ISBN 978-91-38325-94-0

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