



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SS216 Grundläggande litteracitet för vuxna andraspråkstalare, 7,5 högskolepoäng

1SS216 Basic Literacy for Adult Second Language Learners, 7.5 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 by Faculty of Arts and Humanities 2022-11-22

The course syllabus is valid from spring semester 2023

Prerequisites

General entry requirements for university studies.

Objectives

After completing the course, the student should be able to

Knowledge and understanding

- demonstrate basic theoretical knowledge of literacy development in first and second languages
- explain how the structures of spoken and written language relate to each other, from a socio-cultural, as well as an individual perspective

Competence and skills

- didactically justify analogue and digital literacy teaching for adults, based on theory
- adapt literacy teaching to each student's individual abilities and potential

Judgement and approach

- approach different theories on literacy development in relation to a way of working that promotes language and knowledge development
- identify and analyse the functions of images and symbols in literacy teaching.

Content

In this course, students develop basic theoretical and practical knowledge of first and second language literacy development for adults, based on individual potential, including students with special needs. Part of the course focuses on the development of multi-modal reading and writing, vocabulary, and an understanding of texts' readability, as well as on how different writing systems relate to pronunciation. Through integration with a teaching placement, theoretical knowledge is practiced with a special focus on the practice of teaching. Special focus lies on sustainable literacy and how students' multilingual literacy development can be supported by means of teaching based on their first language.

Type of Instruction

Teaching is delivered via an online learning platform, with no mandatory meetings. The course may include group exercises.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

The course is assessed with the grades Fail, Pass, and Pass with Distinction.

The course is examined through individual written assignments. There may be individual assignments as well as group assignments.

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 in writing when the course starts.

The course is examined in the following ways:

- hand-in assignments, 1.5 credits (Fail or Pass)
- a take-home exam, 6 credits (Fail, Pass or Pass with Distinction)

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.

Required Reading and Additional Study Material

Engblom, Charlotte. 2013. Medier, flerspråkighet och multimodal texthantering. In: Wedin, Åsa och Hedman, Christina (eds). *Flerspråkighet, litteracitet och modalitet*.

Lund: Studentlitteratur. s. 189–208. 20 pages. ISBN 978-91-4408052-9

Enström, Ingegerd. 2016. *Ordens värld. Svenska ord – struktur och inläring*. Stockholm: Hallgren & Fallgren. In selection, ca 50 pages. ISBN: 9789144140933

Franker, Qarin 2008. "Bildvalet har betydelse". In: Juvonen, Peivo. (ed.), *Språk och lärande. Rapport från ASLA:s höstsymposium*, Stockholm, 7–8 november 2008. Stockholm: ASLA. 20 pages.

Franker, Qarin. 2013. "Att utveckla litteracitet i vuxen ålder – alfabetisering i en flerspråkig kontext". In: Hyltenstam, Kenneth & Lindberg, Inger. (eds). *Svenska som andraspråk – i forskning, undervisning och samhälle*. Lund: Studentlitteratur. Pp. 771–805. 35 pages. ISBN 978-91-44-07065-0

Jakobson, Liivi. 2019. "Lärares uppfattningar om responsfokus och responsätt för vuxna nybörjarstuderandes texter i svenska som andraspråk". *Nordand*, 3(01), Pp. 25–47. 23 pages.

Ladegaard, Uffe. 2013. "Att se sig själv i skriftspråket – flerspråkigheten som resurs i den tidiga litteracitetsutvecklingen". In: Wedin, Åsa och Hedman, Christina (eds). *Flerspråkighet, litteracitet och modalitet*. Lund: Studentlitteratur. Pp. 45–68. 24 pages. ISBN 978-91-4408052-9

Mörpling, Margareta. 2007. *Att undervisa analfabeter: från det konkreta till det abstrakta*. Stockholm: Natur & Kultur. In selection, ca 100 pages. ISBN: 978-91-27-72285-9

Mörnerud, Elisabet. 2010. *Modersmålsbaserad svenskundervisning för invandrare. Rapport i forskningscirkeln*. Malmö: FoU Malmö/utbildning. Malmö stad. 68 pages. Provided by the department.

Norlund Shaswar, Annika. 2012. "Skriftpraktiker i gränslandet mellan hem och SFI-klassrum. Språkets gränser – och verklighetens: Perspektiv på begreppet gräns". In: Olofsson, Inger (ed.). *Symposium 2012*. Stockholm: Stockholm universitets förlag. Pp. 157–166. 20 pages.

Nordiskt nätverk för vuxnas lärande 2013. *Kompetensbeskrivning av lärare i grundläggande litteracitet för vuxna med andra modersmål än de nordiska*. 12 pages. Provided by the department in the form of a pdf.

Rosén, Jenny. 2013. "När de illiterata kom till Sverige. Språk, lärande och identitet inom SFI". In: Wedin, Åsa och Hedman, Christina (eds). *Flerspråkighet, litteracitet och modalitet*. Lund: Studentlitteratur. Pp. 145–168. 24 pages. ISBN 978-91-4408052-9

Sandwall, Karin. 2013. "Sfi i praktiken - om språklärande på praktikplatser". In:

Hyltenstam, K. & Lindberg, I. (eds). *Svenska som andraspråk: i forskning, undervisning och samhälle*. 2nd ed. Lund: Studentlitteratur. Pp. 725–770. 46 pages. ISBN 978-91-44-07065-0

Skollagen, Svensk författningssamling. 2010:800. Stockholm: Utbildningsdepartementet.

Skolverket. 2016a. *Digitala verktyg och andraspråksutveckling hos vuxna*. Hüyla Basaran. Stockholm: Skolverket. 23 pages. Provided by the department in the form of a pdf.

Skolverket. 2016b. *Grundläggande litteracitet. Att undervisa vuxna med svenska som andraspråk*. Skolverket: Stockholm. 116 pages. 978-91-75-59258-9 Provided by the department in the form of a pdf.

Skolverket 2017. *Tidig läsundervisning*. 19 pages. Provided by the department in the form of a pdf.

Skolverket. 2017b. *Läroplan för vuxenutbildningen*. Stockholm: Skolverket. Provided by the department in the form of a pdf.

Skolverket. 2017c. *Bygga svenska. Bedömningsstöd för nyanlända elevers språkutveckling i årskurs 7–9 och i gymnasieskolan*. 122 pages. Skolverket: Stockholm ISBN 978-91-75-59276-3 Provided by the department in the form of a pdf.

Skolverket. 2018. *Kursplan för kommunal vuxenutbildning i svenska för invandrare*. Stockholm: Skolverket. Provided by the department in the form of a pdf.

Wedin, Åsa. 2010. *Vägar till svenskt skriftspråk för vuxna andraspråksinlärare*. Lund: Studentlitteratur. In selection, ca 70 pages. ISBN 978-91-44-05653-1

Additional study material

Svenska skrivregler. Svenska språknämnden. The latest edition. Stockholm: Liber. 312 pages.