



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

1SV032 Språkutveckling och litteracitet i förskolan, 15
högskolepoäng

Language Acquisition and Literacy in Pre-school, 15 credits

Main field of study

Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1N

Date of Ratification

Approved by Faculty of Arts and Humanities 2020-11-05

The course syllabus is valid from autumn semester 2021

Prerequisites

General entry requirements

Objectives

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

- discuss preschool didactics aiming towards the best possible support for each child's language development, independently and together with others, on the basis of research as well as their own and others' experiences.

Module 1. Children's language acquisition, 5 credits

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

- account for central theories on children's language acquisition,
- account for linguistic concepts related to children's language acquisition,
- identify and account for characteristics of language acquisition that are common to mono- as well as multilingual children,
- evaluate and discuss theories on children's language acquisition.

Module 2. Literacy and text environments, 5 credits

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

- account for and document text environments surrounding children,
- account for children's early literacy development,
- document text environments surrounding children,
- evaluate the significance of text environments for children's early literacy.

- analyse the significance of text environments for children's early literacy development,
- critically review and discuss text environments and literacy development from academic and subject didactic perspectives.

Module 3. Documentation and language supporting teaching, 5 credits

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

- account for subject didactic forms of teaching that support each child's language development,
- account for basic sociolinguistic concepts of relevance for the preschool teacher's work,
- account for the significance of aesthetic learning processes for teaching that promotes language development,
- document and analyse language activities in preschool that are relevant in developing teaching,
- plan teaching that promotes language development, on the basis of research as well as their own and others' experiences,
- exhibit an ability to consider didactic solutions in support of each child's language development,
- critically review and discuss teaching in preschool from academic and subject didactic perspectives.

Module 3, 3 credits, is examined through a written examination, written assignments and oral presentations in seminars (Fail–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.

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: Coincides with 1SV114 7,5 hp, 1FL005 15 hp and 1FL032 15 hp.

Required Reading and Additional Study Material

Required Reading

Module 1

Bruce, Barbro, Ivarsson, Ulrika, Svensson, Anna-Karin & Sventelius, Eva (the latest edition). *Språklig sårbarhet i förskola och skola: barnet, språket och pedagogiken*. Lund: Studentlitteratur, ch. 1–3, 8. ca 83 p.

Håkansson, Gisela (the latest edition). *Språkinläring hos barn*. Lund: Studentlitteratur. 144 p.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, ch 2–3. ca 30 p.

Current policy documents for preschool. Ca 50 p. See skolverket.se.

Additional articles and other teaching material provided by the department. Ca 50 p.

Module 2

Bergöö, Kerstin & Jönsson, Karin (the latest edition). *Glädjen i att förstå: språk- och textarbete med barn*. Lund: Studentlitteratur. 152 p.

Edwards, Agneta (the latest edition). *Bilderbokens mångfald och möjligheter*. Stockholm: Natur & Kultur. 162 p.

Fast, Carina (the latest edition). *Literacy: i familj, förskola och skola*. Lund: Studentlitteratur. Ca 50 p. In selection.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, ch 2, 6–9. 66 p.

Current policy documents for pre-school. Ca 50 p. See skolverket.se.

Additional articles and teaching material provided by the department. Ca 100 p.

Children's literature chosen in consultation with the teacher. Ca 400 p.

Delkurs 3

Bruce, Barbro, Ivarsson, Ulrika, Svensson, Anna-Karin & Sventelius, Eva (the latest edition). *Språklig sårbarhet i förskola och skola: barnet, språket och pedagogiken*. Lund: Studentlitteratur, ch 4, 6–8. ca 128 p.

Fast, Carina (the latest edition). *Literacy: i familj, förskola och skola*. Lund: Studentlitteratur. ca 170 p.

Gjems, Liv (the latest edition). *Barn samtalar sig till kunskap*. Lund: Studentlitteratur. ca 150 p.

Holm, Lars & Laursen, Helle Pia (eds.) (the latest edition). *Språklig praxis i förskolan*. Lund: Studentlitteratur. Ca 50 p. In selection.

Månsson, Annika (2000). *Möten som formar: interaktionsmönster på förskola mellan pedagoger och de yngsta barnen i ett genusperspektiv*. Diss. Lund: Univ. 251 p. ISBN: 91-88810-10-0. Ca 50 p. In selection. Available online.

Norrby, Catrin & Håkansson, Gisela (the latest edition). *Introduktion till sociolingvistik*. Lund: Studentlitteratur. Ca 50 p. In selection.

Skolverket (the latest edition). *Greppa språket: ämnesdidaktiska perspektiv på flerspråkighet*. Stockholm: Skolverket. Ca 148 p. Available online.

Wedin, Åsa (the latest edition). *Språkande i förskolan och grundskolans tidigare år*. Lund: Studentlitteratur, Ch 4 and 10. ca 25 p.

Current policy documents for pre-school. Ca 50 p. See skolverket.se.

Additional articles and other teaching material provided by the department. ca 50 p.