



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

1SV140 Inriktning svenska för grundskolan, 90 högskolepoäng
Swedish – directed towards teaching and learning in compulsory school, 90 credits

Main field of study

Comparative Literature

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Organisational Committee 2009-06-16

The course syllabus is valid from spring semester 2010

Prerequisites

University degree in Education lacking qualifications for teaching Swedish

Expected learning outcomes

After completing the course, students should:

- have acquired further knowledge and skills that can be used to stimulate, help and evaluate pupils in secondary schools in the development of their language skills with regards to the pupils' social and cultural affiliations as well as to age, sex and ethnicity,
- independently be able to plan, conduct, evaluate and develop the teaching of Swedish in accordance with relevant regulations and guidelines for secondary schools,
- have a command of the analytical models used for different texts that pupils encounter in and outside of school,
- have experience of how pupils' textual world can be used as a starting point for language-stimulating teaching in schools,
- be able to explain and discuss different theories about how children and young people develop their language skills and what kinds of hurdles and opportunities for continued development individuals can encounter,
- have further developed their ability to analyze pupils' speech and writing skills and based on an analysis suggest well-founded didactical teaching strategies that pay particular attention to pupils with language problems,
- have acquired knowledge of books for children and young people of different

- ages and reading habits, as well as insight into how one, through thematic reading, can encourage the progression of pupils' reading and knowledge skills,
- be aware of different methods of analysis and their significance for practical work with literature in the classroom,
- have insight into the role and opportunities for Swedish teachers in today's school, in the local community and in the general cultural and public debate,
- have read a number of works of fiction and discussed their relationships to the society they describe and in which they have been created,
- be familiar with how pupils can be made aware of the development of and variation in language while at the same time making them aware of established standards of the written language,
- have knowledge about group language, dialects, place and personal names and have planned a theme project within one of these areas,
- have written an essay with a characteristic Swedish didactical approach to a problem that complies with general scientific requirements, as well as act as student reviewer (opponent) on another student's work.

Content

Module 1. Speaking, writing, reading (15 hec)

This module aims to increase the language awareness of the students. They should develop their own skills in expressing themselves appropriately and correctly, both verbally and in writing, and simultaneously learn how to review and analyze their own and others' language usage. The module will also familiarize students with basic terminology within comparative literature and allow them to practice their ability to read and analyze works of fiction.

During the module, students will develop knowledge regarding the structure of language and linguistic analyses according to modern views on language. Students will practice applying basic principles of rhetoric as they prepare and review their own written and oral productions. Simultaneously, a process-oriented view of the students' own writing will be introduced and applied. During the module, students will also learn relevant comparative literature terms for using in analyses of works of fiction and apply these to the reading of a number of classical works.

During their VPU-internship, students will investigate and then document in a report the literature read by pupils at different levels within primary and secondary school.

The module includes 3 components: literature (6 hec), Swedish (7.5 hec) and a VPU-internship (1.5 hec).

Module 2. Children's literature (15 hec)

This module provides knowledge about the historical assumptions of children's literature and about its development. Students will also gain an understanding of the cultural, linguistic and pedagogical significance of children's literature as well as practice their ability to convey literature to children and stimulate them to read.

During the module, students will read a representative selection of myths and fairy tales, preferably but not exclusively Western or Scandinavian stories, as well as a large number of children's books, chosen so that they shed light on different genres and idea content as well as illustrate adaptation to pupils' different needs and to different possible uses within schools. During lectures, main features of the development of children's literature are presented along with scientific theories, the significance of fiction for the development of reading and the debate's prominent views about children's literature regarding content, reader adaptation and literary quality. This provides the basis for investigative and analytical work in discussion groups. The students will also learn about drama as a stimulus for reading and learning in the classroom.

During the VPU-internship, students investigate how their reading of children's literature

and free story-telling is received by pupils in different constellations, and what opportunities there are for studying literature through talking and other forms of expression.

The module includes 3 components: literature (10.5 hec), drama (1.5 hec) and VPU-internship (3 hec).

Module 3. Reading and writing progression in the multicultural classroom (15 hec)

This module develops students' knowledge about the progression of children's reading and writing skills during early school years. Students will receive a theoretical background to, and didactic knowledge about different methods of learning regarding reading and writing. The module also provides orientation in questions about teaching pupils with other native languages than Swedish, as well as furthering the ability of students to work in a multicultural classroom.

During the module, great emphasis is placed on discussions about and critically testing of theories, methods and teaching material for teaching that develops reading and writing skills. Through analyses of texts by and for pupils at different language development levels, students will learn that they have the requirements necessary to teach language in a stimulating manner with individually adapted needs.

During the VPU-internship, students will map the progression of reading and writing skills for several children with different language aptitudes. At the same time, they will investigate how schools, during the early school years, make use of the different cultures and cultural expressions that children bring with them from their home environments.

The module includes 3 components: Swedish (9 hec), Swedish as a second language (3 hec) and a VPU-internship (3 hec).

Module 4. Texts in everyday life (15 hec)

This module aims to provide students the opportunity to acquire insight and skills so that they can work with different kinds of texts while teaching in secondary school. The texts studied will be primarily texts pupils encounter in their everyday life. Literary, non-fiction as well as media texts and texts specific to the IT-society are used for analysis and interpretation. Oral texts will also be addressed. Different tools used for analysis will be introduced. Students' own writing will be emphasised from a writing-process oriented perspective.

The module takes up a number of different kinds of texts that pupils are expected to encounter in different contexts, both in and outside of school. In connection with the treatment of the texts, comparative literature, media studies and linguistic concepts and tools for analysis that are necessary for the understanding of the texts' constructions are gradually introduced. The functional aspects are emphasised during studies. The module provides an introduction to the modern media society's types of texts. Works of fiction, such as books for young people, category books, adult literature, modern Swedish novels, etc. as well as non-fiction, such as TV-series, music videos, radio programmes, newspaper articles, Internet communication, textbooks, etc., are all also addressed.

For the literary texts, principles of composition and basic questions concerning narrative technique receive particular focus. Regarding non-fiction, their forms of presentation are emphasised. In the case of oral texts, methods are introduced regarding the analysis of young people's spoken language, classroom conversations and conversations conducted within different mass media. In connection with the reading of a novel, a comparison may be made between the book and a film version of the book. Finally, textbook texts are addressed from stylistic and contextual aspects.

During the course of the module, students will test their newly acquired insights and skills in a teaching context through the VPU-internship and supervision. The module

includes 3 components: literature (6 hec), Swedish (6 hec) and a VPU-internship (3 hec).

Module 5. Development of children's and young people's language and reading skills – possibilities and difficulties (7.5 hec)

This module aims to provide students the opportunity to acquire models and methods for use in teaching language progression in secondary schools, where consideration is taken to the pupils' different developmental possibilities. The module will also alert students to the surrounding society's standards and demands as well as situations that can arise when different language cultures meet.

During their VPU-internships, students will be affiliated with a lower-secondary school where they will, through interviews and monitoring, try to map pupils' different language affiliations regarding sex, social group, dialect, culture and group, as well as describe several characteristic features of these language affiliations. Parallel with this, students will investigate texts by pupils and discuss how one, with different methods of analysis, can evaluate the pupils' writing skills and suggest appropriate measures for the continued work with writing in the classroom.

The module includes 2 components: Swedish (6 hec) and VPU-internship (1.5 hec).

Module 6. Fiction and theme project (7.5 hec)

In this module students become acquainted with the genre of books for young people. They will gain insight and skills in the discussion, analysis and interpretation of literary texts for young people and in using this in a knowledge context. Students will also learn how to analyze pupils' reading profiles and their different stages in the development of reading skills.

During the module, the history of books for young people from primarily 20th century will be studied. Different genres within young people's literature will be read, as well as some adult literature appropriate for secondary school's later years.

Texts will be analyzed from both a pedagogical and a text-oriented perspective. Students should become aware of the relationship between practical work with literature in the class and analysis methods. Different theories about ways of using fiction as a source of knowledge will be discussed. The concept of thematic teaching, which is based on an interdisciplinary approach, will be addressed. Processes of knowledge retrieval are discussed. The concept of thematic teaching will also be addressed based on students' own teaching experiences.

The module includes 2 components: literature (6 hec) and VPU-internship (1.5 hec).

Module 7a. Language, literature and society (7.5 hec)

This module should only be taken by those who do not take Module 7b. The module aims to clarify the task of Swedish teachers in school and in modern society. In addition, the module provides orientation in the position of fiction in society and guidance on modern Swedish usage and language policies.

The module includes readings of a number of modern works of fiction as well as an analysis and interpretation of these from a societal perspective. In addition, the module addresses historical and modern language usage and language standards and their mutual relationships. The future of the Swedish language in an increasingly international world is covered. The module also addresses questions concerning the significance of language and literature for creation of identity as well as the significance of dialects, place names and personal names for regional and local identity.

During the VPU-internship part of the module, students will investigate how one can, in different ways, interest secondary school pupils (levels 6-9) in studies about language's social and regional variation and about the use of personal and place names in an

historical and modern perspective.

The module includes 3 components: literature (3 hec), Swedish (3 hec) and VPU-internship (1.5 hec).

Module 7b. Essay (15 hec)

This module should only be taken by those who do not take Module 7a and 8. It allows students the opportunity to gain experience from their own academic project with a didactical emphasis. It provides students insight into how an academic essay is planned and written on the basis of the collected empirical material and relevant literature.

Students will, while provided with distance supervision, write an essay that concerns a limited problem with a clear connection to teaching Swedish in school. In addition, students will actively participate in seminars, defend their essays and act as student reviewer (opponent) on another student's essay.

The module includes 2 components: essay and seminar (13.5 hec) and VPU-internship (1.5 hec).

Module 8. Essay (7.5 hec)

This module should only be taken by those who take Module 7a. It allows students the opportunity to gain experience from their own academic project with a didactical emphasis. It provides students insight into how a shorter academic essay is planned and written on the basis of the collected empirical material and relevant literature.

Students will, while provided with distance supervision, write a short essay that concerns a limited problem with a clear connection to teaching Swedish in school. In addition, students will actively participate in seminars, defend their essays and act as student reviewer (opponent) on another student's essay.

Type of Instruction

Teaching is primarily distance-based. At the beginning of each of the courses modules, the course instructor will present more detailed reading and study assignments as well as models for assessment. Clarifications of assignments may be dealt with collectively in base-group conferences and also directly from the course instructor. Assignments may also be individual and turned in directly to the course instructor. Participation in the essay seminar is mandatory.

Examination

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

For grading of the VPU-internship and the drama component, the grades Fail and Pass are used.

In order to receive a final grade of Pass with Distinction for the entire course, the student must receive the grade of Pass with Distinction in at least 45 of the course's total higher education credits.

Examination and grading is based on oral and written examinations and assessment of mandatory assignments. Both individual and group reports are part of the course. The ability to translate knowledge into adequate actions in relation to pupils and the function of schools will be assessed.

For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

Students at Linnaeus University are entitled to have the course grade translated into the 7-step ECTS scale. A request to have the grades translated must be made to the teacher at the start of the course.

Course Evaluation

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report will be made available to students and will be filed and stored according to departmental regulations.

Required Reading and Additional Study Material

Module 1. Speaking, writing, reading (15 hec)

Backlund, B. 1997. *Med tanke på talet – om förberett tal: vetenskapen, hantverket och konsten*. Studentlitteratur. 228 pages

Bergsten, S. & Elleström, L. 2004. *Litteraturhistoriens grundbegrepp*. Studentlitteratur. 60(234) pages

Elleström, L. 1999. *Lyrikanalys, en introduktion*. Studentlitteratur. 170 pages

Holmberg, C-G. & Ohlsson, A. 1999. *Epikanalys. En introduktion*. Studentlitteratur. 130 pages

Josefsson, G. 2001. *Svensk universitetsgrammatik för nybörjare*. Studentlitteratur. 195 pages

Josefsson, G. 2003. *Svensk universitetsgrammatik för nybörjare. Övningar med facit och kommentarer*. Studentlitteratur. 164 pages

Lagercrantz, O. 1985. *Om konsten att läsa och skriva*. Wahlström & Widstrand. 95 pages

Lindstedt, I. 2002. *Textens hantverk – om retorik och skrivande*. Studentlitteratur. 146 pages

Strömquist, S. 2000. *Skrivboken*. Gleerups. 4th edition, 125 (225) pages

Strömquist, S. (red.). 1992. *Tal och samtal*. Studentlitteratur. 125 (200) pages

Handouts

Fiction from a separate literature list. Ca 1000 pages

Reference literature

Svenska skrivregler utgivna av Svenska språk nämnden. 2nd extended edition, Liber 2000. 207 pages

Module 2. Children's literature (15 hec)

Andersson, M. & Druker, E. (eds.) 2008. *Barnlitteraturanalyser*. Studentlitteratur. 213 pages

Helander, K. 2003. *Barndramatik och barndomsdiskurser*. Studentlitteratur. 133 pages

Kjersén-Edman, L. 2002. *Barn- och ungdomsböcker genom tiderna*. N&K. 227 pages

Kåreland, L. 2001. *Möte med barnboken: linjer och utveckling i svensk barn- och ungdomslitteratur*. N&K. 160 pages

Nettervik, I. 2002 or earlier. *I barnbokens värld*. Gleerup. 280 pages

Nikolajeva, M. 2000. *Bilderbokens pusselbitar*. Studentlitteratur. 270 pages

Nikolajeva, M. 1998. *Barnbokens byggklossar*. Studentlitteratur. 201 pages

Handouts

Children and young people's literature from a separate literature list. Ca 1500 pages

Module 3. Reading and writing progression in the multicultural classroom (15 hec)

Allard, B., Rudqvist, M. & Sundblad, B. 2001. *Nya LUS-boken*. Bonniers. 176 pages

Alleklöv, B. & Lindvall, L. 2000. *Listiga räven, läsinlärning genom skönlitteratur*. En bok för alla. 75 pages

Att undervisa elever med Svenska som andraspråk – ett referensmaterial. Skolverket 1999. 103 pages

Axelsson, M. (ed.). 1999. *Tvåspråkiga barn och skolframgång – mångfalden som resurs*. Rinkeby Språkforskningsinstitut. 151 pages

Bjar, L. & Liberg, C. (eds.). 2003. *Barn utvecklar sitt språk*. Studentlitteratur. 290 pages

Björk, M. & Liberg, C. 1996. *Vägar in i skriftspråket*. Natur & Kultur. 159 pages

Fickla, avloppsrör och stjärnprickig: om små barns språk värld. En bok för alla, 2002. 94 pages

Josephson, O., Melin, L. & Oliv, T. 1990. *Elevtext. Analyser av skoluppsatser från åk 1 till åk 9*. Studentlitteratur. 100 (185) pages

Ladberg, G. 2000. *Skolans språk och barnets*. Studentlitteratur. 230 pages

Skolverket. 2008. *Nya språket lyfter. Diagnosmaterial i svenska och svenska som andraspråk för grundskolans årskurs 1–5. Lärarhandledning*. 86 pages

Skolverket. 2008. *Språket på väg. Ett diagnosmaterial i svenska och svenska som andraspråk för grundskolans åk 6–9, del 1 och 2*. 73 pages

Sandqvist, C. & Teleman, U. (eds.) 1989. *Språkutveckling under skoltiden*. Studentlitteratur. pp 7–78, 159–275. 200 pages

Module 4. Texts in everyday life (15 hec)

Andersson, L.G. 1999. "Mediekritik och mediepedagogik", In: *Skolan och de kulturella*

Förändringarna, eds. Lars Gustaf Andersson et al. Studentlitteratur. 13 pages

Andersson, L.G. & Hedling, E. 1999. *Filmanalys. En introduktion*. Studentlitteratur. 105 pages

Danielsson, M. & Axelsson, L. 2007. *Ungdomars användning av nya medier. Ung kommunikation*. Växjö universitet. Lärarutbildningsnämndens rapportserie 2/2007. 50 pages

[_www.vxu.se/lub/organisation/rapport207.pdf_](http://www.vxu.se/lub/organisation/rapport207.pdf)

Hellspång, L. & Ledin, P. 1997. *Vägar genom texten*. Studentlitteratur. 300 pages

Holmberg, C-G. & Ohlsson, A. 1999. *Epikanalys. En introduktion*. Studentlitteratur. 130 pages

- Kotsinas, U-B. 2004, 3rd edition. *Ungdomsspråk*. Hallgren & Fallgren. 184 pages
- Landgren, B. 1998. "Vad är en litterär text?", In: *Litteraturvetenskap – en inledning*, ed. Staffan Bergsten. Studentlitteratur. 14 pages
- Palm, A. 1998. "Att tolka texten", In: *Litteraturvetenskap – en inledning*, ed. Staffan Bergsten. Studentlitteratur. 15 pages
- Strömquist, S. 2000. *Skrivboken*. Gleerups. 4th edition. 100 (225) pages
- Strömquist, S. (ed.). 1992. *Tal och samtal*. Studentlitteratur. 75 (200) pages
- Strömquist, S. (ed.). 1999. *Läroboksspråk. Om språk och layout i svenska läroböcker*. Hallgren & Fallgren. 196 pages
- Svenska skrivregler utgivna av Svenska språk nämnden*. Latest edition.
- Thavenius, J. 1999. "Skriftkultur och mediekultur", In: *Svenskämnets historia*, ed. Jan Thavenius. Studentlitteratur. 13 pages
- Ungar & medier 2008: fakta om barns och ungas användning och upplevelser av medier. 2008. Medierådet,
[_www.medieradet.se/BestallLaddaned/Produkter/UngarMedier2008/_](http://www.medieradet.se/BestallLaddaned/Produkter/UngarMedier2008/)
 88 pages
- Fiction after consultation with teacher in addition to current texts for analysis. Ca 1500 pages

Module 5. Development of children's and young people's language and reading skills – possibilities and difficulties (7.5 hec)

- Ask, S. 2004. Vad ska vi göra med Markus? Intermedialitet i postmodern elevtext. In: Ask, Sofia (ed.), *Det meningsfulla ordet är det mänskliga medvetandets mikrokosmos*. Svenskläraryrskriftens årsskrift. Stockholm: Natur och Kultur. 12 pages
- Bergman, P., Sjökvist, L., Bülow, K. & Ljung, B. 2001. *Två flugor i en smäll. Att lära på sitt andraspråk*. Stockholm. 109 pages
- Bellander, T. 2008. "halloo babe... tack så mkt för ditt mess!" Om ungdomars skrivande inom olika kommunikativa verksamhetstyper. In: Ellvin, M, & Holmblom, L. (eds.), *Ungdomskulturer – äger eller suger? Möjliga möten inom svenskämnet*. Svenskläraryrskriftens årsskrift 2008:3951. 13 pages
- Dysthe, O. 1996. *Det flerstämmiga klassrummet*. Studentlitteratur. 247 pages
- Gunnarsdotter Grönberg, A. 2008. "Aktiva Anna och Sport-Stefan. Dialekt och livsstil – exemplet Alingsås. In: Ellvin, M, & Holmblom, L. (eds.), *Ungdomskulturer – äger eller suger? Möjliga möten inom svenskämnet*. Svenskläraryrskriftens årsskrift 2008:53–68. 15 pages
- Josephson, O., et al. 1990. *Elevtext*. Studentlitteratur. 185 pages
- Palmér, A. & Östlund-Stjärnegårdh, E. 2005. *Bedömning av elevtext. En modell för analys*. Natur och kultur. 170 pages
- Sandqvist, C. & Teleman, U. (eds.). 1989. *Språkutveckling under skoltiden*. Studentlitteratur, pp. 15–37, 95–184, 197–216. 130 pages (selected pages).

Module 6. Fiction and theme project (7.5 hec)

Chambers, A. 1998. *Böcker inom oss: om boksamtal*. Rabén & Sjögren. 170 pages

Lundqvist, U. 1995. *Läsa, tolka, förstå: litteraturpedagogiska modeller*. A & W. 160 pages

Lundqvist, U. 1994. *Tradition och förnyelse. Svensk ungdomsbok från sextital till nittital*. Rabén & Sjögren. 293 pages

Malmgren, L-G. 1996. *Svenskundervisning i grundskolan*. Studentlitteratur. 170 pages

Malmgren, L-G. & Nilsson, J. 1993. *Litteraturläsning som lek och allvar*. Studentlitteratur. 256 pages

Molloy, G. 1996. *Reflekterande läsning och skrivning*. Studentlitteratur. 293 pages

Nilsson, J. 1997. *Tematisk undervisning*. Studentlitteratur. 222 pages

Wegedal Wallin, P. 1997. *Litterat? Så klart! Eller? Om tonåringars läsning*. Lärarhögskolan Malmö. 50 pages

Handouts. 100 pages

Fiction in addition to current texts for analysis after consultation with teacher.

Module 7a. Language, literature and society (7.5 hec)

Einarsson, J. 2009. *Språksociologi*. Studentlitteratur. 400 pages

Hultinger, E-S. & Wallentin, C. (eds.). 1996. *Den mångkulturella skolan*. Studentlitteratur. 306 pages

Josephson, O. 2004. "Från du-reform till sms. Svenskan 1970-2004." In: "Ju". *Ifrågasatta självklarheter: om svenskan, engelskan och alla andra språk i Sverige*. Norstedts. 60 pages

Lindström, F. 2002. *Jordens smartaste ord. Språkliga gåtor och mänskligt tänk*. Albert Bonniers Förlag. 259 pages

Persson, M. (ed.). 2000. *Populärkulturen och skolan*. Studentlitteratur. 225 pages

Fiction after consultation with teacher. Ca 600 pages.

Reference literature

Brylla, E. 2006. *Förnamn i Sverige: kortfattat namnlexikon*. Liber.

Eriksson, L. 2001. "Absolutist, anpassare eller avståndstagare? – om gymnasieelevers attityder till dialekt". *Svenskläraren* 4/2001.

Pamp, B. 1976 or later. *Ortnamnen i Sverige*. Lund: Gleerups.

Pettersson, G. 1996. *Svenska språket under sjuhundra år*. Studentlitteratur, pp. 178–225.

Wahlberg, M. (ed.). 2003. *Svenskt ortnamnslexikon*. Språk- och folkminnesinstitutet och Institutionen för nordiska språk vid Uppsala universitet.

Websites

Dialekter på nätet [_swedia.ling.gu.se_](http://swedia.ling.gu.se)

Ortnamn [_www.sofi.se/1641_](http://www.sofi.se/1641)

Språk- och folkminnesinstitutet [_www.sofi.se/service_](http://www.sofi.se/service)

Svenska förnamn [_www.svenskanamn.se_](http://www.svenskanamn.se)

Module 7b. Essay (15 hec)

Jarrick, A. & Josephson, O. 1996 or earlier edition. *Från tanke till text: en språkhandbok för uppsatsskrivande studenter*. Studentlitteratur. 133 pages

Svenska skrivregler utgivna av Svenska språk nämnden. Liber 2000. 216 pages

Reference literature

Hedman, Th. 1999. *Informationssökning för samhällsvetare och humanister*. Studentlitteratur.

Module 8. Essay (7.5 hec)

Jarrick, A. & Josephson, O. 1996 or earlier edition. *Från tanke till text: en språkhandbok för uppsatsskrivande studenter*. Studentlitteratur. 133 pages

Svenska skrivregler utgivna av Svenska språk nämnden. Liber 2000. 216 pages

Reference literature

Hedman, Th. 1999. *Informationssökning för samhällsvetare och humanister*. Studentlitteratur.