



Course syllabus

Faculty of Humanities and Social Sciences

Department of Swedish Language

1SV160 Svenska för undervisning i årskurs 4-6, 30 högskolepoäng

Swedish for Teaching in Primary School, Years 4-6, 30 credits

Main field of study

Swedish Language, Comparative Literature

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2011-05-24

Revised 2019-07-05 by School of Language and Literature.

The course syllabus is valid from autumn semester 2012

Prerequisites

General entry requirements.

Objectives

Module 1. Language acquisition and literacy

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

- demonstrate knowledge of language and texts and an awareness of their own writing and reading abilities,
- account for the national minority languages and for the historical and social development of the Swedish language,
- account for and discuss how the teacher can plan and organise Swedish language teaching on the basis of research and current documents, individually and together with others, so that it is adapted to pupils with various backgrounds and conditions,
- account for the connection between language acquisition and knowledge development,
- demonstrate knowledge of the importance of language in identity formation and of children's development of language skills,
- demonstrate knowledge of basic and continuous writing and reading development,
- account for various methods which can stimulate children's learning and language acquisition, including ways of working with ICT and speaking and conversations in teaching,
- account for ways in which teachers can support and assess pupils in their language acquisition and continuous writing and reading development,

- account for and didactically apply theoretical perspectives on children's language acquisition and present ways in which these perspectives can be applied in Swedish language teaching,
- utilise and relate to their own and others' experiences and relevant research results to develop the teacher role.

Module 2. Reading and writing difficulties

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

- account for ways in which teachers can identify, describe and work with reading and writing difficulties,
- utilise and relate to their own and others' experiences and relevant research results to develop the teacher role.

Module 3. The history, genres and functions of children's literature

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

- in speech and writing analyse and discuss children's and young adult literature from different genres,
- account for the functions and conditions of children's literature in various historical and cultural contexts,
- demonstrate in-depth knowledge of reading development, reading comprehension, reading strategies and text reception, as well as the importance of literature in identity formation.

Module 4. Books, films and drama in the classroom

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

- demonstrate knowledge of literature, drama and film and the importance of these art forms as teaching material in Swedish and other subjects,
- apply various methods, including various ways of working with conversations and drama in teaching,
- reflect on how pupils are supported and assessed in their reading development, taking social background, age, gender and ethnicity into consideration.

Content

Module 1. Language acquisition and literacy (10 credits)

This module discusses theoretical and didactic perspectives on language and literacy. These perspectives include processes concerning the acquisition of spoken and written language for pupils with Swedish as their first language and pupils with Swedish as their second language, irrespective of the progress they have made in their language acquisition. Swedish language structures and the functions and structures of various text genres are also studied. Sociolinguistic issues concerning individuals, groups and society are studied on the basis of gender, class, multilingualism and identity development.

The module focuses on discussions and critical assessments of theories, methods and teaching material for basic and continuous writing development. The module covers text-analytical methods and tools used to support, assess and grade pupils' language acquisition and writing and reading development. The importance of interaction, conversation and spoken texts for written language acquisition is emphasised, as well as the use of ICT to create forms of teaching which stimulate learning and language acquisition.

Module 2. Reading and writing difficulties (5 credits)

This module discusses children's writing development, focusing on theories, methods and tools used to support pupils with reading and writing difficulties.

Module 3. The history, genres and functions of children's literature (7.5 credits)

This module discusses the role of children's and young adult literature in various historical and cultural contexts. The students read a representative selection of texts illustrating differences between genres and ideational content. The relationships between content and form, as well as text and images, are discussed. The students practise their ability to see the importance of texts for reception, literary comprehension and identity formation.

Module 4. Books, films and drama in the classroom (7.5 credits)

This module illustrates how teachers can use literary texts and films in their work. The role of these art forms in today's schools is discussed on the basis of policy documents and didactic research. Various ways of working with texts in school are studied, including reading aloud, improvised narration, dramatisations, book discussions and written assignments on the basis of books and films.

Type of Instruction

Teaching is delivered in the form of lectures, field studies, group discussions and compulsory seminars. An online learning platform is used in the course.

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 intended learning outcomes. In order to receive the grade of Pass with Distinction (VG) the student must have received this grade for at least 20 credits. Each module is examined through oral and written examinations and presentations of field study assignments. Some assignments are presented using ICT. Presentations are given both individually and in groups.

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

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.

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: The course overlaps with Swedish 1–30 credits in the Primary Teacher Programme with a Specialisation in Years 4-6.

Other

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

Required Reading and Additional Study Material

Module 1. Language acquisition and literacy

Blomström, Vendela & Wennerberg, Jeanna. The latest edition. *Akademiskt läsande och skrivande*. Lund: Studentlitteratur. ISBN 9789144092546. 202 p.

Berg, Elisabeth. The latest edition. *Läs- och skrivundervisning. Teorier, trender och tradition*. Studentlitteratur. 235 p. ISBN 9789144069067

Bergh Nestlog, Ewa. The latest edition. *Perspektiv i elevtexter: skriftligt argumenterande i grundskolans mellanår*. Växjö University. 50 p. in selection. <http://lnu.divaportal.org/smash/get/diva2:210577/FULLTEXT01.pdf>

Josephson, Olle. et. al. The latest edition. *Elevtext. Analyser av skoluppsatser från åk 1 till åk 9*. Studentlitteratur. 100 p. in selection. ISBN 9144302614

Liberg, Caroline, af Geijerstam, Åsa, & Folkeryd Wiksten, Jenny. The latest edition. *Utmana, utforska, utveckla! Om läs- och skrivprocessen i skolan*. Studentlitteratur. 126 p. ISBN 9789144055909

Liberg, Caroline & Smidt, Jon (eds). 2019. *Att bli lärare i svenska*. Stockholm: Liber. (chaps 1, 3, 5–12).

Lundin, Katarina. 2014. *Tala om språk. Grammatik för lärarstudenter*. 2nd [revised] edition. Lund: Studentlitteratur. 180 p. ISBN 9789144082998.

Palmér, Anne. The latest edition. *Muntligt i klassrummet, Om tal, samtal och bedömning*. Studentlitteratur. 180 p. ISBN 9789144054704

Skolverket. The latest edition. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet* : <https://www.skolverket.se/publikationer?id=2573>, pp. 21–63, 78–93, 111–119.

Skolverket. The latest edition. *Greppa flerspråkigheten*. Stockholm: Skolverket. ISBN 9789175593166. <https://www.skolverket.se/publikationer?id=3905>, pp. 7–80.

Skolverket. The latest edition. *Nya språket lyfter. Diagnosmaterial i svenska och svenska som andraspråk för grundskolans årskurs 1–5. Lärarhandledning*. 86 p.

Svenska skrivregler. The latest edition. Stockholm: Liber. 264 p. ISBN 9789147111497
Additional current policy documents for primary school. See www.skolverket.se.

Works of fiction in accordance with instructions from the teacher.

Module 2. Reading and writing difficulties

Module 2. Reading and writing abilities

Arnbak, Elisabeth. The latest edition. *Läsning av faktatexter. Från läsprocess till lärprocess*. Natur & Kultur. 155 p. ISBN 9789127420441

Glentow Druid, Birgit. The latest edition. *Förebygg och åtgärda läs – och skrivsvårigheter*. Natur & Kultur. (chaps. 3, 4, 8). 158 p. ISBN 912772297X

Lundberg, Ingvar. The latest edition. *Läsningens psykologi och pedagogik*. Natur & Kultur. 176 p. ISBN 9789127419568

Lundberg, Ingvar & Reichenberg, Monica. The latest edition. *Vad är lättläst?* Specialpedagogiska skolmyndigheten. 80 p. ISBN 978-91-28-00146-5

Additional scientific texts chosen in consultation with the teacher. ca 100 p.

Module 3. The history, genres and functions of children's literature

Andersson, Maria & Druker, Elina (eds.). The latest edition. *Barnlitteraturanalyser*. Lund: Studentlitteratur. Ca 60 p. (selection) ISBN 9789144040288

Boglund, Ann & Nordenstam, Anna. The latest edition. *Från fabler till manga 1. Litteraturhistoriska och didaktiska perspektiv på barn- och ungdomslitteratur*. Malmö: Gleerups. 398 p. (selection) ISBN 9789140689443.

Kåreland, Lena. The latest edition. *Barnboken i samhället*. Lund: Studentlitteratur. 180 p. ISBN 9789144051499

Langer, Judith A. The latest edition. *Litterära föreställningsvärldar. Litteraturundervisning och litterär förståelse*. Gothenburg: Daidalos. 190 p. ISBN 9789171735140

Martinsson, Bengt-Göran. The latest edition. *Litteratur i skola och samhälle*. Lund: Studentlitteratur. 198 p. ISBN 9789144072197

Skolverket. *Current policy documents for primary school*. See www.skolverket.se
Works of fiction in accordance with instructions from the teacher. ca 500 p.

Module 4. Books, films and drama in the classroom

Auraldsson, Kerstin, et. al. The latest edition. *Börja berätta! Om sagor och berättande och sagotips i olika genrer*. Lund: BTJ förlag. Ca 50 p. (selection) ISBN 9789170187544

Chambers, Aidan. The latest edition. *Böcker inom och omkring oss*. Stockholm: X Publishing. 293 p. ISBN 9789186634544

Ehriander, Helene & Maria Nilson. 2011. *Starkast i världen. Att arbeta med Astrid Lindgrens författarskap i skolan*. BTJ Förlag. 282 p. (selection) ISBN 9789170187087

Jansson, Malena. The latest edition. *Introduktion till filmpedagogik. Vita duken som svarta tavlan*. Malmö: Gleerups utbildning. 221 p. ISBN 9789140692634

Stensson, Britta. The latest edition. *Mellan raderna. Strategier för en tolkande läsundervisning*. Gothenburg: Daidalos. 160 p. ISBN 9171732454

Additional scientific articles chosen in consultation with the teacher. ca 200 p.

Additional current policy documents for primary school (see www.skolverket.se) and works of fiction (ca 500 p.) and films according to instructions

WORKS OF ACTION (ca 500 p.) and aims according to instructions.