



Course syllabus

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

1SV230 Inriktning svenska för grundskolans senare år, 45
högskolepoäng

Swedish – directed towards teaching and learning in secondary
school, 45 credits

Main field of study

Comparative Literature

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved by Organisational Committee 2009-12-07

The course syllabus is valid from autumn semester 2010

Prerequisites

To be eligible for the course, students must have a teaching degree for the intermediate stage of compulsory school, 1-7 teaching degree in Swedish/Social studies, or other equivalent teaching degree including Swedish in early secondary school.

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,
- have acquired knowledge about different theories of 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. 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 2. 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 3. 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.

During their VPU-internships, students will investigate pupils' interpretations of literary texts. In addition, they will test models for how one can analyze pupils' reading and how one can help pupils progress with their reading skills.

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

Module 4a. Language, literature and society (7.5 hec)

This module should only be taken by those who do not take Module 4b. 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 4b. Independent project (15 hec)

This module should only be taken by those who do not take Module 4a and 5. 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 5. Independent project (7.5 hec)

This module should only be taken by those who take Module 4a. 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 course 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, 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 22.5 of the course's total higher education credits.

Examination and grading is based on oral or written reporting of the assignments as well as through on-going assessment, both individually and in groups. Examination of modules 4b and 5 is in the form of an essay. The teaching student's professional attitude is assessed in consultation with the teaching supervisors in the schools.

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.

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

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

Required reading

Module 1. 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 2. 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 såå 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*. Svenskläraryrskrift 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*. Svenskläraryrskrift 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).

Skrivbanken. [_www.skrivbanken.se_](http://www.skrivbanken.se)

Module 3. 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 sextiotial till nittiotial*. 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 4a. 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 4b. 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 5. 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.