



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

2PP228 Språk-, läs- och skrivutveckling, 10 högskolepoäng

Language, Reading and Writing Development, 10 credits

Main field of study

Education

Subject

Education

Level

First cycle

Progression

G2F

Date of Ratification

Approved 2012-03-24.

Revised 2023-11-27. Revision of course literature.

The course syllabus is valid from spring semester 2024.

Objectives

The aim of the course is for students to develop knowledge of the reading and writing process, development and difficulties, and dyslexia. Students shall also be able to critically examine tests, diagnostic activities and action programmes. During the course, students shall demonstrate an approach in line with current ethical regulations and policy documents. The aim of the course is also for students to develop a scientific and professional approach to the educational practice.

After completing the course, students shall be able to:

- account for the relation between linguistic awareness and reading and writing development
- implement theoretical special educational knowledge of the reading and writing

process in the practical activities

- formulate the causes and consequences of reading and writing difficulties and dyslexia
- on the basis of applied knowledge of testing theories and methods, critically examine tests and diagnostic activities
- analyse and prevent reading and writing difficulties at the organisational and group level
- put reading and writing difficulties in contrast with Swedish as difficulties in a second language and difficulties in English and mathematics
- critically examine action programmes concerning reading and writing difficulties and dyslexia

Content

The course contains the following components:

- linguistic awareness
- the process, learning and development of reading and writing from a special educational perspective
- reading comprehension from different perspectives
- causes and consequences of reading and writing difficulties and dyslexia from an interdisciplinary perspective
- testing theories and methods
- analysis of reading and writing difficulties at the organisational and group level
- analysis and consequences of screening and surveys at the group level
- Swedish as a second language, difficulties in English as a foreign language and difficulties in mathematics in relation to reading and writing difficulties
- action programmes
- alternative tools for the language, reading and writing development

Type of Instruction

Teaching is based on the students' professional practice as well as on theories and policy documents. The course is given as a combination of web-based and on-campus teaching. Scheduled teaching consists of lectures, seminars and projects in small groups. The extent of compulsory elements can be found in the study guidelines.

Examination

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

Examination of the course takes place in seminars and by means of written and oral presentations of individual as well as group assignments. Whatever the examination

method, it is the individual student's performance that is assessed. A specification of the examination methods is given in the study guidelines. In order to receive a grade of Pass in the course, the course objectives must be attained.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course, as well as to new students at the following course date. The course evaluation is conducted anonymously. The results are presented to the departmental bodies and the programme council concerned.

Required Reading and Additional Study Material

Alatalo, Tanja (2023). Läsflyt. In T. Alatalo (ed.), *Läsundervisningens grunder* (pp. 79-90). Stockholm: Gleerups.

Bruce, Barbro, Sventelius, Eva, Ivarsson, Ulrika & Svensson, Anna-Karin (latest edition). *Språklig sårbarhet i förskola och skola*. (Ch. 1, 2, 5-7.) Lund: Studentlitteratur. 140 p.

Druid Glentow, Birgit (latest edition). *Förebygg och åtgärda läs- och skrivsvårigheter*. Stockholm: Natur & Kultur. 150 p. (selected parts).

Dyslexiföreningen (2021). *Modell för utredning av läs- och skrivsvårigheter*. 15 p. www.dyslexiforeningen.se.

Egerhag, Helén (2023). *Att främja läsutveckling i svenska som andraspråk: undervisning och tidiga insatser*. Introductory chapter of a compilation thesis . Växjö (87 p.). Available on the Internet.

Fouganthine, Anna (2012). *Dyslexi genom livet*. Diss. Stockholm: Stockholms universitet, (73 p.) (ch. 2). ISBN 9789174475630. Available on the Internet.

Fridolfsson, Inger (2023). *Hur svensk skola missar elever som inte lär sig läsa*. Näringslivets skolforum, Svenskt näringsliv. Available on the Internet. 33 p.

Hellner-Sahlgren, Gabriel (2023). *Svenska fjärdeklassares läsförståelse – trender och förklaringar*. Institutet för näringslivsforskning. Näringslivets skolforum, Svenskt näringsliv. Available on the Internet. 30 p.

Høien, Torleiv & Lundberg, Ingvar (latest edition). *Dyslexi. Från teori till praktik*. Stockholm: Natur och Kultur, 270 p.

Jacobson, Christer (2015). *Testning och testmetodik*. Provided by the department, included in a compendium. 20 p.

Lundberg, Ingvar. (Latest edition). *Läsningens psykologi och pedagogik*. Natur och kultur. 180 p.

Lundberg, Ingvar & Herrlin, Katarina (latest edition). *God läsutveckling. Kartläggning och övningar*. Natur & Kultur. 72 p.

Lundberg, Ingvar & Sterner, Görel (latest edition). *Räknesvårigheter och lässvårigheter under de första skolåren - hur hänger de ihop?* Stockholm: Natur & Kultur. 150 p.

Nilvius, Camilla. (2022). *Response to Intervention - en specialdidaktisk modell för att förebygga lässvårigheter: Från samlat forskningsläge till tillämpning i svensk skolkontext*. Introductory chapter of a compilation thesis. Växjö (123 p.). Available on the Internet. ISBN: 9789189709065.

Sofia Norén (ed.). *Lära barn att läsa. Legilexi*. (240 p.) Available on the Internet.

Skolforskningsinstitutet (2019). *Läsförståelse och undervisning om lässtrategier*. Systematisk översikt 2019:02. Solna: Skolforskningsinstitutet. 113 p. Available on the Internet.

Skolverket (2022). *Kommentarer till allmänna råd för arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. (42 p.) ISBN : 978-91-7559-521-4

Skolverket (latest edition). *Bedömningsstöd och kartläggningsmaterial i svenska*. Available on the Internet.

Skolverket (2018). *Greppa flerspråkigheten*. Skolverket publikationer. 158 p. Available on the Internet.

Swärd, A-K, Reichenberg, M & Fischbein, S. (Latest edition). *Positiv specialpedagogik – teorier och tillämpningar*. Studentlitteratur. (Selected parts, 200 p.).

Söderberg-Juhlander, Pernilla (2007). *Språklig medvetenhet och skriftspråksutveckling + Ord och Bild*. Provided by the department of pedagogy and learning, included in a compendium. 28 p.

Taube, Karin (latest edition). *Barns tidiga skrivande*. Stockholm: Norstedts. 142 p.

Tornéus, Margit. *På tal om språk*. Provided by the department, included in a compendium. 35 p.

Vetenskapsrådet (2015). *Kunskapsöversikt om läs- och skrivundervisning för yngre elever*.

Scientific articles also included, 100 pages.