



## 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 Group**

Education

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved 2012-03-24

Revised 2018-05-23 by Faculty of Social Sciences. Changes made to the course literature.

The course syllabus is valid from autumn semester 2018

### **Prerequisites**

NO VALUE DEFINED

## 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 (2015). *Läsundervisningens grunder*. Stockholm: Gleerups. 272 p. (ch. 2-7 and 9-12). ISBN: 978914069209.

Bruce, Barbro, Sventelius, Eva, Ivarsson, Ulrika & Svensson, Anna-Karin (2016). *Språklig sårbarhet i förskola och skola*. Lund: Studentlitteratur. 264 p. ISBN: 9789144058160.

Druid Glentow, Birgit (2006). *Förebygg och åtgärda läs- och skrivsvårigheter*. Stockholm: Natur & Kultur. 150 p. (selected parts). ISBN 91-27-72297-X

Dyslexiföreningen (2014). *Modell för utredning av läs- och skrivsvårigheter*. 12 p. [www.dyslexiforeningen.se](http://www.dyslexiforeningen.se).

Jacobson, Christer (2009). *Testning och testmetodik*. Provided by the department; included in a compendium. 20 pages.

Lundberg, Ingvar & Reichenberg Monica (2011). *Läsförståelse genom strukturerade textsamtal*. Stockholm: Natur & Kultur. 140 p. ISBN: 978-91-27-42368-8

Lundberg, Ingvar. (2010). *Läsningens psykologi och pedagogik*. Natur och kultur. 180 p. ISBN: 9789127419568.

Lundberg, Ingvar & Herrlin, Katarina (2014). *God läsutveckling. Kartläggning och övningar*. Natur & Kultur. 72 p. ISBN: 9789127437517.

Lundberg, Ingvar & Sterner, Görel (2006). *Räknesvårigheter och lässvårigheter under de första skolåren-hur hänger de ihop?* Stockholm: Natur & Kultur. 150 p. ISBN: 978-91-27-72298-9

Skolverket (2014). *Stödinsatser i utbildningen. Om ledning och stimulans, extra anpassningar och särskilt stöd*. Skolverket publikationer. 64 p. ISBN 9789175591315.

Skolverket (2018). *Greppa flerspråkigheten*. Skolverket publikationer. 158 p. ISBN 9789175593166.

Skolverket (2017) PIRLS 2016. Rapport 463. Skolverket publikationer. 74 p. ISSN 1103-2421.

Skolverket (2014). *Allmänna råd för arbete med extra anpassningar, särskilt stöd och åtgärdsprogram*. 75 p. pdf-file. Skolverket – publikationer. ISBN 9789175591162.

Skolverket (2016). PISA 2015. Rapport 450. *Kapitel Sammanfattning och Läsförståelse*. 7 p. Skolverket – publikationer. ISSN: 1103-2421.

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

Taube, Karin (2011). *Barns tidiga skrivande*. Stockholm: Norstedts. 142 p. ISBN: 978-91-1-302299-4

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

Scientific articles also included, 100 pages.