



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

2SVÄ08 Svenska III - inriktning mot arbete i gymnasieskolan, 30 högskolepoäng

Swedish III for upper secondary school teachers, 30 credits

Main field of study

Swedish Language, Comparative Literature

Subject Group

Swedish/Nordic Languages

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2014-03-19

Revised 2017-06-12 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2017

Prerequisites

60 credits in the courses 1SVÄ01 and 1SVÄ03 or 1SVÄ02 and 1SVÄ04, or the equivalent.

Objectives

Overall intended learning outcomes

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

- problematise teachers' work in relation to research in the subject and its didactics,
- on the basis of current research assess subject-didactic positions in relation to the areas covered by the programme,
- assess and evaluate previous research, theories and methods in relation to their own study and their own careers,
- identify and formulate problems relevant for further research and their own careers.

Module 1 Literature in society 1950–2010, 7.5 credits

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

- in speech and writing demonstrate an awareness of interpretation theory and the ability for literary interpretation and critical thinking,
- account for the history of modern and post-modern literature in interplay with

- other societal developments,
- in speech and writing present, analyse and discuss literary issues from the perspective of development,
- demonstrate advanced abilities to apply theories, terminology and methods on fiction, in both speech and writing,
- discuss and analyse film using basic film-theoretical concepts,
- discuss and present, in writing, disputing opinions in public debates on the role of literature in the subject of Swedish,
- analyse and discuss how literary competence can be evaluated in teaching, on the basis of literature-didactic research,
- in speech and writing discuss and problematise the potential of film in Swedish language teaching on the basis of the needs of different groups of pupils.

Module 2, Literature and film, 7.5 credits

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

- account for aesthetic and theoretical relations between film and literature,
- assimilate and analyse film on the basis of some basic perspectives of cultural theory and style analysis,
- in speech and writing discuss and problematise the potential of literature and film in Swedish language teaching in upper secondary school on the basis of the needs of different groups of pupils.

Module 3 Pupil-text analysis, 7.5 credits

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

- describe children's and young adults' language and repertoire development during the school years,
- analyse and provide appropriate feedback to various types of pupils' texts, taking into consideration assignment, genre and the pupil's age, linguistic and cultural background, and level of knowledge,
- discuss theoretical knowledge of language and language development from a didactic perspective,
- discuss subject-didactic theories on writing development and analyse and critically review syllabi and how these are applied in practical teaching.

Module 4 Grading and assessment in the subject of Swedish, 7.5 credits

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

- use local and national policy documents and national tests as support in grading in the subject of Swedish,
- construct examinations and grading criteria for these in different parts of the subject,
- weigh together and compare examinations in relation to local and national policy documents,
- discuss the levels of the grading system in relation to the progression of knowledge and selection of material.

Content

Module 1 Literature in society 1950–2010, 7.5 credits

This module discusses literature from the 1950s until 2010. Modern novels, short stories, dramas, poetry and picture books are analysed from interpretation-theoretical and societal perspectives. Texts are discussed on the basis of aesthetics, genre and historical aspects, as well as specific features and literary-historical contexts. The indefinite boundaries between contemporary children's and adult literature, as well as the conditions of production and reception of literature in late modern society, are discussed from historical perspectives. The module includes an introduction to basic film-theoretical terms and concepts. The module also focuses on film adaptations of literary

theoretical terms and concepts. The module also focuses on film adaptations of literary texts and genres of great importance in children's and young adults' everyday life.

The role of Swedish language teachers in a post-modern, media-expansive and multicultural society is discussed, with the purpose of developing the students' subject-theoretical knowledge and abilities for literature-didactic reflection. Issues concerning assessment and cultures regarding assignments in today's literature teaching are problematised from various theoretical perspectives. The module also discusses the knowledge- and personality-developing dimensions of literature in relation to film and other media. Film theory is discussed with the purpose of supporting the students' reflections on the contexts in which film can be used in practical teaching.

Module 2, Literature and film, 7.5 credits

This module includes an introduction to film-theoretical methods and in-depth studies of essential film-theoretical terminology and concepts. The module focuses on aesthetic and theoretical relations between film and literature. The module analyses and discusses film adaptations of novels, short stories and cartoons, as well as genres of great importance in children's and young adults' everyday life, such as computer games and soap operas.

The module has a focus on the students' future careers, as each film analysed and discussed is presented as a possible theme for a lesson, and both teaching and examination focus on the students' reflections on how film can be used in practical teaching. A compulsory literature- and film-didactic seminar for in-depth studies runs parallel to the teaching.

Module 3 Pupil-text analysis, 7.5 credits

The aim of this module is for the students to develop knowledge of models and methods for teaching in which pupils develop their language, and which takes into consideration pupils' varying levels in terms of language and genre repertoire. The module discusses societal norms and requirements and the situations which may arise when different language cultures meet in and outside of the classroom. The module is based on modern theories on children's and young adults' oral and written language development, and development of repertoires. The module also problematises subject-didactic issues from a functional perspective. A central theme is feedback and practical assessments of pupils' texts.

Module 4 Grading and assessment in the subject of Swedish, 7.5 credits

In this module the students develop theoretical and practical knowledge of grading and assessment in the subject of Swedish. Policy documents and national tests in Swedish are related to the history of the subject of Swedish and in-depth discussions of teachers' varying conceptions of the subject. Didactic consequences of grading and assessment are discussed.

Professional basis and professional progression

The students practise problematising and analysing important aspects of the teaching profession and arguing on the basis of relevant theories concerning learning and development of knowledge.

Scientific approach and scientific progression

The students practise critically evaluating knowledge and theories acquired during the programme.

Type of Instruction

Teaching is delivered on campus in the form of lectures, group discussions and compulsory seminar exercises.

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 objectives.

The course is examined through written and oral tests and active participation in seminars.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the university.

In order to receive the grade of Pass with Distinction on the course as a whole, the student must have received the grade of Pass with Distinction in three of the four modules.

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 and the students who are taking the course when it is offered the next time. The evaluation is anonymous. The course evaluation is filed according to departmental regulations.

Required Reading and Additional Study Material

Module 1 Literature in society 1950–2010, 7.5 credits

Non-fictional literature

Bordwell, David & Thompson, Kristin. 2008 or later edition. *Film Art: An Introduction*. McGraw Hill, selection, ca 100 p. ISBN 0073310271.

Hansen, Peter. 1996. *Romanen och verklighetsproblemet. Studier i några svenska sextiotalsromaner*. B. Östlings bokförlag Symposion. pp. 218–240. 22 p.

Kåreland, Lena. 2013. *Barnboken i samhället*. Studentlitteratur. 164 p. ISBN 9789144084459.

Olin-Scheller, Christina. 2008. *Såpor istället för Strindberg? Litteraturundervisning i ett nytt medielandskap*. Natur och Kultur. 160 p.

Penne, Sylvi. 2001. "Å vokse opp i ofrets århundre – om didaktikk og estetikk ved årtudensskiftet". In *Tekstkompetence*. TemaNord 2001:576. 7 p.

Petersson, Margareta (ed.) 2011. *Världens litteraturer: en gränsöverskridande historia*. 1st ed. Lund: Studentlitteratur, selection. ca 250 p.

Thorson, Staffan. 2009. "'Att följa den röda tråden'. Om studenters interaktion med prosafiktion." In *Främlingskap och främmandegöring. Förhållningssätt till skönlitteratur i universitetsundervisningen*. eds. Staffan Thorson et. al. Daidalos. 111 p.

Ullström, Sten-Olof. 2009. "Frågor om litteratur – om uppgiftskulturer i gymnasieskolan". In *Läsa bör man...? Den skönlitterära texten i skola och lärarutbildning*, ed. Lena Kåreland, Liber. 27 p.

Årheim, Annette. 2007. *När realismen blir orealistisk. Litteraturens "sanna historier" och unga läsares tolkningsstrategier*. Växjö University Press. 219 p.

Additional research articles on film, ca 20–40 pages.

Fiction

Auster, Paul. 1988. *Stad av glas*.

Asturias, Miguel Angel. 1965. "Amerikaner allesammans". In *Weekend*.

Beckett, Samuel. 1952. *I väntan på Godot*.

Bergström, Gunilla. (1970s). Any two *Alfons Åberg* books.

Carver, Raymond. 1991. "Elementärt". In *Grannar*.

Casta, Stefan. 2002 or later edition. *Spelar död. Kims bok*.
 Dylan, Bob. "It's All Over Now Baby Blue".
 Ekman, Kerstin. 1993. *Händelser vid vatten*.
 Enquist, P.O. 1999. *Livläkarens besök*.
 Frostensson, Katarina. Some poems.
 Gardell, Jonas. 1992. *En komikers uppväxt*.
 Holmqvist, Ninni. 1995. "Dansa i mörkret". In *Kostym*.
 Jansson, Tove. 1960. *Vem ska trösta Kryttet?*
 Jäderlund, Ann. Some poems.
 Hellsing, Lennart. 1952. *Krakel Spektakel*.
 Levi, Primo. 1947. *Är detta en människa?*
 Lidman, Sara. 1955. *Tjärdalen*.
 Lindgren, Astrid. 1954. *Mio min Mio*.
 Lindqvist, John Ajvide. 2004. *Låt den rätte komma in*.
 Lundell, Ulf. 1976. *Jack* (chaps. 1–3).
 Morrison, Toni. 1987. *Beloved*.
 Nilsson, Johanna. 1996. *Hon går genom tavlan, ut ur bilden*.
 Nordqvist, Sven. 1987. *Hattjakten*.
 Palm, Göran. Some poems.
 Salinger, J. D. 1951. *Räddaren i nöden*.
 Schlink, Bernhard. 1997. *Högläsaren*.
 Sjöwall, Maj & Wahlöö, Per. 1968. *Den skrattande polisen*.
 Sonnevi, Göran. Some poems.
 Solzjenitsyn, Aleksandr. 1962. "En dag i Ivan Denisovitjs liv".
 Stark, Ulf. 1984. *Dårfinkar och dönickar*.
 Tranströmer, Tomas. Some poems.
 Öjjer, Bruno K. Some poems.

The selection of films is mainly based on film adaptations of literary works which have been studied in the literature modules and which may be used in school teaching.

Module 2, Literature and film, 7.5 credits

Non-fictional literature

Benshoff, Harry M. & Sean Griffin. 2004. *America on Film: Representing Race, Class, Gender and Sexuality in the Movies*. Blackwell. 370 p.

Bordwell, David & Thompson Kristin. 2008. *Film Art: An Introduction* (8th edition). McGraw Hill, selection. ca 300 p.

Leitch, Thomas. 2003. "Twelve Fallacies in Modern Adaptation Theory". *Criticism* 2/2003. pp. 149–71. 23 p.

Olin-Scheller, Christina. 2008. *Såpor istället för Strindberg? Litteraturundervisning i ett nytt medielandskap*. Natur och Kultur, selection. ca 200 p.

Material provided by the department. ca 100 s.

Additional fiction in accordance with instructions from the teacher.

Module 3 Pupil-text analysis, 7.5 credits

Non-fictional literature

Ask, Sofia. 2004. "Vad ska vi göra med Markus?: Intermedialitet i postmodern elevtext". *Det meningsfulla ordet är det mänskliga medvetandets mikrokosmos: läsande, skrivande och identitet*. ca 20 p.

Ask, Sofia. 2012. *Språkämnets svenska: ämnesdidaktik för svensklärare*. 1st ed. Lund: Studentlitteratur.

Berge, Anna & Per Blomqvist. 2012. *Skrivundervisning i samspel med litterära texter*. Liber. 188 p. ISBN 9789147100910.

Bergman-Claeson, Görel. 2003. *Tre lärare – tre världar. Lärarkommentarer till elevtexter i tre gymnasieklasser*. Uppsala: Uppsala University. 116 p.

Crone-Blevines, Deborah. 2002. "The art of response". *The English Journal*, vol 91, nr 6 July 2002. pp. 93–98. 6 p.

Dragemark Oscarsson, Anne. 2011. "Självbedömning av skriftlig produktion – en aspekt av formativ bedömning". In: Ellvin, Madeleine, Skar, Gustaf & Tengberg, Michael (eds.). *Svenskämnet i förändring? Perspektiv på de nya kurs- och ämnesplanerna*. Stockholm: Svenskläraryrskommittén. pp. 100-110. 10 p.

af Geijerstam, Åsa & Wiksten Folkeryd, Jenny. 2006. "Elevtexter i grundskolan". In: *Textvård. Att läsa, skriva och bedöma texter*. Småskrift utgiven av svenska språknämnden. pp. 24-35. 12 p.

Johansson, Annelie. 2015. "Textens vävda mönster". In: Lindgren, Maria & Svensson, Gudrun (eds.). *Skrivande i skolan*. Malmö: Gleerups Utbildning AB. pp. 57–78. 22 p.

Josephson, Olle, Melin, Lars & Oliv, Tomas. 1990. *Elevtext. Analyser av skoluppsatser från åk 1 till åk 9*. Studentlitteratur. 186 p.

Lindgren, Maria & Svensson, Gudrun. 2015. "Att börja en mening. Fundamentens betydelse för meningsskapande inom och mellan meningar". In: Lindgren, Maria & Svensson, Gudrun (eds.). *Skrivande i skolan*. Malmö: Gleerups Utbildning AB. pp. 97–116. 20 p.

Molloy, Gunilla. 2007. *När pojkar läser och skriver*. Studentlitteratur. Selection, ca 100 p. ISBN 9789144040257.

Nyström Höög, Catharina. 2006. "Gymnasietexter". In: *Textvård. Att läsa, skriva och bedöma texter*. Småskrift utgiven av svenska språknämnden. pp. 36–44. 9 p.

Palmér, Anne & Östlund-Stjärnegårdh, Eva. 2005 or later edition. *Bedömning av elevtext: en modell för analys*. Natur & kultur. 188 p. ISBN 9127722953.

Palo, Annbritt & Manderstedt, Lena (2011). "Texter, språk och skrivande med utgångspunkt i de nya kurs och ämnesplanerna i svenska". In: Bergman, Lotta, Persson, Magnus, Adelman, Kent, Nielsen, Cecilia, Palo, Annbritt, Manderstedt, Lena, Olsson Jers, Cecilia & Källström, Lisa (eds.). *Educare: [2011:1: tema: Svenska med didaktisk inriktning]*. Malmö: Teacher Education, Malmö University. pp. 91–113. Available as a pdf: <http://hdl.handle.net/2043/12251>. 22 p.

Parmenius Swärd, Suzanne (2011). "Blir det lättare nu? Nedslag i gymnasiets ämnesplaner i svenska, Gy 11". In: Ellvin, Madeleine, Skar, Gustaf & Tengberg, Michael (eds.). *Svenskämnet i förändring? Perspektiv på de nya kurs- och ämnesplanerna*. Stockholm: Svenskläraryrskommittén. pp. 40–55. 15 p.

Sandquist, Carin & Teleman, Ulf, eds. 1989. *Språkutveckling under skoltiden*. Studentlitteratur. 288 p.

Literature provided by the department, ca. 100 p.

Module 4 Grading and assessment in the subject of Swedish, 7.5 credits

Non-fictional literature

Ask Sofia 2012. *Språkämnet svenska Ämnesdidaktik för svensklärare*

Studentlitteratur. 125 p.

Fjellström, Roger. 2002. Betygsättandets etik. In: *Att döma eller bedöma*, Skolverket.

Långström, Sture & Viklund Ulf. 2006. *Praktisk lärarkunskap*. Studentlitteratur. 268 p.

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Available as a pdf or to order. 77 p.

Skolverket. 2011. *Allmänna råd för planering och genomförande av undervisningen – för grundskolan, grundsärskolan, specialskolan och sameskolan*. Available as a pdf or to order. 45 p.

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Skolverkets allmänna råd. Available as a pdf or to order. 46 p.

Skolverket. 2013. *Sambedömning i skolan – exempel och forskning*. Available as a pdf or to order. 39 p.

Skolverket. 2013. *Utvecklingssamtalet och den skriftliga individuella utvecklingsplanen*. Skolverkets allmänna råd med kommentarer. Available as a pdf or to order. 32 p.

Sundin, Maria. 2010. *Klarspråk i skriftliga omdömen*. SKL Kommentus, selection. ca 100 p.

Thavenius, Jan (ed.). 1999. *Svenskämnets historia*. Studentlitteratur. 165 p.