



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 2019-07-05 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

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 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 on the basis of methodological approaches taking into consideration assignment genre

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- 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 2 Grading and assessment in the subject of Swedish, 7.5 credits

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

- use policy documents and national tests as support in grading in the subject of Swedish,
- construct examining assignments in relation to national knowledge criteria for different parts of the subject, on the basis of subject-didactic considerations,
- weigh together and compare examinations in relation to current policy documents,
- discuss the levels of the grading system in relation to the progression of knowledge and selection of material.

Module 3 Film analysis and film didactics, 7.5 credits

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

- analyse film on the basis of some basic perspectives of cultural theory and style analysis,
- analyse film and other media texts based on moving images from didactic perspectives,
- plan lessons on film analysis and film history,
- discuss and problematise the potential of film in Swedish language teaching in upper secondary school on the basis of the needs of different groups of pupils.

Module 4 Literature in society 1950–2010, 7.5 credits

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

- 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,
- present, analyse and discuss literary issues from the perspective of development,
- demonstrate advanced abilities to apply theories, terminology and methods on fiction,
- discuss and present 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.

Content

Module 1 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 on writing and the situations which may arise when different language cultures meet in and outside of the classroom. The module is based on 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 2 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.

Module 3 Film analysis and film didactics, 7.5 credits

This module includes an introduction to basic film analysis, film-theoretical methods, terminology and concepts. 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 TV series. The module focuses on modern popular film from various didactic perspectives including historical and societal contexts. The module also discusses questions concerning the access to online film archives, copyright and practical planning of teaching film.

Module 4 Literature in society 1950–2010, 7.5 credits

This module discusses literature from the 1950s until today. 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 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.

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 knowledge development.

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.

Subject studies are examined through written and oral tests and active participation in seminars. Subject-didactic parts are examined through oral and written assignments relevant to the profession and related to Swedish subject didactics, methodology and current policy documents.

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.

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.

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.

Required Reading and Additional Study Material

Module 1 Pupil-text analysis, 7.5 credits

Didactic literature

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. 1st ed. Lund: Studentlitteratur. 129 p. ISBN 978-91-44-05936-5

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

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

Halleson, Yvonne & Raattamaa Visén, Pia Mariana. 2019. *Att arbeta med yrkes- och ämnestexter i gymnasieskolan: en didaktisk handbok*. 1st ed., Stockholm: Natur & Kultur. (chaps 1–3, ca 60 p.). ISBN 9789127819825

Johansson, Annelie. 2015. "Textens vävda mönster". In Lindgren, Maria & Svensson, Gudrun (eds.). *Skrivande i skolan*. Malmö: Gleerups Utbildning AB. pp. 57-78. ISBN 978-91-40-68848-4

Liberg, Caroline & Smidt, Jon. (eds.) 2019. *Att bli lärare i svenska*. Stockholm: Liber. (chaps. 4–10, 13).

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. pp. 97-116. ISBN 978-91-40-68848-4

Myhill, Debra, Jones, Susan, Lines, Helen & Watson, Annabelle. 2012. *Language as Putty: How Grammar Supports Writing Development*. University of Exeter. 13 p.

Myhill, Debra. 2016. 'Writing Conversations: Metalinguistic Talk about Writing'. *Bulletin Suisse de Linguistique Appliquée*, No 103 153–166. Available online: ro.uow.edu.au/cgi/viewcontent.cgi?article=3871&context=sspapers
Palmér, Anne & Östlund-Stjärnegårdh, Eva. The latest edition. *Bedömning av elevtext: enligt Lgr11 och Lgy11*, First ed., Natur & kultur, Stockholm. 170 p. ISBN: 9789127442146.

Skolverket. The latest edition. *Greppa språket. Ämnesdidaktiska perspektiv på flerspråkighet*. Available as a pdf: <https://www.skolverket.se/publikationer?id=2573>

Språket på väg [Elektronisk resurs] 1 ett diagnosmaterial i svenska och svenska som andraspråk för grundskolans åk 6–9. The latest edition. Stockholm: Skolverket. Available online: <https://www.skolverket.se/undervisning/grundskolan/bedomning-i-grundskolan/bedomningsstod-i-amnen-i-grundskolan/bedomningsstod-svenska-svenska-som-andrasprak-grundskolan#h-Spraketpavagbedomningsstodiarskurs79>

Skolverket. The latest edition. Språk-, läs- och skrivutveckling - Gymnasieskola. Modul: Utvecklande skrivundervisning. Del 1: *Skrivande på gymnasiet*. Available online: https://larportalen.skolverket.se/#/modul/5-las-skriv/Gymnasieskola/032_utvecklande-skrivundervisning/del_01/

Skolverket. The latest edition. Språk-, läs- och skrivutveckling - Gymnasieskola. Modul: Utvecklande skrivundervisning. Del 2: *Skrivkompetenser*. Exemplet nationella prov. Available online: https://larportalen.skolverket.se/#/modul/5-las-skriv/Gymnasieskola/032_utvecklande-skrivundervisning/del_02/

Skolverket. The latest edition. Språk-, läs- och skrivutveckling - Gymnasieskola. Modul: Utvecklande skrivundervisning. Del 7: *Responsstrategier och verktyg*. Available online: https://larportalen.skolverket.se/#/modul/5-las-skriv/Gymnasieskola/032_utvecklande-skrivundervisning/del_07/

Research articles, ca 50 p.

Current policy documents for primary and secondary school.

Additional Study Material

Nordenfors, Mikael. 2017. *Elevernas texter: redskap för textanalys, textsamtal och bedömning*. Lund: Studentlitteratur. 371 p. ISBN 978-91-44-09711-4. 371 p.

Svenska skrivregler. The latest edition. Stockholm: Liber. 264 p.

Module 2 Grading and assessment in the subject of Swedish, 7.5 credits

Didactic literature

Aldrin, Emilia. 2015. "Textbedömning i svenskämnet – attityder, erfarenheter och variation". *Forskning om undervisning och lärande* nr 14, pp. 62–83.

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Lund: Studentlitteratur. 125 p. ISBN 978-91-44-05936-5

Fjellström, Roger. 2002. "Betygsättandets etik" In: *Att döma eller bedöma. Tio artiklar om bedömning och betygssättning*. Stockholm: Skolverket.

Jönsson, Anders. 2017. *Lärande bedömning*. 4th ed. Malmö: Gleerups Utbildning AB. 206 p. ISBN: 9789140696564

Liberg, Caroline & Smidt, Jon. (eds.) 2019. *Att bli lärare i svenska*. Stockholm: Liber.

(chaps 1–3, 11–12).

Palmér, Anne & Östlund-Stjärnegårdh, Eva. 2015. *Bedömning av elevtext: enligt Lgr11 och Lgy11*, First ed., Natur & kultur, Stockholm. 170 p. ISBN: 9789127442146

Sandén, Daniel. 2014. "Bedömningsdilemman". In: *Dokumentation för lärande*. Lund: Studentlitteratur. 28 p. ISBN 978-91-44-09438-0

Skar, Gustaf & Tengberg, Michael (eds.). 2015. *Bedömning i svenskämnet. Årskurs 7–9*. Stockholm: Svensk lärarföreningen. 241 p. ISBN 978-91-27-13844-5

Skolverket. 2014. *Bedömningsaspekter. Stödmaterial*. Available as a pdf: <https://www.skolverket.se/publikationer?id=3259>. 15 p.

Skolverket. 2018. *Betyg och betygssättning. Skolverkets allmänna råd med kommentarer*. Stockholm: Skolverket. 49 p. ISBN: 9789175593296

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Available at: <https://www.skolverket.se/publikationer?id=2660>. 73 p.

Skolverket. 2013. *Sambedömning i skolan*. Available as a pdf: <https://www.skolverket.se/publikationer?id=3172>. 39 p.

William, Dylan. 2013. "Argument för formativ bedömning". In: *Att följa lärande – formativ bedömning i praktiken*. Lund: Studentlitteratur. 23 p. ISBN 978-91-44-08369-8

Relevant articles on grading and assessment, ca 50 p.

Current policy documents for primary and secondary school.

Module 3 Film analysis and film didactics, 7.5 credits

Non-fictional literature

Benshoff, Harry M. & Sean Griffin. 2009. *America on Film: Representing Race, Class, Gender and Sexuality at the Movies*. 2nd ed. Chichester, UK: Wiley-Blackwell. 453 p. ISBN: 9781405170550

Bordwell, David, Kristin Thompson & Jeff Smith (2017). *Film art: an introduction*. Eleventh edition. New York, NY: McGraw-Hill Education, in selection, ca 250 p, ISBN: 978-1-259-53495-9

Didactic literature

Cutchins, Dennis, Laurence Raw & James M. Welsh, eds. (2010). *The pedagogy of adaptation*, in selection, 120 p, ISBN: 978-0-8108-7296-7

Janson, Malena, ed. (2014). *Introduktion till filmpedagogik: vita duken som svarta tavlan*, 2nd ed., Gleerup, Malmö, 220 p, ISBN: 9789140692634

Olin-Scheller, Christina. 2008. *Såpor istället för Strindberg? Litteraturundervisning i ett nytt medielandskap*. Natur och Kultur, selection. Ca 200 p. ISBN: 978-91-27-41482-2

Material from the Swedish Film Institute's Film in schools: <http://sfi.se/sv/filmiskolan/>
Module 4 Literature in society 1950–2010, 7.5 credits

Non-fictional literature

Culler, Jonathan & Svedjedal, Johan. 2011. *Litteraturteori*. Studentlitteratur. ISBN 9789144067346

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

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

Petersson, Margareta (ed.) 2011. *Världens litteraturer: en gränsöverskridande historia*. 1st ed. Lund: Studentlitteratur, selection. ISBN 9789144055879

Salomonsson, Anna. 2018. "Människan och skogen. Makt- och ekokritik i Sara Lidmans Hjortronlandet". In *Norrlandslitteratur: Ekokritiska perspektiv*. (eds.) Anders E Johansson et. al. Makadam förlag. ISBN 9789170612480

Didactic literature

Molloy, Gunilla. 2017. *Svenskämnets roll. Om didaktik, demokrati och critical literacy*. Studentlitteratur. (135 p.) ISBN 9789144076249

Tengberg, Michael. 2011. *Samtalets möjligheter. Om litteratursamtal och litteraturreception i skolan*. Brutus Östlings Bokförlag Symposion. chaps. 6–7. ISBN 9789186761011

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. ISBN 9789171732835

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. ISBN 9789147093953

Wennerström Wohrne, Maria. 2015. "Begär eller uppror? Attityder till läsning inom tre gymnasiegrupper". In *Litteraturen på undantag? Unga vuxnas fiktionsläsning i dagens Sverige*. Torsten Pettersson et. al. Makadam förlag. ISBN 9789170611797

Årheim, Annette. 2007. *När realismen blir orealistisk. Litteraturens "sanna historier" och unga läsares tolkningsstrategier*. Växjö University Press. ISBN 9789176365717

Fiction

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*.

Dylan, Bob. "It's All Over Now Baby Blue".

Enquist, P.O. 1999. *Livläkarens besök*.

Frostensson, Katarina. Some poems. *

Holmqvist, Ninni. 1995. "Dansa i mörkret". In *Kostym*.

Ishiguro, Kazuo. 1989. *Återstoden av dagen*.

Jansson, Tove. 1960. *Vem ska trösta Knyttet?*

Hellsing, Lennart. 1952. *Krakel Spektakel*.

Larsmo, Ola. 2009. *Jag vill inte tjäna*.

Lidman, Sara. 1955. *Hjortronlandet*.

Lindgren, Astrid. 1954. *Mio min Mio*.

Lindqvist, John Ajvide. 2004. *Låt den rätte komma in*.

Morrison, Toni. 1987. *Beloved*.
Nilsson, Johanna. 1996. *Hon går genom tavlan, ut ur bilden*.
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".
Tranströmer, Tomas. Some poems. *

Literature marked with (*) is provided by the department.