



## Course syllabus

Faculty of Arts and Humanities  
Department of Swedish Language

2SVÄ2E Svenska, inklusive självständigt arbete, grundläggande nivå (ämneslärarexamen inriktning arbete i gymnasieskolan), 30 högskolepoäng

Swedish, including independent project, basic level (Master of arts in secondary education for upper secondary school), 30 credits

### **Main field of study**

Comparative Literature, Swedish Language

### **Subject Group**

Swedish/Nordic Languages

### **Level of classification**

First Level

### **Progression**

G2F

### **Date of Ratification**

Approved by Faculty of Arts and Humanities 2016-08-23

The course syllabus is valid from autumn semester 2016

### **Prerequisites**

Swedish for secondary school teachers 1–90 credits, UVK-course: Theory of science and research methodology (Vetenskapsteori och forskningsmetodik) or the equivalent, and teaching practice placement, 15 credits.

## Objectives

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

- identify and formulate research questions relevant to further research and to teaching Swedish,
- assess and critically evaluate different theories, methods and studies and relate these to their own study and to the teaching of Swedish,

### **Module 1 Swedish language: didactics and research perspectives, 7.5 credits**

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

- describe subject-didactic research fields and their relevance to educational work,
- analyse the interplay of writing, text, language and education,
- account for how school and the subject of Swedish are reflected in specific subject didactics.

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

This module is for students who have completed the courses 2SVÄ02 and 2SVÄ06.

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

- use local and national policy documents and national tests as support in grading in the subject of Swedish,
- construct examining assignments and grading criteria for these in different parts of the subject,
- weigh together and compare examining parts 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.

### **Module 2b Non-European and postcolonial literature, 7.5 credits**

This module is for students who have completed the course 2SVÄ08.

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

- assimilate and interpret non-European and postcolonial literature on the basis of relevant theories and terminology,
- in speech and writing account for joint and distinctive characteristics in literatures from various parts of the world,
- demonstrate a considerable ability in critical and analytical thinking,
- discuss why and how non-European and postcolonial literature can be made available and interesting to various groups of pupils in more or less culturally homogeneous classrooms, on the basis of subject-didactic theories and research.

### **Module 3 Independent project in Swedish, basic level, 15 credits**

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

- demonstrate theoretical awareness concerning the relation between theoretical perspectives in their work, method choices, analysis and discussions of results and methods,
- demonstrate knowledge of relevant academic, subject-didactic, societal and ethical aspects in their independent project.
- present well-founded conclusions relevant to their future career,
- produce an independent project which is well-disposed and functional with regard to language and form,
- defend their independent project with objective and relevant arguments,
- constructively and critically review another equivalent independent project and present and discuss both its strengths and its weaknesses.

## **Content**

### **Professional basis and professional progression**

In this course the students develop their understanding of their future careers as teachers. Their previous studies in UVK courses and teaching practice placement are connected to the subject and subject-didactic studies. By that, the student is prepared to contribute to the development of the basic values in professional teaching, through an inclusive approach and an awareness of aspects of equality and human rights.

### **Scientific approach and progression**

In the independent project the student has the opportunity to produce an academic text on the basis of the different parts of their education, subject studies in two subjects, teaching practice placement and UVK courses. The student identifies a problem area relevant to the teaching profession. On the basis of critical reviews of previous research, the student chooses and applies theories and methods, taking research-ethical principles into consideration. The student analyses and evaluates their own empirical material and discusses the credibility of interpretations and conclusions. In this course the future teacher's scientific approach is developed, regarding both subject-knowledge and profession, and the student is prepared for scientific discussions in their future careers.

Participation in seminars is compulsory.

**Module 1 Swedish language: didactics and research perspectives, 7.5 credits**

This module discusses school writing and research on writing from a Nordic research perspective. The module problematises types of instruction for developing writing and providing feedback, the teaching of writing and didactic theories on school writing. By studying didactic dissertations, the students develop and problematise their knowledge, and research is put in relation to practical teaching.

**Module 2a 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 2b Non-European and postcolonial literature, 7.5 credits**

This module includes an introduction to literary characteristics and forms as well as central themes and motives in primarily African, Caribbean and Latin American literature from the 20th century onwards. The literary-historical contexts are illustrated, which means that the module also discusses a few old, canonised texts. The module also discusses how literature has been influenced by issues concerning colonialism and globalisation. The module also includes a seminar which runs parallel to the teaching. This includes in-depth subject-didactic reflections and discussions of how non-European and postcolonial literature can be used to promote and develop pupils' critical perspectives on their own and others' cultures.

**Module 3 Independent project in Swedish, basic level, 15 credits**

In consultation with a supervisor, the student conducts an independent project within the subject of Swedish with a didactic specialisation. The independent project is research-oriented and should have a clear connection to the teaching profession and the theories and concepts the student has studied in the programme. This gives the student the opportunity to study academically relevant issues within the subject of Swedish with a didactic specialisation.

Participation in seminars is compulsory.

### Type of Instruction

Teaching is delivered in the form of lectures, seminars, group discussions and individual supervision.

### 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. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

Modules 1, 2a and 2b are examined through written tests and oral presentations in seminars.

Module 3 is examined through a final seminar in which the student presents the final version of their independent project and acts as an opponent for another student's independent project.

In order to receive the grade of Pass with Distinction, the student must have received the grade in module 3.

For students who do not pass the first examinations, retake examinations are provided in accordance with local regulations at the 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 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 Swedish language: didactics and research perspectives, 7.5 credits**

Ask, Sofia. 2005. *Tillgång till framgång: lärare och studenter om stadieövergången till högre utbildning*. Licentiate thesis. Växjö University Press: 142 p.

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Studentlitteratur. 129 p. ISBN 9789144059365

Ivanic, Roz. 2004. "Discourses of writing and learning to write". In *Language and education*, vol. 18, no. 3. pp. 220–245. 26 p.

Additional articles and dissertations in accordance with instructions from the teacher. Ca 1500 p.

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

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Studentlitteratur. 129 p. ISBN 9789144059365

Fjellström, Roger. 2002. "Betygsättandets etik". In *Att bedöma eller döma: tio artiklar om bedömning och betygssättning*, Skolverket. Electronic resource. ISBN 9189314891

Långström, Sture & Viklund Ulf. 2006. *Praktisk lärarkunskap*. Studentlitteratur. 268 p. ISBN 9144036671

Skolverket. 2012. *Bedömning och betygssättning i gymnasieskolan*. Skolverkets allmänna råd. 45 p. Electronic resource. ISBN 9789187115745

Skolverket. 2011. *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. 73 p. Electronic resource. ISBN 9789186529543

Skolverket. 2011. *Planering och genomförande av undervisningen – för grundskolan, grundsärskolan, specialskolan och sameskolan*. 44 p. Electronic resource. ISBN 9789186529604

Skolverket. 2013. *Sambedömning i skolan – exempel och forskning*. 36 p. Electronic resource. ISBN 9789175590790

Skolverket. 2013. *Utvecklingssamtalet och den skriftliga individuella utvecklingsplanen*. 21 p. Electronic resource. ISBN 9789187115363

Sundin, Maria. 2010. *Klarspråk i skriftliga omdömen*. SKL Kommentus. 103 p. ISBN 9789173452298

Thavenius, Jan (ed.). 1999. *Svenskämnets historia*. Studentlitteratur. 165 p. ISBN 9144009550

### **Module 2b Non-European and postcolonial literature, 7.5 credits**

Literature marked with an asterisk is provided by the university

*Non-fictional literature*

- Helgesson, Stefan\*. 1996. "Att skriva sig bortom imperiet." In *Litteratur i södra Afrika*. Hillevi Nilsson (ed.). Afrikagruppernas årskrönika, pp. 24–53. 30 p.
- Hove, Chenjerai\*. 1996. "Afrikas litteratur: ord ur frihetens jord." In *Litteratur i södra Afrika*. Hillevi Nilsson (ed.). Afrikagruppernas årskrönika, s. 66–73. 8 p.
- Johannesson, K & Åsberg, C\*. 1972. In *Asiens litteratur*. Almqvist & Wiksell. Ca 15 p.
- Macondo: *Vägvisare till världslitteraturen*. www.macondo.nu
- Oe, Kenzaburo\*. 1995. "Japan's Dual Identity: A Writer's Dilemma." In *Japan, the Ambiguous, and Myself: The Nobel Prize Speech and Other Lectures*. Kodansha International. pp. 59–103. 45 p.
- Rimer, J. Thomas\*. 1995. "Some Observations on Reading Japanese Literature." In *A Reader's Guide to Japanese Literature*. Kodansha International, pp. 11–18. 8 p.
- Rushdie, Salman\*. 1982. "Empire writes back with a vengeance." In *The Times*, 3 July 1982. 8 p.
- Sampietro, Luigi\*. 1993. "Beating a fourstress line: Derek Walcott's "The Scooner Flight." In *Imagination and the Creative Impulse in the New Literatures in English*. (eds.) MT Bindella och G V Davis. Rodopi, pp. 67–77. 11 p.
- Stagh, Marina. 1996. "Några viktiga teman i arabisk litteratur." In *Modern arabisk prosa*, Bibliotekstjänst, pp. 40–82. 43 p. ISBN 9170183910
- Söderblom, Inga\*. 1983. In *Latinamerika. Texter och litteraturhistoria*. Biblioteksförlaget. Ca 15 p.
- Stummer, Peter O\*. 1993. "Achebe's Anthills: An Essay in Nigerian Intertextuality" In *Imagination and the Creative Impulse in the New Literatures in English*. (eds.) MT Bindella och G V Davis. Rodopi, pp. 99–108. 10 p.
- Tenngart, Paul. 2008. "Postkolonialism." In *Litteraturteori*. Gleerups, pp. 131–152. 22 p. ISBN 9789140664082

### *Fiction*

- Achebe, Chinua. 2007. *Allt går sönder*. Tranan. Ca 300 p.
- Adonis\*. 2005. Some poems in *Boken, platsen gårdag nu*. Alhambra. Ca 20 p.
- Beyala, Calixthe. 2004. *Ännu talar träden*. En bok för alla. Ca 350 p.
- Borges, Jorge-Luis\*. "Biblioteket i Babel" and "Pierre Menard, författare till Don Quijote" in *Fiktionser*. Bonnier. Ca 25 p.
- Buarque, Chico. 2007. Budapest. Tranan. Ca 120 p. In *Ch'utz'u* (Litteraturens klassiker 16)
- Coetzee, J. M. 2004. *Onåd*. Brombergs. Ca 240 p.
- Condé, Maryse. 2008. In *Segu*. Leopard. Ca 100 p.
- Dangarembga, Tsitsi. 1990. *Rotlös*. Trevi. Ca 260 p.
- Dao, Bei\*. 2001. A selection of poems in [*lek för själar*]. Norstedts. Ca 15 p.

- Djebar, Assia. 2002. In *Ett fängelse så stort*. Leopard. Ca 100 p.
- Dongala, Emmanuel. 2008. *Ursprungets eld*. Leopard. Ca 200 p.
- Gordimer, Nadine\*. 1–2 short stories. Ca 25 p.
- Hafez\*. 2007. A selection of poems in *Östanvindens ande*.
- Ellerström. Ca 15 p. \*Short stories in *Kina berättar: Solskenet i munnen*. Tranan, 2004. ca 25 p.
- Khoury, Elias. 2008. *Som om hon sover*. Leopard. Ca 350 p. In *Koranen* (Litteraturens klassiker 16)
- Komachi, Ono no. ”Drömmar”, ”Hjärtats blomma”, ”Blommornas färger” (Litteraturens klassiker 16)
- Lessing, Doris. 2008. *Gräset sjunger*. Wahlström & Widstrand. Ca 280 p. In *Mahabhārata* (Litteraturens klassiker 16)
- Marquez, Gabriel Garcia\*. 1982. In *Den otroliga och sorgliga historien om den troskyldiga Eréndira och hennes hjärtlösa farmor: sju berättelser*. Wahlström & Widstrand. Ca 20 p.
- Oe, Kenzaburo. A novel chosen in consultation with the teacher. Ca 250 p.
- Po, Li. ”Tillägnad bergstoppens tempel”, ”Samtal på berget”, ”Vinterkrig” (Litteraturens klassiker 16)
- Qingzhao, Li. Some poems (HSK 1) In *Rigvéda* (Litteraturens klassiker 16)
- Rushdie, Salman. 2007. In *Midnattsbarnen*. Bonnier. Ca 100 p.
- Shikibu, Murasaki. ”Böljeslag” (Litteraturens klassiker 16) In *Sångernas bok* (Litteraturens klassiker 16)
- Tadjo, Véronique. 2008. In *Drottning Pokou*. Leopard. Ca 50 p.
- Thiêp, Nguyễn Huy\*. 2007. Short story in *Skogens salt*. Tranan. Ca 30 p. In *Tusen och en natt* (ramberättelsen och berättelsen om Alladin)
- Un, Ko\*. 2008. Some poems in *Tiotusen fotspår och andra dikter*, Atlantis. Ca 15 p.
- Walcott, Derek\*. Some poems. Ca 15 p.
- Xingjian, Gao\*. One-acters in selection. Ca 25 p.
- Yorimasa, Manamoto no. ”Sommarregn”, ”Då körsbärsträden blomma”, ”Förstenat träd” (Litteraturens klassiker 16)
- Subject-didactic articles in accordance with instructions from the teacher, ca 50 p.

### **Module 3 Independent project in Swedish, basic level, 15 credits**

Johansson, Bo & Svedner, Per Olov. 2010. *Examensarbetet i lärarutbildningen*. 5th ed. Kunskapsföretaget. 105 p. ISBN: 9189040740

Lagerholm, Per. 2010. *Språkvetenskapliga uppsatser*. 2nd ed. Studentlitteratur. 158 p. ISBN: 9789144056456

*Refero – antiplagieringsguiden*. Electronic resource. [www.bi.hik.se/Refero/1intro.php](http://www.bi.hik.se/Refero/1intro.php)

Stensmo, Christer. 2002. *Vetenskapsteori och metod för lärare: en introduktion*. 1st ed. Kunskapsföretaget. 136 p. ISBN:9189040449

*Svenska skrivregler utgivna av Svenska språknämnden*. 2008. Liber. 216 p. ISBN:914704974X

Additional literature is chosen in consultation with the supervisor.