



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PP223 Särskilt stöd i språk-, skriv- och läsutveckling III, 5  
högskolepoäng

Special Support in Language, Writing and Reading Development III,  
5 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

Second Level

### **Progression**

A1N

### **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 deepen and broaden their knowledge of the literacy process, reading and writing difficulties, dyslexia and educational reading and writing screening and diagnostics. The aim is also for students to gain an understanding of how Swedish as a second language and difficulties in learning the English language may be related to reading and writing difficulties. During the course, students shall demonstrate an approach in compliance with the code of ethics and policy documents in force. Students shall develop a scientific and professional approach to the educational practice and theory.

After completing the course, students shall be able to:

- implement their advanced theoretical knowledge about the literacy process, writing skills and development in relation to a special educational perspective
- apply advanced knowledge in order to eliminate any obstacles for pupils with reading and writing difficulties and dyslexia
- analyse in what ways Swedish as a second language and difficulties in learning the English language may be related to reading and writing difficulties
- discuss and evaluate interventions and intervention research in relation to reading and writing difficulties and dyslexia

## Content

The course contains the following elements:

- writing skills from a special educational perspective
- analysis, interpretation and assessment of the writing development
- underlying and fundamental causes and consequences of reading and writing difficulties and dyslexia
- advanced quality aspects on testing theories and testing methods and various perspectives on screening and tests
- Swedish as a second language and difficulties in learning English as a foreign language in relation to reading and writing difficulties and dyslexia
- present and appropriate alternative tools
- interventions in the event of reading and writing difficulties and dyslexia

## Type of Instruction

Teaching is based on the students' professional practice as well as theory and policy documents. The course is given as a combination of web-based and on-campus teaching. The scheduled teaching consists of lectures, seminars and projects in smaller groups. The extent of compulsory elements is specified 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 by means of seminars and through written and oral presentations of individual as well as group assignments. Irrespective of examination method, it is the individual student's performance that is assessed. Detailed information about the examination methods is given in the study guideline. In order to receive a grade of Pass, 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

Bjar, Louise & Frylmark Astrid (Eds.) (2009). *Barn läser och skriver*. Selected parts (Ch. 6, 8, 11) Lund: Studentlitteratur. 49 pages. ISBN: 978-91-44-04874-1.

Johansson, Britt & Sandell Ring, Anniqa. (2015). *Låt språket bära, genrepedagogik i praktiken*. 4th rev. ed. 287 pages. ISBN 9789173828758.

Kahmi, Alan (Ed.) & Catts, Hugh (2013). *Language and Reading Disabilities*. Third Edition. Boston. Pearson. 50 pages. (Ch. 9-10). ISBN 9781292021980.

Nordström, Thomas & Svensson, Idor (2017) *Response to intervention (RTI) och assisterande teknik*. Provided by the Department of Pedagogy. 7 pages.

Salameh, Eva-Kristina (Ed.) (2012). *Flerspråkighet i skolan - språklig utveckling och undervisning*. Ch. 5, 10-11. 61 pages. Stockholm: Natur och Kultur. ISBN: 978-91-27-42172-1.

Samuelsson, Stefan (Ed.) (2009). *Dyslexi och andra svårigheter med skriftspråket*. Stockholm: Natur och Kultur. 73 pages. (Ch. 5, 8, 11, 14,16). ISBN: 978-91-2741934-6.

SBU (Statens beredning för medicinsk utvärdering) (2014). *Dyslexi hos barn och ungdomar. Tester och insatser. En systematisk litteraturöversikt*. SBU-rapport nr 225. Sammanfattning och slutsatser. Pdf. 25 pages. ISBN: 978-91-85413-66-9.

Skolinspektionen. *Kvalitetsgranskning Rapport 2011:8. Läs- och skrivsvårigheter/dyslexi i grundskolan*. 30 pages.

Swärd, Ann-Katrin & Karlsson, Anders (2017) *Ett skrivutvecklande arbetssätt*. Lund: Studentlitteratur. 160 pages. ISBN: 9789144110677.

Taube, Karin (2013) *Barns tidiga skrivande*. Lund: Studentlitteratur. 160 pages. ISBN: 9789144095189.

Scientific articles also included, approximately 50 pages.