Linnæus University

Jnr: 2021/2798-3.1.2.2.

Course syllabus

Faculty of Social Sciences
Department of Pedagogy and Learning

4PP323 Språk-, skriv- och läsutveckling ur ett specialpedagogiskt perspektiv III, 10 högskolepoäng

Language, writing and reading development from a special education perspective III, 10 credits

Main field of study
Education

Subject Group
Education

Level of classification
Second Level

Progression
A1F

Date of Ratification
Approved 2019-12-11
Revised 2021-06-21 by Faculty of Social Sciences. Revision of course literature.
The course syllabus is valid from autumn semester 2021

Prerequisites
General entry requirements for second-cycle studies and specific entry requirements as follows:
2PP310 Perspectives on Special Education, 10 credits
4PP321 Language, Writing and Reading Development from a Special Education Perspective I, 5 credits
4PP309 Professional Approach I, 5 credits
4PP322 Language, Writing and Reading Development from a Special Education Perspective II, 10 credits

Objectives

Upon completion of the course, students shall be able to:

- account for and problematize theories on the process, development and teaching of writing,
- apply and analyse theoretical knowledge about the writing process and development within the special educational practice,
- apply and critically examine and evaluate assisting techniques and tools with the aim to eliminate any obstacles and in order to support pupils with language, writing and reading difficulties,
- analyse in what ways the learning of second and foreign languages is related to language, reading and writing difficulties,
- describe and discuss in what ways neuropsychiatric disorders are related to the development of language, reading and writing,

- discuss and evaluate interventions and intervention research at language, reading and writing difficulties.

Content

The course discusses the process and learning of writing from the perspective of special education, as well as analysis, interpretation and assessment of the writing development. A working method focused on language development and entrepreneurial learning is put in relation to literacy development. The course also addresses techniques, digital tools, material and methods that are used in a developing, compensatory or assisting way for pupils in need of special support in language, reading and writing development.

Language, reading and writing difficulties are discussed in relation to Swedish as a second language, and difficulties in English and modern languages as foreign languages.

The course also addresses in what ways neuropsychiatric disorders impact or are impacted by language, reading and writing difficulties in view of educational, medical, genetic and cognitive perspectives. Within the scope of the course, interventions are studied regarding language, reading and writing development in research as well as in the educational practice.

Professional Basis and Professional Progression

The course enhances the students' theoretical knowledge within the field of language, reading and writing development related to the future profession as a special education teacher. Students are given the opportunity to develop their ability to critically examine and evaluate special educational activities, methods and material in relation to their pupils' differences. The students are given the chance to further develop their ability to handle the complexity of factors that may interact with the language, reading and writing development within the special educational practice.

Scientific Approach and Scientific Progression

The students' knowledge of and skills in scientific methods related to the future profession as special education teachers are enchanced. Theoretical models for writing and writing development are introduced, and students are given the opportunity to acquire basic knowledge of intervention as a scientific method and randomized checked studies. Furthermore, students will enhance their understanding of key concepts within quantitative methods. Students will reflect on and problematize their own professional practice as well as that of others, on the basis of national as well as international research.

Type of Instruction

Teaching consists of lectures and seminars.

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 two written and three oral assignments and a quiz. In order to receive a grade of Pass in the course, the student is required to pass all the examination assignments. To be awarded a grade of Pass with Distinction in the course, it is required that the two written examinations are assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

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.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 4PP223 Special Support in Language, Writing and Reading Development III, 5 credits.

Required Reading and Additional Study Material

Bjar, Louise & Frylmark Astrid (Eds.) (Latest edition). *Barn läser och skriver*. Lund: Studentlitteratur, (Selected parts, Ch. 2, 5-8, 11), (112 p.)

Carlsson, Emilia (2019). *Aspects of Communication, Language and Literacy in Autism Child Abilities and Parent Perspectives*. Introductory chapter of a compilation thesis. Göteborgs uninversitet: Sahlgrenska akademin. (69 p.) ISBN: 9789178332748.

Cartwright, Kelly B. (Latest edition). *Exekutiva förmågor och läsförståelse*. Lund: Studentlitteratur. (Selected parts, ch. 1-7), (250 p.)

David, Matthew & Sutton, Carole (Latest edition). *Samhällsvetenskaplig metod*. Lund: Studentlitteratur, (ch. 12,13), (17 p.)

Dolores Perin & Steve Graham (2007). A Meta-Analysis of Writing Instruction for Adolescent Students. *Journal of Educational Psychology*. Carnegie Corporation of New York, Vol. 99, No. 3, 445-476.

Eklöf Erica, Kristensson Johanna, Rosén Li (2017). *Alternativa lärverktyg: digitalt stöd för elevens språk-, läs- och skrivutveckling*. Stockholm: Natur & Kultur, (119 p.) ISBN: 9789127446793.

Fishbein, Siv (Ed.) (Latest edition). *Ungdomar läser och skriver specialpedagogiska perspektiv*. Lund: Studentlitteratur, (selected parts, ch. 3–5, 9-10, 12), (107 p.)

Hajer, Maaike & Meestringa, Theun (Latest edition). *Språkinriktad undervisning: en handbok*. Stockholm: Hallgren & Fallgren, (245 p.)

Hallin, Anna-Eva (Latest edition). *Att förstå och arbeta med språkstörning*. Stockholm: Natur & Kultur, (80 p.)

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

Lundberg, Ingvar (Latest edition). *God skrivutveckling*. Stockholm: Natur & Kultur, (112 p.)

Nilvius, Camilla. (2020). Merging lesson study and response to intervention. *International Journal for Lesson and Learning Studies*, 9(3), 277-288. (12 p.) Available on the Internet.

Nordström, Thomas & Svensson, Idor (2017) Reponse to intervention (RTI) och assisterande teknik. I *Dyslexi – aktuellt om läs- och skrivsvårigheter*. Provided by the Department of Pedagogy and Learning. (pp. 21-27, 7 p.)

Salameh, Eva-Kristina & Nettelbladt, Ulrika (Latest edition). *Språkutveckling och språkstörning hos barn. Del 3, Flerspråkighet - utveckling och svårigheter*. Lund:

Studentlitteratur, (Selected parts, ch. 3, 6–8, 10), (192 p.)

Salameh, Eva-Kristina (Ed.) (Latest edition). *Flerspråkighet i skolan språklig utveckling och undervisning*. Stockholm: Natur och Kultur, (Ch. 5, 10–11), (61 p.)

Samuelsson, Stefan (Ed.) (2009). *Dyslexi och andra svårigheter med skriftspråket.* Stockholm: Natur och Kultur, (Ch. 5, 8, 11, 13, 14 &16), (73 p.) ISBN: 9789127419346.

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. Available on the Internet. (25 p.) ISBN: 9789185413669.

Svensson, Idor, Nordström, Thomas, Lindeblad, Emma, Gustafson, Stefan, Björn, Marianne, Sand, Christina, Nilsson, Staffan. (2021). Effects of assistive technology for students with reading and writing disabilities. *Disability and Rehabilitation: Assistive Technology,* 16(2), 196. (15 p.)

Swärd, Ann-Katrin & Karlsson, Anders (Latest edition). *Ett skrivutvecklande arbetssätt*. Lund: Studentlitteratur. (Selected parts, ch. 3-10), (105 p.)

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

Waldmann, Christian. & Levlin, Maria. (2019). Skrivande hos elever med olika typer av lässvårigheter. I Ljung Egeland, Birgitta, Roberts, Tim, Sandlund, Erica & Sundqvist, Pia. (Eds.), *Klassrumsforskning och språk(ande):* Rapport från ASLA-symposiet i Karlstad, 12–13 april, 2018. ASLA:s skriftserie 27. pp. 305–323. Karlstad: Karlstad University Press, (18 p.)

Wengelin, Åsa, Johansson, Roger. & Johansson, Victoria (2014). Expressive Writing in Swedish 15-Year-Olds with Reading and Writing Difficulties. I Arfé, Barbara, Dockrell, Julie & Berninger, Virginia (red.), *Writing Development in Children with Hearing Loss, Dyslexia, or Oral Language Problems: Implications for Assessment and Instruction.* Oxford University Press, Oxford. pp. 242–269. (27 p.)

Wengelin, Åsa. & Arfé, Barbara. (2018). The complementary relationships between reading and writing in children with and without writing difficulties. I Miller, Brett , McCardle, Peggy & Connelly, Vincent (Eds.), *Writing development in Struggling Learners – Understanding the Needs of Writers Across the Lifecourse.* Brill, Leiden. pp. 29–50. (21 p.)

Additional scientific publications and dissertations included, approx. 300 pages.