



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

4SSÄ2E Svenska som andraspråk V, inkl självständigt arbete, avancerad nivå (ämneslärarexamen m inr mot arb i gymnasieskolan), 30 högskolepoäng

Swedish as a second language V, incl. ind project, sec cycle (Master of arts in sec education for upper sec school), 30 credits

Main field of study

Swedish as a Second Language

Subject Group

Swedish as a Second Language

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2017-02-22

Revised 2019-05-21 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2019

Prerequisites

Swedish as a second language for upper secondary school teachers 1–90 credits. Independent project (15 credits) in another subject within the teacher education programme, UVK course: Theory of science and research methodology (Vetenskapsteori och forskningsmetodik) or the equivalent, and teaching practice placement 15 credits.

Objectives

Overall intended learning outcomes

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

- independently identify and formulate problems relevant to further research and their future careers,
- independently assess and evaluate previous research, theories and methods in relation to their own study and their own careers.

Overall objectives of the course

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

- account for how a pedagogical mapping is conducted,
- account for how working with literature can support second-language learners'

-
- language development,
 - formulate and present an independent project relevant to their future career.

Module 1 Newly arrived immigrant students' learning, 7.5 credits

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

- account for pedagogical, linguistic and juridical aspects of the reception of newly arrived pupils.
- conduct a pedagogical mapping and analysis of newly arrived pupils' conditions as a basis for reception and early education,
- critically review values and conceptions of culture and language in school practice and how attitudes and approaches influence pupils' development and learning,
- account for how schools can provide pupils with the opportunity to develop their identity, language and knowledge.

Module 2. Literature didactics, 7.5 credits

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

- account for basic theories and terminology in the subject,
- account for basic genre theory,
- account for and problematise the concept of canon,
- analyse contemporary literature from various genres from the perspectives of class, gender and ethnicity,
- account for and problematise questions concerning literary competence, adaptation and progression in literature teaching on the basis of policy documents and literature-didactic theory and research.

Module 3. Independent project in Swedish as a second language, second level, 15 credits

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

- demonstrate in-depth theoretical awareness concerning the relation between theoretical perspectives in their work, method choices, analysis and discussions of results and methods,
- apply relevant academic, subject-didactic, societal and ethical aspects in their independent project,
- present, interpret and problematise well-founded conclusions relevant for their future career,
- produce an independent project with a clear structure and correct language,
- 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 at the second level. 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 at the second level 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 independently identifies a problem area relevant for the teaching profession. On the basis of critical reviews of previous research, the student independently 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 career.

Participation in seminars is compulsory.

Module 1. Newly arrived immigrant students' learning, 7.5 credits

In this module the students develop basic knowledge of juridical aspects of the reception and organisation of newly arrived pupils. The module discusses multilingualism as a resource, the importance of a person's native language and the responsibility of school staff for pupils' language and knowledge development. In practical assignments the students develop proposals of pedagogical mappings. The formulation of study guides is studied and analysed.

Module 2. Literature didactics, 7.5 credits

This module discusses fiction and its functions and conditions, from historical and contemporary perspectives. The module includes a basic introduction to literary analysis, genre theory and theoretical perspectives on what happens in the meeting between a text and its reader. The students read and discuss literature in relation to perspectives of class, gender and ethnicity. The role of literature in today's school is discussed on the basis of literature-didactic research. The module also focuses on illustrating possibilities in and differences between teaching about, in and through literature, as well as what a traditional literature canon has looked like in Swedish school and how the concept of canon is discussed today.

Module 3. Independent project in Swedish as a second language, second level, 15 credits

In consultation with a supervisor, the student conducts an independent project within the subject of Swedish as a second language. 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 as a second language.

Type of Instruction

Module 1. Newly arrived immigrant students' learning, 7.5 credits

Teaching is delivered in the form of lectures, literature studies and seminars. Practical, applied assignments are included.

Module 2. Literature didactics, 7.5 credits

Teaching is delivered in the form of lectures, literature studies and compulsory seminars.

Module 3. Independent project in Swedish as a second language, second level, 15 credits

Teaching is in the form of lectures, seminars 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.

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

Module 1, Newly arrived immigrant students' learning (7.5 credits) is examined through continuous written and oral assignments, follow-ups of study visits, and practical, applied assignments.

Module 2 Literature didactics (7.5 credits) is examined through continuous written and oral assignments.

Module 3 Independent project in Swedish as a second language (15 credits) 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.

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.

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

Literature for all modules:

Skolverket. 2011. *Läroplan Svenska som andraspråk för grundskolan*. pp. 239–257. 18 p. ISBN 978-91-38325-41-4

Skolverket. 2012. *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182–202. 20 p. ISBN 978-91-38325-94-0

Module 1. Newly arrived immigrant students' learning, 7.5 credits

Axelsson, M. (2013). "Flerspråkighet och lärande". In: Hyltenstam, K. & Lindberg, I. (eds.). *Svenska som andraspråk – i forskning, undervisning och samhälle*. (2nd ed.) Lund: Studentlitteratur. 32 p. ISBN 978-91-44-07065-0

Axelsson, M. & Magnusson, U. (2013). "Forskning om flerspråkighet och kunskapsutveckling under skolåren". In: Hyltenstam, K. Axelsson, M. Lindberg, I. (eds.). *Flerspråkighet: en forskningsöversikt*. Stockholm: Vetenskapsrådet. Vetenskapsrådets rapportserie 2012:5. 75 p. ISBN 978-91-7307-210-6

Bunar, N. (2015). *Nyanlända och lärande – mottagande och inkludering*. Natur & Kultur. 295 p. (selection). ISBN 978-91-27-14236-7

Ebeling, G.E. & Otterup, T. (eds.). (2018). *En god fortsättning. Nyanländas fortsatta väg i skola och samhälle*. Lund: Studentlitteratur. 220 p. ISBN 978-91-44-11390-6

Holmberg, H., Pretorius M., Schyborger, M & Strandberg, M. (2006). *En helt annan läxa! Föräldrar, läxor och de övergivna målen*. Rapport från ett läxprojekt i Farsta. Stockholm: Kompetensfonden. 58 p.

Lahdenperä, P & Sundgren, E. (2016). *Skolans möte med nyanlända*. Liber. 212 p. ISBN 978-91-47-122-19-6

Lindgren, M., Svensson, G. & Zetterholm, E. (eds.). (2015). *Forskare bland personal och elever*. Forskningsarbete om språk- och identitetsutveckling på en flerspråkig skola. Linnaeus University Press. 116 p. (selection). ISBN 978-91-87925-88-7

Lund, A. & Lund, S. (2016). *Skolframgång i det mångkulturella samhället*. Lund: Studentlitteratur. ISBN 978-91-44-09352-2-01

Rosales R. L. (2015). *Om vikten av ett interkulturellt perspektiv i kommunal verksamhet*. Mångkulturellt centrum. 26 p. ISBN: 978-91-86429-38-6

Svensson, G. & Torpsten, A-C. (2013). "Makt och litteracitet. Modersmållärare skriver om modersmålsundervisning". In: Skjelbred, Dagrun & Veum, Aslaug (eds.). *Literacy i læringskontekster*. Oslo: CappelenDamm Akademisk. 10 p. ISBN 978-820-240598-4

Didactic literature

Skolverket (2016). *Allmänna råd för utbildning av nyanlända elever*. 29 p. Stockholm: Skolverket.

Skolverket (2012). *Att främja nyanlända elevers kunskapsutveckling - med fokus på samverkan, organisation samt undervisningens utformning och innehåll. Ett stödmaterial*. 81 p. Stockholm: Skolverket.

Skolverket (2012). *Få syn på språket: ett kommentarmaterial om språk- och kunskapsutveckling i alla skolformer, verksamheter och ämnen*. Stockholm: Skolverket. 30 p.

Skolverket (2013). *Introduktionsprogrammet språkintrödn*. pp. 17-44. 26 p. Stockholm: Skolverket.

Skolverket (2011). *Kursplan i Modersmål för grundskolan*. 9 p. Stockholm: Skolverket.

Skolverket (2011). *Kursplan Modersmål för gymnasiet*. Skolverket. Ca 20 p. Stockholm: Skolverket.

Skolverket (2011). *Läroplan för grundskolan, förskoleklassen och fritidshemmet*. Stockholm: Skolverket. pp. 222-257. 35 p.

Skolverket (2012). *Läroplan Svenska som andraspråk för gymnasiet*. pp. 182-202. 20p. Stockholm: Skolverket.

Skolverket. (2013). *Studiehandledning på modersmålet – att stödja kunskapsutvecklingen hos flerspråkiga elever. Ett stödmaterial*. 58 p. Stockholm: Skolverket.

Additional material

Films from Bedömningsportalen: https://bp.skolverket.se/web/step_1/start

https://bp.skolverket.se/web/step_2/start https://bp.skolverket.se/web/step_3/start

Module 2. Literature didactics, 7.5 credits

Bergsten, S. & Ellerström, L. (2004). *Litteraturhistoriens grundbegrepp*. Studentlitteratur. 234 p. ISBN 9789144042558

Persson, M. (2012). "Läsning i skolan – och läsning i den högre skolan". In: Carlsson, U. & Johannisson, J. (eds.) *Läsarnas marknad, marknadens läsare*. En forskningsantologi. SOU 2012: 10. 10 p. (available online).

Didactic literature

Heith, A. (2006). *Texter – medier – kontexter: introduktion till textanalys i svenskundervisningen på grundskolan och i gymnasiet*. Studentlitteratur. 279 p. ISBN 9789144045153

Landmark, D. & Wiklund, I. (2012). *Litteraturen, språket, världen: andraspråksperspektiv på litteraturundervisning*. Studentlitteratur. 150 p. ISBN 9789144060255

Molloy, G. (2011). *Selma Lagerlöf i mångfaldens klassrum*. Studentlitteratur. 176 p. ISBN 9789144059372

Articles provided by the department, ca. 150 p.

Fiction

Khemiri, J. H. *Ett öga rött*. Any edition. 252 p.

Nordin, S. *Snöstormen*. Any edition. 82 p.

Wallin, B. & Löfström, T. (eds.) (2004). *Kärlek, uppror och kardemummakärnor: Berättelser från Indien*. Tranan. (in selection, ca 50 p.) ISBN 91-85133-11-6

Wallin, B. & Lannvik Duregård, M. (eds.) (2008). *Människosaker – dikter och noveller på liv och död från Asien, Afrika och Latinamerika*. Karavan. (in selection, 50 p.) ISBN 9789163330971

Short stories provided by the department, ca. 150 p.

Module 3. Independent project in Swedish as a second language, second level, 15 credits

Johansson, B. & Svedner, P. O. (2010). *Examensarbetet i lärarutbildningen*. 5th ed. Kunskapsföretaget. 105 p. ISBN: 91-89040-74-0

Lagerholm, P. (2010). *Språkvetenskapliga uppsatser*. 2nd ed. Studentlitteratur. 158 p. ISBN: 978-91-44-05645-6

Refero – antiplagieringsguiden. Electronic resource. www.bi.hik.se/Refero/1intro.php

Stensmo, C. (2002). *Vetenskapsteori och metod för lärare: en introduktion*. 1st ed. Kunskapsföretaget. 136 p. ISBN:91-89040-44-9

Svenska skrivregler utgivna av Svenska språknämnden. (2017). 4th ed. Stockholm: Liber. 312 p. ISBN: 978-91-47-11149-7

Additional literature chosen in consultation with the supervisor, ca. 350 p.

