



## 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

4SSÄ2E 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 2020-06-29 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2020

### **Prerequisites**

Swedish as a second language for upper secondary school teachers 1–90 credits; an 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

Common intended learning outcomes

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

- independently identify and formulate problems relevant to further research and to the profession,
- independently assess and evaluate previous research, and apply different theories and methods in a project of their own and their own profession.

### **Overall objectives of the course**

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

- account for how pedagogical mapping is performed,
- account for how working with fiction can support second-language learners' language development,
- formulate and present an independent project relevant to the profession.

In addition to the above, the following objectives apply:

### **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.
- perform pedagogical mapping and an analysis of newly arrived pupils' prerequisites as a basis for reception and initial teaching,
- 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. Eligible course, 7.5 credits**

See separate syllabus

### **Module 3. Degree project, 15 credits**

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

- demonstrate advanced theoretical awareness regarding the relation between theoretical aspects of the profession, choice of method, analysis and discussion of method and results,
- apply relevant academic, subject didactic, societal and ethical aspects in their independent project,
- present, interpret and problematise well founded conclusions of clear relevance to the profession,
- produce an independent project that is well structured and uses correct language,
- defend their independent project using objective and relevant arguments,
- constructively and critically review another equivalent independent project, and communicate its strengths as well as its weaknesses.

## **Content**

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

In this course the students develop their understanding of the profession. Their previous UVK studies and teaching practice placements are connected to subject and subject-didactic studies at the second level. In this way, the student is prepared for contributing 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**

With 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, in terms of subject-knowledge as well as profession, preparing the student for academic 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 school staff's responsibility for pupils' language and knowledge acquisition. In practical assignments the students develop proposals for pedagogical mapping. The design of study guides is studied and analysed.

### **Module 2. Eligible course, 7.5 credits**

Content in accordance with a separate syllabus. The module is taken by students who have previously studied literature didactics as part of the education in Swedish as a second language. The eligible modules are presented when the course starts, and the student chooses a module in consultation with the director of studies.

### **Module 3. Degree project, 15 credits**

In consultation with a supervisor, the student writes an independent paper on 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 that the student has studied in the programme. This gives the student the opportunity to pose academically relevant questions 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. Eligible course, 7.5 credits

Teaching is specified in a separate syllabus.

Module 3. Degree project, 15 credits

Teaching is delivered 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 in writing when the course starts. In order to receive the grade of Pass with Distinction for the whole course, the student must have received this grade for 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 Eligible course (7.5 credits) is examined in accordance with a separate syllabus.

Module 3 Degree project (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

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly 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_1/start)  
[https://bp.skolverket.se/web/step\\_2/start](https://bp.skolverket.se/web/step_2/start) [https://bp.skolverket.se/web/step\\_3/start](https://bp.skolverket.se/web/step_3/start)

**Module 2. Eligible course, 7.5 credits**

See separate syllabus

**Module 3. Degree project, 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](http://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.