



Course syllabus

Faculty of Arts and Humanities

Department of Swedish Language

4SV05E Magisterkurs i svenska språket med didaktisk inriktning, 60 högskolepoäng

4SV05E Swedish, Master's Course with Specialization in Teaching and Learning, 60 credits

Main field of study

Swedish Language

Subject Group

Swedish/Nordic Languages

Level of classification

Second Level

Progression

A1E

Date of Ratification

Approved by Department of Swedish Language 2021-01-21

The course syllabus is valid from autumn semester 2021

Prerequisites

Master of Arts in education or secondary or upper secondary education, with at least 90 credits in Swedish, including an independent project of 15 credits.

Objectives

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

- critically discuss and problematise current research on the didactics of the subject Swedish;
- account for subject-didactic trends from an education historical perspective;
- identify and analyse problems and possibilities within the didactic field in relation to their professional practice;
- demonstrate an ability to plan scientific studies that identify and analyse relevant issues within the didactic field;
- demonstrate theoretical, subject-didactic, methodological and research ethical awareness.

Module 1. An introduction to the didactics of the subject of Swedish (7.5 credits)

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

- independently identify and formulate issues of relevance to the profession and to further research in the field of linguistics;
- independently assess and critically approach different theories, methods and scientific studies, and to relate these to their own professional work.

Module 2. The Subject of Swedish: Didactics and Research Perspectives (7.5 credits)

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

- critically discuss and problematise research on Swedish didactics and literature didactics;
- account for advanced knowledge about different didactic tools for teaching the subject of Swedish and their place in current research;
- account for how linguistic and literary aspects can be combined in teaching;
- account for knowledge about the contexts in which the scientific discussion of Swedish didactics and literature didactics is found, as well as about what theories and methods are brought up in this discussion.

Module 3. Individual specialisation in Swedish (15 credits or 7.5+7.5 credits)

Objectives for the chosen specialisation courses are specified in the respective syllabi.

Module 4a Independent degree project (30 credits or 15+15 credits)

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

- account for relevant scientific, subject-didactic, methodological and ethical aspects of the independent project;
- produce an independent project that is well organised 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 and weaknesses in a constructive manner.

Module 4b Independent degree project (15 credits) and individual specialisation courses (15 credits)

After completing the module, the student should be able to

- account for relevant scientific, subject-didactic, methodological and ethical aspects of the independent project;
- produce an independent project that is well organised 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 and weaknesses in a constructive manner.

Objectives for the chosen specialisation courses are specified in the respective syllabi.

Content

This course focuses on the didactics of the subject of Swedish, and discusses the didactic research field from different theoretical points of view. It covers professional practice in schools, as well as current studies on teaching the subject of Swedish in primary and secondary school.

Module 1. An introduction to the didactics of the subject of Swedish (7.5 credits)

This module introduces didactics as a research field. It presents, analyses and discusses research on Swedish didactics, its historical roots and its current applications. It furthermore discusses language pedagogy, literature pedagogy and classroom research.

Module 2. The Subject of Swedish: Didactics and Research Perspectives (7.5 credits)

This module discusses the school subject of Swedish from a didactic perspective, based on national and international subject-didactic research. Practical and theoretical models for teaching the different parts of the subject are included. It furthermore includes examples of teaching that combines linguistics and literary studies. Focusing on research on Swedish didactics and literature didactics, the link between research and professional practice is studied in depth and problematised. The module also prepares the student for their independent project, by providing an overview of the different contexts in which subject-didactic research is currently conducted; by reviewing subject-didactic articles; and by discussing in depth methods and theories used in subject-didactic research.

Module 3. Individual specialisation in Swedish (15 credits or 7.5+7.5 credits)

The student chooses relevant specialisation courses from the current array of courses on offer.

Module 4a Independent degree project (30 credits or 15+15 credits)

The independent project is to be based on individual, supervised research and related to scientific efforts and theories of relevance to the field. As far as possible, the project should be linked to research interests at the department. The independent project should be grounded in subject-didactic research of relevance to the chosen topic.

Module 4b Independent degree project (15 credits) and individual specialisation courses (15 credits)

The independent project is to be based on individual, supervised research and related to scientific efforts and theories of relevance to the field. The independent project includes a specialisation in subject-didactic research of relevance to the chosen topic. As far as possible, the project should be linked to research interests at the department.

Type of Instruction

Each student has their own individual study plan, set up in consultation with the supervisor and any other scholars involved. Teaching is delivered in the form of lectures, seminars, group discussions and individual supervision. Participation in seminars and other parts that include examination is compulsory.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Module 1 is examined through a written paper discussed in seminars.

Module 2 is examined through written exams and through oral presentations in seminars.

Module 3 Examination formats for the chosen specialisation courses are specified in the relevant syllabi.

Modules 4a and b are examined through the student's presenting and defending their own degree project, as well as acting as an opponent for another student's project, at a final seminar. Examination formats for the chosen specialisation courses are specified in the relevant syllabi.

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.

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

Module 1. An introduction to the didactics of the subject of Swedish (7.5 credits)

Uljens, Michael (ed.). 1997. *Didaktik*. Lund: Studentlitteratur. 265 p.

In addition to this, the student also chooses at least one title from each of the following six groups:

1. Native language didactics (conceptions of the subject, paradigms, the subject's identity)

Ask, Sofia. The latest edition. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Lund: Studentlitteratur. 129 p.

Ball, Stephen. 1987. "English Teaching, the State and Forms of Literacy". In: Sjaak Kroon & Jan Sturm (eds.). *Research on Mother Tongue Education in an International Perspective*. Enschede. 16 p.

Bergman, Lotta. 2007. *Gymnasieskolans svenskämne: en studie av svenskundervisningen i fyra gymnasieklasser*. Malmö: Malmö högskola, Lärarutbildningen. Dissertation. 364 p. ISBN 9789197653787

Boström, Lena & Josefsson, Gunlög. The latest edition. *Vägar till grammatik*. Lund: Studentlitteratur. pp. 9–17. ISBN 9144037856

Herrlitz, Wolfgang. 1987. "Standard Language Teaching in Europe: Preliminary Results of a Comparative Approach". In: Sjaak Kroon & Jan Sturm (eds.). *Research on MotherTongue Education in an International Perspective*. Enschede. 11 p.

Lim Falk, Maria. 2008. *Svenska i engelskspråkig skolmiljö: ämnesrelaterat språkbruk i två gymnasieklasser*. Stockholm: Stockholms universitet. Dissertation. 312 p. ISBN 9789185445998

Malmgren, Lars-Göran. The latest edition. *Svenskundervisning i grundskolan*. Lund: Studentlitteratur. 151 p.

Molloy, Gunilla. The latest edition. *Skolämnet svenska: en kritisk ämnesdidaktik*. Lund:

Studentlitteratur. 198 p. ISBN 9789144019987

Thavenius, Jan. 1992. "Det postlitterära samhället. Tankar om litteraturens och läsningens framtid." *Rapporter om utbildning* 2, 1992. Malmö: Lärarhögskolan. 40 p.

2. Subject history

Einarsson, Jan. The latest edition. "Skolsamtalets historia". In: Carin Sandquist & Ulf Teleman (eds.). *Språkutveckling under skoltiden*. Lund: Studentlitteratur. 16 p. ISBN 9144296819

Josephson, Olle. 2012. "Språkvetenskapen och svenskämnet i hundraårsperspektiv". In: Skar, Gustaf & Tengberg, Michael (eds.). *Svenskämnet i går, i dag, i morgon: Svenskläraryrket 100 år*. Stockholm: Svenskläraryrket. 18 p. ISBN 9789127429659

Knutas, Edmund. 2008. *Mellan retorik och praktik: en ämnesdidaktisk och läroplansteoretisk studie av svenskämnen och fyra gymnasielärares svenskundervisning efter gymnasireformen 1994*. Umeå: Umeå universitet. Dissertation. 330 p. ISBN 9789172646346

Thavenius, Jan & Malmgren, Gun. The latest edition. *Svenskämnet i förvandling: historiska perspektiv - aktuella utmaningar*. Lund: Studentlitteratur. 215 p.

Thavenius, Jan. The latest edition. *Svenskämnets historia*. Lund: Studentlitteratur. 165 p.

3. Socialisation – culture – media

Andersson, Lars Gustaf et al. The latest edition. *Skolan och de kulturella förändringarna*. Lund: Studentlitteratur. 204 p.

Bellander, Theres. 2010. *Ungdomars dagliga interaktion: en språkvetenskaplig studie av sex gymnasieungdomars bruk av tal, skrift och interaktionsmedier*. Uppsala: Uppsala universitet. Dissertation. 230 p. ISBN 9789150621648

Boëthius, Ulf. The latest edition. "Ungdom, medier och moraliska paniker". In: Johan Fornäs et al. *Ungdom i skilda sfärer*. Stockholm: B. Östlings bokförl. Symposium. 23 p.

Bourdieu, Pierre. 1998. *Om televisionen*. Stockholm: B. Östlings bokförl. Symposium. 128 p. ISBN 9171393668

Erixon, Per-Olof. 2012. "Svenskämnet i ett nytt medieekologiskt sammanhang". In: Skar, Gustaf & Tengberg, Michael (eds.). *Svenskämnet i går, i dag, i morgon: Svenskläraryrket 100 år*. Stockholm: Svenskläraryrket. 15 p. ISBN 9789127429659

Hargreaves, Andy. The latest edition. *Läraren i kunskapssamhället: i osäkerhetens tidevarv*. Lund: Studentlitteratur. 257 p.

Olin-Scheller, Christina. 2006. *Mellan Dante och Big Brother: en studie om gymnasieelevers textvärldar*. Karlstad: Estetiskfilosofiska fakulteten, Litteraturvetenskap, Karlstads universitet. Dissertation. 267 p. ISBN 9170630984

Postman, Neil. 1998. *När skolans klocka klämtar. Om behovet av meningsskapande berättelser*. Göteborg: Daidalos. 168 p. ISBN 9171730834

Rönnerberg, Margareta. 1993. "Jag vill vara Michelangelo eller Donatello! Om mediernas och barnens våldslekar". In: Cecilia von Feilitzen et al. (eds.). *Våld från alla håll: forskningsperspektiv på våld i rörliga bilder*. Stockholm: B. Östlings bokförl. Symposion. 23 p. ISBN 9171391231

4. Language didactics

Ask, Sofia. 2007. *Vägar till ett akademiskt skriftspråk*. Växjö: Växjö University Press. Dissertation. 227 p. ISBN 9789176365571

Bergh Nestlog, Ewa. 2009. *Perspektiv i elevtexter: skriftligt argumenterande i grundskolans mellanår*. Växjö: Växjö universitet. (licentiate dissertation). 139 p.

Björk, Maj & Liberg, Caroline. The latest edition. *Vägar in i skriftspråket: tillsammans och på egen hand*. Stockholm: Natur och kultur. Ca 100 p. (selection).

Einarsson, Jan, 1997. "Barns språk i klassamhälle". *Svenskans beskrivning 22*. Lund: Lund University Press, 1997. pp. 50–64. ISBN 91-7966-446-6

Evensen, Lars Sigfred. 1997. "Betydningen av å arbeide i et langsomt medium". In: Birgitta Garne (ed.). *Ut med språket! En bok om språkutveckling och pedagogisk praktik*. Stockholm: Natur och kultur in cooperation with Svenskläraryöreningen. 10 p. ISBN 912763387X

Hansson, Fredrik. 2011. *På jakt efter språk: om språkdelen i gymnasieskolans svenskämne*. Lund: Lunds universitet. Dissertation. 239 p. ISBN 9789186295110

Magnusson, Ulrika. 2011. *Skolspråk i utveckling: en- och flerspråkiga elevers bruk av grammatiska metaforer i senare skolår*. Göteborg: Göteborgs universitet. Dissertation. 267 p. ISBN 9789187850455

Molloy, Gunilla. The latest edition. *När pojkar läser och skriver*. Lund: Studentlitteratur. 167 p.

Skoog, Marianne. 2012. *Skriftspråkande i förskoleklass och årskurs 1*. Örebro: Örebro universitet. Dissertation. 236 p. ISBN 9789176688366

Palmér, Anne. 2008. *Samspel och solostämmor: om muntlig kommunikation i gymnasieskolan*. Uppsala: Uppsala universitet. Dissertation. 218 p. ISBN 9789150619935

Westman, Maria. 2009. *Skriftpraktiker i gymnasieskolan: bygg- och omvårdnadselever skriver*. Stockholm: Stockholms universitet. Dissertation. 209 p. ISBN 9789186071158

5. Literature didactics

Appleyard, Joseph A. The latest edition. *Becoming a reader: the experience of fiction from childhood to adulthood*. Cambridge: Cambridge University Press. Ca 100 p. (selection).

Bommarco, Birgitta. 2006. *Texter i dialog: en studie i gymnasieelevers litteraturläsning*. Lund: Lunds universitet. Dissertation. 252 p. ISBN 9185042218

Langer, Judith. The latest edition. *Envisioning literature: literary understanding and literature instruction*. New York: Teacher College Press. 150 p.

Lindell, Ingrid & Öhman, Anders. The latest edition. *För berättelsens skull: modeller för litteraturundervisningen*. Stockholm: Natur & Kultur. 215 p.

Lundström, Stefan. 2007. *Textens väg: om förutsättningar för texturval i gymnasieskolans svenskundervisning*. Umeå: Umeå universitet. Dissertation. 334 p. ISBN 9789172643789

Malmgren, Lars-Göran. The latest edition. *Åtta läsare på mellanstadiet: litteraturläsning i ett utvecklingsperspektiv*. Lund: Studentlitteratur. 239 p.

Molloy, Gunilla. 2002. *Läraren, litteraturen, eleven: en studie om läsning av skönlitteratur på högstadiet*. Stockholm: Lärarhögskolan. Dissertation. 346 p. ISBN 9176565343

Olin-Scheller, Christina & Tengberg Michael (eds.). The latest edition. *Läsa mellan raderna*. Malmö: Gleerups. 260 p.

Svedner, Per Olov. 1995. "Läsningen, läsaren och texten". *Utbildning och demokrati*, nr 2. 23 p.

Tengberg, Michael. 2011. *Samtalets möjligheter: om litteratursamtal och litteraturreception i skolan*. Stockholm: Brutus Östlings bokförlag Symposion. 352 p. ISBN 9789186761011

Årheim, Annette. 2007. *När realismen blir orealistisk: litteraturens "sanna historier" och unga läsares tolkningsstrategier*. Växjö: Växjö University Press. Dissertation. 219 p. ISBN 9789176365717

6. Classroom research

Bergh Nestlog, Ewa. 2012. *Var är meningen?: elevtexter och undervisningspraktiker*. Växjö: Linnéuniversitetet. Dissertation. 287 p.

Cumming, Carol. 1985. "Qualitative Research in the Infant Classroom: A Personal Account". In: Robert G. Burgess (ed.). *Issues in Educational Research: qualitative methods. Part three: Issues in Teacher research*. Philadelphia: Falmer Press. pp. 216–250.

Einarsson, Jan & Hultman, Tor G. 1984. *God morgon pojkar och flickor: om språk och kön i skolan*. Malmö: LiberFörlag. 240 p. ISBN 9138613271

Einarsson, Jan. The latest edition. *Barns språkliga dagar*. Lund: Studentlitteratur. 206 p.

Ely, Margot, et al. The latest edition. *Kvalitativ forskningsmetodik i praktiken: cirklar inom cirklar*. Lund: Studentlitteratur. 250 p.

Hammersley, Martin & Atkinson, Paul. The latest edition. *Ethnography: principles in practice*. London: Routledge. In selection. 26 p.

Hägerfelth, Gun. 2004. *Språkpraktiker i naturkunskap i två mångkulturella gymnasieklassrum: en studie av läroprocesser bland elever med olika förstaspråk*. Malmö: Lärarytbildningen, Malmö högskola. Dissertation. 372 p. ISBN 91-85042-08-0

Linnér, Bengt & Lundin Åkesson, Katarina. The latest edition. *Klassrummens många språk: att förhålla sig till elevers språkbruk*. Lund: Studentlitteratur. 210 p.

Norberg Brorsson, Birgitta. 2007. *Man liksom bara skriver: skrivande och skrivkontexter i grundskolans år 7 och 8*. Örebro: Örebro universitet. Dissertation. 302 p. ISBN 9176685233

Module 2. The Subject of Swedish: Didactics and Research Perspectives (7.5 credits)

Ask, Sofia. 2012. *Språkämnet svenska: ämnesdidaktik för svensklärare*. Lund: Studentlitteratur. 129 p. ISBN 978-91-44-05936-5

Berge, Anna & Per Blomqvist. 2012. *Skrivundervisning i samspel med litterära texter*. Stockholm: Liber. 188 p. ISBN 9789147100910. Read according to the teacher's instructions.

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

Lindberg, Ylva & Svensson Anette. 2020. *Litteraturredidaktik. Språkämnen i samverkan*. Stockholm: Natur och Kultur. 237 p. ISBN 9789127826885

Myhill, Debra, Jones, Susan, Lines, Helen & Watson, Annabel. 2015. "Playing with language: grammar as a resource for writers". In E. Bergh Nestlog & N. Larsson (eds). *Svenska - ett inkluderande ämne*. Stockholm: Svensklärarytningen. 20 p. ISBN 9789127445857

Nordenstam, Anna. 2020. "Litteraturredidaktik". In S. Schottenius Cullberg, A. Hedberg & J. Svedjedal (eds.). *Litteraturvetenskap II*. Lund: Studentlitteratur. pp. 69-88. ISBN 9789144136257

Pettersson, Jonatan. 2014. "Den språkhistoriska kunskapens värden – språkhistoria i ett historiedidaktiskt perspektiv". In Maria Bylin, Cecilia Falk, Tomas Riad (eds) *Studier i svensk språkhistoria 12*. Stockholm: Acta Universitatis Stockholmiensis, pp. 153–165. ISBN 9789187235863

Sahlée, Anna. 2016. "Hur löser de uppgiften? – En studie av underkända och högt betygsatta provtexter i svenska och svenska som andraspråk". *Språk och stil* 26, pp. 195–230.

Skolforskningsinstitutet. 2018. *Feedback i skrivundervisningen. Systematisk översikt 2018:01*. Solna: Skolforskningsinstitutet. 57 p. ISBN 9789198438321

Skolforskningsinstitutet. 2019. *Läsförståelse och undervisning om lässtrategier. Systematisk översikt 2019:02*. Solna: Skolforskningsinstitutet. 105 p. ISBN 9789198438383

Svenkerud, Sigrun. 2013. "Ikke stå som en slapp potet – elevsynspunkter på opplæring i

muntlige ferdigheter”. *Acta Didactica Norge* Vol 7, no 1. 16 p.

Academic texts in accordance with instructions from the teacher. Ca 250 p.

Module 3. Individual specialisation in Swedish (15 credits or 7.5+7.5 credits)

The course literature is determined by the student's choice of specialisation courses.

Modules 4a and b Independent degree project (30 credits or 15 credits)Johansson, Bo & Svedner, Per Olov. 2010. *Examensarbetet i lärarutbildningen*. 5th edition. Stockholm: Kunskapsföretaget. 105 p. ISBN 91-89040-74-0

Lagerholm, Per. 2010. *Språkvetenskapliga uppsatser*. 2nd edition. Lund: Studentlitteratur. 158 p. ISBN 978-91-44-05645-6

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

Stensmo, Christer. 2002. *Vetenskapsteori och metod för lärare: en introduktion*. 1st edition. Stockholm: Kunskapsföretaget. 136 p. ISBN:91-89040-44-9

Svenska skrivregler utgivna av Svenska språknämnden. The latest edition. Stockholm: Liber. 216 p.

Additional literature chosen in consultation with the supervisor.