



## Course syllabus

Faculty of Arts and Humanities  
Department of Languages

4TY902 Litteratur i språkundervisningen I, 10 högskolepoäng  
Literature in language teaching I, 10 credits

**Main field of study**  
German

**Subject Group**  
German

**Level of classification**  
Second Level

**Progression**  
A1N

**Date of Ratification**  
Approved 2010-01-12  
Revised 2019-12-03 by Faculty of Arts and Humanities.  
The course syllabus is valid from spring semester 2020

**Prerequisites**  
Degree in education including at least 1–80 credits of German, and Swedish B and English B.

### Objectives

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

- account for central theoretical perspectives in literature didactics concerning foreign language teaching,
- discuss the possibilities and limitations of literary texts in relation to the aims of language teaching,
- reflect on the relationship between theory and practice in literature didactics,
- use various criteria in the selection of appropriate literature,
- use libraries to search for appropriate literature.

## Content

This course discusses the use of children's and young adult literature in German language teaching. Central parts include discussions of the potential of literature in language teaching and of tools for selecting texts and ways of working with literary texts.

The course starts with a discussion of literature didactics, focusing on foreign language teaching. On the basis of an introduction to how and for what reasons literature has been used in language teaching (for example as a way to develop vocabulary, passive reception and analysis), the course focuses on literary texts as a basis for varied teaching. For example, this includes integrating other media, such as films and online resources, as well as the question of how the use of literary texts can be related to aspects such as pupils' autonomy, individualisation and varied teaching.

The course also discusses various genres in German children's and young adult literature and their ideologies and history, as well as reading stimulation and competence. The students reflect on how literary texts can be included in language teaching and how this can be applied in practice. The course focuses on the valuation and selection of appropriate target-language literature, and the planning of teaching. This requires the students to use the library actively, and develop knowledge of necessary library and ICT resources.

## Type of Instruction

The course is distance-based and includes one physical meeting and some virtual meetings. Teaching is delivered in the form of lectures, seminars and group discussions, both at the compulsory meetings and through an online learning platform. Some compulsory literature in English is included.

## 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.

The course is examined through written and multimedia assignments.

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

Europarådet. 2001. *Gemeinsamer europäischer Referenzrahmen für Sprachen: lernen, lehren, beurteilen*. Berlin, Langenscheidt. ca 50 p.

Gansel, Carsten. 2010. *Moderne Kinder- und Jugendliteratur. Vorschläge für einen kompetenzorientierten Unterricht*. 4., überarb. Aufl. Berlin: Cornelsen Scriptor, 208 p.

Kramsch, Claire & Kramsch, Olivier. 2000. "The Avatars of Literature in Language Study". *Modern Language Journal* 84:4, pp. 553–573.

Lange, Günter (ed.). 2011. *Kinder- und Jugendliteratur der Gegenwart*. Ein

*Handbuch*. Baltmannsweiler: Schneider-Verlag Hohengehren. 12 chapters in selection, ca 300 p.

O'Sullivan, Emer & Dietmar Rösler. 2013. *Kinder- und Jugendliteratur im Fremdsprachenunterricht*. Tübingen: Stauffenburg-Verlag (Stauffenburg-Einführungen Band 23). 230 p.

Compendium with articles provided by the department, ca. 100 p.

**Additional study material**

Chambers, Aidan. 1996. *Tell me: children, reading, and talk*. Stenhouse Publishers.

Lange, Günter. 2005. *Taschenbuch der Kinder- und Jugendliteratur. Band 1 und 2*. Baltmannsweiler: Schneider-Verlag Hohengehren.

Marquardt, Manfred. 2005. *Einführung in die Kinder- und Jugendliteratur [mit CD-ROM Arbeitsmaterialien]*. 11th ed. Bildungsverlag EINS Stam.

Rosenblatt, Louise M. 2002. *Litteraturläsning som utforskning och upptäcktsresa*. Studentlitteratur.

Vestli, Elin Nesje. 2008. "Fra sokkel til klasserom. Litteraturens plass i fremmedspråkundervisningen." *Fokus på språk*, 2008:13, pp. 1–39.

Wild, Reiner. 2008. *Geschichte der deutschen Kinder- und Jugendliteratur*. 3rd ed. Metzler.