



## Course syllabus

Faculty Board of Humanities and Social Sciences  
School of Language and Literature

GI1112 Inriktning Svenska för grundskolans senare år och för gymnasieskolan I, 31–60 hp, 30 högskolepoäng

Swedish – directed towards teaching and learning in secondary school I, 31–60 hp, 30 credits

### **Subject Group**

Swedish/Nordic Languages

### **Level of classification**

First Level

### **Progression**

G1F

### **Date of Ratification**

Approved by Organisational Committee 2009-12-07

The course syllabus is valid from autumn semester 2010

### **Prerequisites**

To be eligible for this specialization, the student must be admitted to the teacher education program with specialization in Swedish and must have passed at least 20 hec (of which 7.5 hec are from the VFU-internship) of GI1111 Swedish – directed towards teaching and learning in secondary school I, 1-30 hec.

## Expected learning outcomes

After completing the course, students should:

- be able to help and evaluate pupils in secondary schools in the development of their language and reading skills with regards to factors such as age, class, sex and ethnicity,
- independently as well as together with others be able to plan, conduct, evaluate and develop the teaching of Swedish in accordance with relevant regulations and guidelines for secondary schools,
- demonstrate further knowledge regarding grading and assessment in accordance with relevant regulations and guidelines for secondary schools,
- be able to explain and discuss the different texts (fiction, non-fiction, film, drama, etc.) that children and young people read and encounter within as well as outside of schools,
- be able to analyze linguistic structures and use linguistic expressions,
- be able to explain and discuss the history of the Swedish language in order to raise an awareness of variations and changes in language, as well as explain the most important historical changes in the language's history through the use of texts from different periods and genres,

- be able to explain and discuss the relationship between the development of language and knowledge,
- from a comprehensive perspective of Swedish as a subject, apply and problemize the integration of the subject's comparative literature and linguistic components,
- be able to utilize and systematize ones' own as well as others' experiences and relevant research results as a basis for the development of the teaching of Swedish,
- be able to use ICT in teaching,
- with advanced language skills and an awareness of their own reading and writing skills actively work with different kinds of texts.

Didactical theory that is addressed during the course will be related to schools' activities through VFU-Internship. Correspondingly, the problems that arise during the VFU-internship illustrate central components in the didactical theory addressed. Students will be given the opportunity to implement their knowledge in practice. They will also document and evaluate the teaching situation, study the contents of local regulations and guidelines, and, based on their own observations, problemize pedagogical work.

## Content

### **Module 1. Language and texts throughout history (15 hec)**

This module looks at language and literature from an historical perspective. As far as literature is concerned, students will further their knowledge of selected texts from ancient history to the 20th century, with emphasis on Western literature. Linguistically, students will study variations and changes in Swedish from ancient history to the present based on a representative selection of texts. The module further aims to allow students to develop their own ability to use texts from different periods in their future careers.

The module includes 3 components: the history of language (6 hec), the history of literature (6 hec) and a VPU-internship (3 hec).

During the VPU-internship part of the module, the student will independently, or in collaboration with others plan, conduct and evaluate teaching where texts from historical periods are used.

### **Module 2. Swedish from a societal perspective (15 hec)**

This module aims to clarify the task of Swedish teachers in modern society. The module also presents different theoretical concepts used to understand the role of Swedish in a multicultural society. In addition, the module provides orientation in the position of fiction in society and guidance on modern Swedish usage and language policies.

The module takes its starting point from the emergence of Swedish as a subject and the competing subject interpretations that have been in evidence in the debate. The module includes readings of a number of modern works of fiction (for example, novels, dramas, films) as well as an analysis and interpretation of these from a societal perspective. In addition, the module addresses guidance on modern Swedish usage and language standards and their mutual relationships. The future of the Swedish language in an increasingly international world is covered. The module also addresses questions concerning the significance of language, literature and pedagogical drama for creation of identity as well as the significance of dialects, place names and personal names for regional and local identity.

The module includes 4 components: literature and society (4.5 hec), drama (1.5 hec), language and society (4.5 hec) and VPU-internship (4.5 hec).

During the VPU-internship part of the module, students will independently, or in collaboration with others plan, conduct and evaluate teaching of Swedish with particular regards to cultural factors in the surrounding local society.

## Type of Instruction

Teaching is in the form of lectures, group discussions and mandatory seminar exercises. When the course is offered as a web-based distance course, appropriate teaching methods will be utilized.

### 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 expected learning outcomes must be achieved. In order to receive a final grade of Pass with Distinction for the entire course, the student must receive the grade of Pass with Distinction in at least 15 of the higher education credits. For students who fail to earn a Pass grade at the first examination opportunity, a maximum of four additional examination opportunities will be provided.

Students at Linnaeus University are entitled to have the course grade translated into the 7-step ECTS scale. A request to have the grades translated must be made to the teacher at the start of the course.

Examination and grading is based on oral and/or written examinations and assessment of mandatory assignments. The ability to translate knowledge into adequate actions in relation to pupils and the function of schools will be assessed.

The professional attitude of teaching students will be assessed after conferring with the college of education teacher involved. The VPU-internship is organized as one large block of time, however it will be assessed as two components.

### Course Evaluation

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report will be made available to students and will be filed and stored according to departmental regulations.

### Required Reading and Additional Study Material

#### **Module 1. Language and texts throughout history (15 hec)**

Josephson, Olle. 2004. "Ju". *Ifrågasatta självklarheter om svenskan, engelskan och alla andra språk i Sverige*. Norstedts. 191 pages

Olsson, Bernt & Algulin, Ingemar. 1994 or later. *Litteraturens historia i Sverige*. Norstedt. Ca 300 pages

Olsson, Bernt & Algulin, Ingemar. 1995, 1997 or 1999. *Litteraturens historia i världen*. Norstedt. Ca 300 pages

Pettersson, Gertrud. 1996. *Svenska språket under sjuhundra år. En historia om svenskan och dess utforskande*. Studentlitteratur. 240 pages

Analysis texts and works of fiction selected in conjunction with the teacher.

#### **Module 2. Swedish from a societal perspective (15 hec)**

Andersson, Lars Gunnar. 2001 (1985). *Fult språk*. Carlssons. 245 pages

Einarsson, Jan. 2009. *Språksociologi*. Studentlitteratur. 403 pages

Furuland, Lars & Svedjedal, Johan (red.). 1997. *Litteratursociologi: texter om litteratur och samhälle*. Studentlitteratur. Ca 100 pages (selected pages)

Ljunggren, Nadja. 2008. *Flygfärdigande: tanke- och inspirationsbok för svensklärare*. Liber. 143 pages

Malmgren, Lars G ran. 1996. *Svenskundervisning i grundskolan*. 164 pages

Nilsson, Nils-Erik. 1998. "Några synpunkter på de lokala kursplanerna i svenska" In: Adelman, Kent (ed.), *Tors bok*. Malmö: Lärarhögskolan. 20 pages

Svedner, Per Olov. 1999. *Svenskämnet och svenskundervisningen: närbilder och helhetsperspektiv: en didaktisk-metodisk handledning*. Kunskapsförlaget Uppsala. 176 pages

Teleman, Ulf. 1991. *Lära svenska. Om språkbruk och modersmålundervisning*. A & W. 123 pages

Thavenius, Jan. 1999. "Läroplanen och kulturen", In: Andersson, Lars Gustaf et.al. (ed.), *Skolan och de kulturella förändringarna*. Studentlitteratur. 20 pages

Analysis texts and works of fiction selected in conjunction with the teacher.