



Board of Teacher Education
Swedish Language

Syllabus

Swedish for teaching in early years classes and grades 1-3

Course Code:	LPGG04
Course Title:	Swedish for teaching in early years classes and grades 1-3 <i>Svenska för grundlärare i förskoleklass och årskurs 1-3</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has less than 60 credits in first-cycle course/s as entry requirements (G1F)

Major Field of Study:

Course Approval

The syllabus was approved by the Board of Teacher Education 2016-09-06, and is valid from the Spring semester 2017 at Karlstad University.

Prerequisites

Admission to Teacher Education: preschool class and lower primary school

Learning Outcomes

The aim of the course is that students acquire the basic subject knowledge and subject-specific teaching methodology required to teach Swedish in preschool class and lower primary education. Special emphasis is put on basic reading and writing skills and strategies for reading and writing development regarding fictional, narrative and discursive text types and genres. Students are expected to acquire the skills and understanding required for teaching a heterogeneous group of learners with consideration of gender, identity and first and second language issues. The purpose of the practical placement is that students are introduced to school practice and develop their professional knowledge by considering the relationship between theory and practice.

Module 1 Introduction to Swedish as a School Subject, 1.5 ECTS cr

Upon completion of the module, students should be able to:

1. analyse and interpret the curriculum pertaining to Swedish in preschool class and lower primary school.

Module 2 Language Structure and Children's Language Development 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of and discuss different theoretical perspectives on and methods of language development
2. give an account of basic grammatical and phonological concepts
3. give an account of how to use basic grammatical knowledge to shape creative grammar instruction

with components of aesthetic learning processes

4. give an account of research perspectives on language development in terms of gender and linguistic, cultural and social backgrounds
5. express themselves idiomatically and correctly in writing and oral presentations.

Module 3 Children's Literature 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of some main trends in the history of children's literature and discuss how the concept children's literature has been perceived in different epochs
2. give an account of the conditions and importance of children's literature in school and society
3. define central genres of children's literature
4. apply basic terms and concepts of literature studies
5. give an account of and apply literature teaching theory and models and reflect on their application
6. give an account of and discuss literary texts related to contemporary children's literature
7. give arguments for principles of selecting literary texts for a teaching project in preschool class and lower primary education.

Module 4 Practical Placement, 7.5 ECTS cr

Upon completion of the module, students should be able to:

1. act in accordance with the foundational values stipulated in the Swedish Education Act and the national curriculum,
2. explain the meaning of current legislation concerning professional confidentiality and the obligation to report irregularities, in relation to educational settings,
3. reflect on how equality perspectives can be integrated in educational activities,
4. communicate professionally with students and staff, both one-on-one and in groups, and both orally and in writing, in ways that are both functional and adequate,
5. under supervision plan and conduct some teaching periods according to the national policy documents as well as relevant subject knowledge and subject-specific pedagogical theories,
6. describe the policies of special education and student welfare efforts in school on the basis of local examples,
7. describe and reflect on their own teaching, in relation to the national policy documents, relevant subject knowledge, and subject-specific pedagogical theories, and
8. give an account of their own professional development and identify their need of further development.

Module 5 Reading and Writing Development I, 6 ECTS cr

Upon completion of the module, students should be able to:

1. give an account of and discuss different perspectives on developing writing strategies and response to fictional, narrative and discursive texts
2. use poetry as part of the process-oriented writing to develop pupils' grammatical understanding
3. give an account of how narrative and oral presentations can be used as pedagogical tools combined with aesthetic learning processes
4. apply knowledge of multimodal narration
5. discuss and compare research perspectives on reading and writing regarding linguistic, cultural and social background and a gender perspective
6. analyse chosen problems and discuss issues in the knowledge domain of the course with the help of current research.

Content

Module 1 Introduction to the School Subject Swedish, 1.5 ECTS cr

The content of curricula is discussed and analysed in terms of the Swedish subject in preschool and lower primary school. Academic writing is introduced.

Module 2 Language Structure and Children's Language Development 7.5 ECTS cr

The module deals with Swedish grammar and phonology. Students acquire the meta-language necessary to work with children's language development and language awareness. Also treated are

central theories on language, reading and writing from both a first and second language perspective. In addition, different conditions for linguistic socialisation in a heterogeneous group in terms of gender and social, cultural and language background are outlined.

Module 3 Children's Literature 7.5 ECTS cr

Students are prepared for teaching children's literature in preschool and primary school. The module includes an outline of the history of children's literature and a study of a selection of literary texts from different periods are studied and analysed. Some research perspectives on the subject are introduced. Literature is compared with other text types such as film, television and computer games. The concept of children's literature and genre characteristics are problematised and the texts are related to different literary and sociocultural contexts with an emphasis on issues of gender, identity, class, ethnicity and sustainable development. The importance of literature discussions for interpretation and understanding of literary texts are discussed and different models for discussion are applied. Aesthetic learning processes are treated.

Module 4 Practical Placement, 7.5 ECTS cr

The module prepares students for the practical placement in the subject. Students have the opportunity to meet different groups of staff, for example, teaching teams, student welfare personnel and school management and participate in everyday activities, apply central regulations and guidelines and local pedagogical planning with consideration of equality and equal opportunities policies. Most importantly, they apply subject-specific teaching theories and transform subject knowledge into teaching and reflect on the relation between theory and practice. They are also required to use ICT in their teaching, make observations, discuss and reflect on the profession and professional development, and describe special education and student welfare efforts in school. Finally, they are expected to acquire knowledge of legislation pertaining to confidentiality and obligation to notify irregularities in relation to educational settings.

Module 5 Reading and Writing Development I, 7.5 ECTS cr

The module builds on the previous modules. Students reflect on how their knowledge and experiences can be applied in practice. Theoretical approaches and methods for supporting young children's reading and writing development are combined with their different types of texts. A writing process leading to digital narration is initiated. Aspects of gender, class and ethnicity are taken into account.

Reading List

See separate document.

Examination

The following components are basis for assessment and therefore mandatory. The number of examination opportunities is limited to five. In all written examination tasks, students shall apply standard language norms and the language and register required by the situation. In all oral presentations, students shall use a communicatively clear and adequate language for the situation.

Module 1 Introduction to Swedish as a School Subject, 1.5 ECTS cr

Learning outcome 1 is assessed on the basis of a written individual task discussed in seminar.

Module 2 Language Structure and Children's Language Development 7.5 ECTS cr

Learning outcome 1 is assessed on the basis of a written exam

Learning outcomes 2 and 3 are assessed on the basis of a written individual assignment and a group report.

Learning outcome 4 is assessed on the basis of a written individual task discussed in seminar

Module 3: Children's literature 7.5 ECTS cr

Learning outcomes 1, 4, 5, 6, and 7 are assessed on the basis of seminars

Learning outcomes 2, 3 and 4 are assessed on the basis of a written individual assignment.

Module 4 Practical Placement i, 7.5 ECTS cr

Learning outcomes 1, 4 and 5 are assessed on the basis of documented and completed practical placement.

Learning outcomes 2, 3, 6, 7 and 8 are assessed on the basis of an oral and/or written assignments at the university.

Attendance is required for the school placement component. The occasional day of absence can be completed on agreement with the module convener. Students who fail to attend more than five days will have to retake the whole module, unless special circumstances exist.

The number of examination opportunities for the practical placement component is limited to two.

Module 5 Reading and Writing Development I, 6 ECTS cr

Learning outcomes 1, 3 and 4 are assessed on the basis of a written individual task and a group report.

Learning outcome 2 is assessed on the basis of performance in seminar.

Learning outcomes 5 and 6 are assessed on the basis of a written individual assignment.

Grades

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

Quality Assurance

Follow-up relating to learning conditions and goal-fulfilment takes place both during and upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

Course Certificate

A course certificate will be provided upon request.

Additional information

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

Teacher Education: Preschool class and lower primary school