



Faculty of Arts and Social Sciences
Swedish Language

Syllabus

Literacy Development in Education

Course Code:	S1GK30
Course Title:	Literacy Development in Education <i>Tidigt läs- och skrivlärande i pedagogisk verksamhet</i>
Credits:	30
Degree Level:	Undergraduate level
Progressive Specialisation:	First cycle, has only upper-secondary level entry requirements (G1N)

Major Field of Study:
SVE (The Swedish Language)

Course Approval

The syllabus was approved by the Faculty of Arts and Social Sciences 2020-03-09, and is valid from the Autumn semester 2020 at Karlstad University.

Prerequisites

General admission requirements

Learning Outcomes

Module I: Basic reading and writing, 7.5 ECTS cr

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

1. give an account of the development of children's linguistic awareness,
2. give an account of theoretical perspectives on literacy and early reading and writing development,
3. provide examples of teaching that promotes reading and writing development from the perspectives of first and second language learning,
4. provide examples of and discuss how digital tools and multimodal resources can be integrated in the teaching of reading and writing,

5. describe and reflect upon the content of steering documents for the Swedish subject,
6. adhere to basic norms of language accuracy, and
7. use communicative and clear language that is appropriate for the context.

Module II: Learning and teaching writing, 7.5 ECTS cr

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

1. give an account of basic grammatical concepts,
2. describe and show how basic grammatical concepts can be used in teaching to support language learning,
3. give an account of and discuss different theories of and approaches to pupils' writing development from the perspectives of first and second language learning,
4. describe different text types in terms of structure and linguistic traits,
5. give an account of and discuss how digital tools and multimodal resources can be integrated in teaching to support pupils' writing development,
6. adhere to basic norms of language accuracy, and
7. use communicative and clear language that is appropriate for the context.

Module III: Learning and teaching reading, 7.5 ECTS cr

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

1. give an account of and discuss different theories of and approaches to pupils' reading development from the perspectives of first and second language learning,
2. give an account of various tools and strategies for reading comprehension,
3. give an account of and demonstrate how different reading comprehension strategies can be used in teaching,
4. apply and reflect upon oral story-telling as an educational tool,
5. analyse children's and young adult fiction using concepts of literary analysis,
6. provide examples of and reflect upon different pedagogical methods for teaching literature,
7. adhere to basic norms of language accuracy, and
8. use communicative and clear language that is appropriate for the context.

Module IV: Assessment and reading and writing difficulties, 7.5 ECTS cr

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

1. describe and reflect upon the content of steering documents when it comes to assessment in the Swedish subject,
2. give an account of and discuss different ways of documenting and assessing the reading and writing development of pupils,
3. apply formative assessment to pupils' texts based on linguistic concepts,
4. give an account of basic theories on reading and writing difficulties,
5. give an account of and discuss various approaches to supporting pupils with reading and writing difficulties,
6. adhere to basic norms of language accuracy, and
7. use communicative and clear language that is appropriate for the context.

Content

The aim of the course is that students acquire basic knowledge of Swedish and subject-specific teaching methodology. The course deals with basic reading and writing skills and strategies for supporting pupils language, reading, and writing development. Students acquire the skills and understanding required to teach a heterogeneous group of pupils, and therefore the course focuses on perspectives on first and second language learning and gender equality.

Module I: Basic reading and writing (7.5 ECTS cr)

The module deals with how children learn to read and write. The course also covers the steering documents for the Swedish subject, reading and writing education from the perspectives of first and

second language learning, the development of childrens linguistic awareness, theories of literacy and early reading and writing, and the integration of digital tools and multimodal resources in teaching.

Module II: Learning and teaching writing (7.5 ECTS cr)

The module deals with different theories of and approaches to pupils writing development from the perspectives of first and second language learning. Based on central discourses of writing pedagogy, the module covers different text types in terms of structure and linguistic traits, basic grammatical concepts, and how knowledge of language structure provides support for pupils reading and writing development. Students acquire an essential metalanguage for childrens literacy, reading, and writing development. In addition, the module covers how digital tools and multimodal resources can be integrated in teaching to promote pupils writing development.

Module III: Learning and teaching reading (7.5 ECTS cr)

The module deals with theoretical perspectives on and approaches to pupils reading development from the perspectives of first and second language learning. The module focuses on how different models of an strategies for reading comprehension can be used in teaching. Another component is analysis of fiction based on concepts of literary analysis and pedagogical methods for reading literature, both fiction and non-fiction. Yet another component in this module is oral story-telling as a teaching tool and how multilingual and intercultural perspectives can be included in teaching in the Swedish subject.

Module IV: Assessment and reading and writing difficulties (7.5 ECTS cr)

The module deals with assessment and documentation of pupils reading and writing development, as well as theories of reading and writing difficulties. Based on the steering documents for the Swedish subject and linguistic concepts, the module covers different ways of documenting and assessing pupils reading and writing. The module also treats different approaches to supporting pupils with language, reading, and writing difficulties, both in terms of prevention and in terms of remedial measures.

Reading List

See separate document.

Examination

Assessment is based on:

Module I Basic reading and writing, 7.5 ECTS cr

Learning outcomes 1 and 2: a written exam

Learning outcomes 3 and 4: an individual field study and a written follow-up hand-in assignment

Learning outcome 5: an individual written hand-in assignment and an oral seminar

Learning outcomes 6 and 7: a written exam, individual written hand-in assignments, and an oral seminar

Module II Learning and teaching writing, 7.5 ECTS cr

Learning outcomes 1, 3, and 4: a written exam

Learning outcome 2: an individual field study and a written follow-up hand-in assignment

Learning outcome 5: an individual hand-in assignment and an oral seminar

Learning outcomes 6 and 7: a written exam, individual written hand-in assignments, and an oral seminar

Module III Learning and teaching reading, 7.5 ECTS cr

Learning outcomes 1, 2, and 5: a written exam

Learning outcome 4: an individual field study, a written follow-up hand-in assignment, and an oral seminar

Learning outcomes 3 and 6: an individual written hand-in assignment

Learning outcomes 7 and 8: a written exam, individual written hand-in assignments, and an oral seminar

Module IV Assessment and reading and writing difficulties, 7.5 ECTS cr

Learning outcomes 1 and 2: an individual hand-in assignment and an oral seminar

Learning outcome 3: an individual field study and an oral seminar

Learning outcomes 4 and 5: an individual written hand-in assignment

Learning outcomes 6 and 7: individual written hand-in assignments and an oral seminar

If students have a decision from Karlstad University entitling them to special pedagogical support due to a documented disability, the examiner has the right to give such students an adapted examination or to examine them in a different manner.

Grades

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

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.

The course requires students to have access to a group of pupils.