



Teacher Education  
Comparative Literature

Syllabus

**Course Approval**

The syllabus was approved by the Board of Teacher Education on 17 February 2014, and is valid from the Autumn semester of 2014 at Karlstad University.

**Course Code:** SVGL01

**Swedish and Swedish Teaching 1, 30.0 ECTS Credits**

**(Svenska med didaktisk inriktning 1, 30.0 Swedish credit points)**

**Degree Level:** Bachelor

**Progressive Specialisation:** G1N (First cycle, has only upper-secondary level entry requirements)

**Language of Instruction**

Swedish and texts in English, Norwegian and Danish

**Prerequisites**

General admission requirements plus either

- field-specific eligibility A6 (upper secondary school level Civics 1b eller 1a1 + 1a2), or
- field-specific eligibility 6 (upper secondary school level English B, Civics A).

**Major Field of Study**

LIA (Comparative Literature)

**Learning Outcomes**

The aim of the course is that students prepare for and acquire the basic subject knowledge and subject-specific teaching methodology required to teach Swedish in secondary education, theoretically and practically, and develop a problematising approach to literary history, and skills in analysing and interpreting literary texts from literary theory and literature teaching perspectives.

**Module 1 Literary Theory, Methods, Practice and Concepts 7.5 ECTS cr**

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

- give an account of some defining moments in the history of Western poetics and aesthetics,
- give an account of, compare and analyse debates on the canon, popular culture, youth culture and literary history accounts, in, for instance, a gender and diversity perspective,
- identify, explain and apply basic literary analytical and teaching methods, terminology and concepts to texts, genres and aesthetic expressions,
- give an account of theories on the function and value of literature in an individual, social and cultural perspective,
- give an account of and discuss research problems in literature and literature teaching studies,
- write argumentative and analytical texts in the areas of literature studies and literature teaching methodology.

**Module 2 Survey of the History of Western Literature 7.5 ECTS cr**

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

- give an account of and critically compare the presentation of some of the main features in the history of Western literature and identify and discuss differences in relation to the global literary history version,

- define, explain and apply basic terminology and concepts in literary history,
- independently retrieve, present, evaluate and discuss literary history research material on a specific period,
- demonstrate ability to critically review and problematize literary selection and categorisation principles,
- write argumentative and analytical texts in the areas of literature studies and literature teaching methodology.

#### Module 3 Perspectives on Literature 7.5 ECTS cr

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

- explain literary history and cultural analytical terms and concepts,
- describe different types of coexistence of texts in space and time and reflect on their relationships,
- interpret and analyse texts thematically,
- discuss and problematize the fiction-non-fiction demarcation,
- independently retrieve research and literary history material in literature studies and teaching,
- discuss the potential of comparative literature and literature teaching methodology to problematize certain conceptions of literary history and culture, orally and in writing in and outside school, and how this can be realised in the classroom,
- write argumentative and analytical texts in the areas of literature studies and literature teaching methodology,
- perform an oral presentation in an informal and rhetorically aware manner.

#### Module 4 Reading Strategies and Contemporary Fiction 7.5 ECTS cr

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

- give an account of and compare some theories on the relation between text, reader and reading contexts,
- give an account of some characteristic features of contemporary fiction and conduct a critical discussion on how new text types can affect the development of reading understanding and strategies,
- give an account of and compare some theories on reader socialisation, literary competence, reading approaches and meaning-making and discuss their application in the classroom,
- argue a position on what literature teaching can include, based on theories on reading, selection issues and curricular content and knowledge for the subject Swedish,
- give an account of and discuss some perspectives on teaching methods in relation to the study of film and other media,
- review and evaluate research on literature teaching and on the reception of literature, film and other media,
- write argumentative and analytical texts in the areas of literature studies and literature teaching methodology.

#### Content and Form of Instruction

Courses in Comparative Literature which are the first subject encountered by teacher education students include an introduction to the subject's role in the academic professional programme.

Swedish and Swedish teaching 1-30 ECTS cr consists of four modules of 7.5 ECTS cr each.

Module 1 Literary Theory, Methods, Practice and Concepts runs parallel with Module 2 and introduces literary theory and method, literary analysis and interpretation as well as the history of poetics and literature teaching methodology.

Module 2 Survey of the History of Western Literature surveys and critically reviews the history of literature till 1900. The module includes a global perspective on literary history presentations.

Module 3 Perspectives on Literature establishes a tentative and experimental approach to 20th century literature in Swedish through adopting a number of perspectives. Students contribute to course content by choosing presenting literature that reflect the different perspectives.

Students gradually develop a practice-oriented approach with a focus on methods for planning and implementing teaching. There is a special emphasis on how theoretical perspectives can be transformed into teaching and how teaching practice can be understood in terms of theory. Students develop oral, written and academic skills in several course components in preparation for the concluding independent project of the teacher programme. The whole course is imbued with a reflected and subject teaching approach. The course also includes preparation for the practical placement period in the second term.

Module 4 Reading Strategies and Contemporary Fiction focuses on contemporary fiction and the development of

reading strategies and understanding, with an emphasis on factive reading approaches and multimodal texts. Theoretical perspectives on the relation between text, reader and readings are treated and examples of literature teaching methods and forms of analysing and interpreting the Swedish school curriculum and its knowledge requirements in teaching are presented.

## Reading List

See separate document.

## Examination

All examination components are mandatory.

Module 1 Literary Theory, Methods and Practice: Assessment is based on a take-home exam comprising two analyses of two literary genres.

Module 2 Survey of the History of Western Literature: Learning outcomes 1 and 2 are assessed on the basis of a written exam, learning outcomes 3, 4 and 5 on the basis of hand-in assignments and learning outcomes 3 and 4 on the basis of laboratory assignments and mandatory seminars.

Module 3 Perspectives on Literature: Learning outcomes 4-6 and 8-9 are assessed on the basis of oral group presentations with individual contribution, learning outcomes 1-4 and 6-7 on the basis of an individually reasoned and argued text.

Module 4 Reading Strategies and Contemporary Fiction: Learning outcomes 1-3 are assessed on the basis of literary seminars, learning outcomes 3, 6-7 on the basis of an individually reasoned and argued text, and learning outcomes 4-5 on the basis of an oral group presentation with the help of digital tools.

Group and seminar discussions on literary texts and interpretation and research perspectives constitute a part of the formative assessment and are therefore mandatory. Students who fail to attend is required to submit a written report on the material discussed at the non-attended seminar. Course information handed out at the start of the course includes further details on examinations. Examination based on this syllabus can be completed for one year after its replacement by another syllabus. The number of examination opportunities is limited to five. Individual performance must be clearly displayed for assessment in all examination formats.

## 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 assessment is based on student views and experiences as reported in written course evaluations and/or group discussions. Students will be informed of the result of the evaluation and of the measures to be taken.

## Course Certificate

A course certificate will be provided upon request.

## Additional Information

Students who enrolled before 1 July 2007 will complete their studies in accordance with the requirements of the earlier admission. Upon completion students may request degree and course certificates to be issued under the current ordinance if they meet its requirements.

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

Teacher Education programme course

The perspectives included in Module 3 will be presented at the start of the course.

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