



Board of Teacher Education
Comparative Literature

Syllabus

Swedish for Teaching II

Course Code: SVGL12

Course Title: Swedish for Teaching II
Svenska II med didaktisk inriktning

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:

SVE (The Swedish Language)

Course Approval

The syllabus was approved by the Board of Teacher Education 2017-08-30, and is valid from the Spring semester 2018 at Karlstad University.

Prerequisites

SVGL01 (at least 15 ECTS cr completed) or equivalent.

Learning Outcomes

The aim of the course is that students prepare for and acquire the basic subject knowledge and subject-specific teaching methodology in terms of the knowledge and skills required to teach Swedish in secondary education, theoretically and practically, and develop a problematising approach to their own and learners' language use in speech and writing and to the language use and norms in society.

Module 1: Language Structures 7.5 ECTS cr

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

1) give an account of basic linguistic concepts in Swedish phonology and apply these concepts in

descriptions of different variations of spoken Swedish,

- 2) explain and apply the word class system and give an account of common principles of word formation in Swedish,
- 3) explain and apply the terms phrase, clause element, and clause type,
- 4) give an account of some common issues relating to linguistic correctness and grammar terms, and discuss how these can be addressed in the classroom,
- 5) discuss different teaching methodologies in the fields of grammar and linguistic correctness.

Module 2: Reading 7.5 ECTS cr

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

- 1) refer to, analyse and compare research on reading strategies for different text types,
- 2) refer to and compare current research on web texts and reading online,
- 3) refer to, analyse and compare different perspectives on reading ability, reading comprehension, reading competence and text selection in relation to individual pupils and groups of pupils,
- 4) refer to, analyse and compare current research on reading comprehension assessment, and
- 5) plan and discuss the design of a lesson on developing reading comprehension based on research.

Module 3: Writing 7.5 ECTS cr

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

- 1) give an account of different models for writing and feedback,
- 2) give an account of different ways of describing text types and genres, and apply this knowledge in an individual assignment in the form of text analysis,
- 3) apply knowledge of linguistic correctness, genres, and feedback in assessment of student texts,
- 4) give an account of different perspectives on writing development and writing competence,
- 5) refer to and discuss current research on writing assessment and different types of writing tests.

Module 4: Rhetoric, 7.5 ECTS cr

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

- 1) give an account of the theory of classical rhetoric from both a historical and a contemporary perspective,
- 2) give an account of different models for argumentation analysis and propaganda analysis, and apply these models in an individual assignment in the form of an analysis of written or spoken material,
- 3) give an account of different types of conversation and debate, and apply this knowledge in various kinds of practice debates,
- 4) give an account of and discuss various ways of teaching oral presentation skills, with special emphasis on student speech anxiety,
- 5) refer to and discuss research on assessment, and apply this knowledge in their own assessment of students' oral presentations.

Content

Swedish and Swedish Teaching II, 30 ECTS cr, consists of four modules, each comprising 7.5 ECTS cr. Module 1 addresses the linguistic structures of the Swedish language, and students acquire a basic linguistic conceptual framework. Modules 2, 3, and 4 address reading, writing, and speaking skills, and students encounter various perspectives on teaching and assessment.

Students regularly practise using subject-relevant digital tools and reflect on the teaching of Swedish in a multilingual society.

Module 1: Language Structures 7.5 ECTS cr

The module addresses basic linguistic concepts in phonology, morphology, word formation, and syntax, as well as common problems relating to linguistic correctness. Teaching methods suitable for the module content are discussed.

Module 2: Reading 7.5 ECTS cr

The module addresses how teachers can support individual pupils' and groups' reading abilities, reading

comprehension and reading competence. Various text types, verbal and multimodal, and research on reading competence assessment are treated. Students are introduced to linguistic and pedagogical research in the field and practise creating their own teaching materials.

Module 3: Writing 7.5 ECTS cr

In this module, students acquire in-depth knowledge of different text types, this time from the perspective of writing skills. The module addresses different ways of teaching and assessing writing, and students reflect on the expectations and requirements relating to writing skills that are to be found in primary, secondary, and tertiary education, as well as in society.

Module 4: Rhetoric, 7.5 ECTS cr

The module addresses different types of oral communication, as well as argumentation and propaganda in speech and writing. Students practise argumentation skills in a series of theoretical and practical exercises, and discuss different ways of working with and assessing oral presentations in the classroom.

Reading List

See separate document.

Examination

In all written examination formats, students must use standard norms of language accuracy and the language and register appropriate to the situation. In all oral examination tasks, students must communicate clearly and with the language and register appropriate to the situation.

Module 1 Language Structures:

Learning outcomes 1, 2, and 3 are assessed on the basis of a written exam.

Learning outcomes 4 and 5 are assessed on the basis of an individual hand-in assignment as well as an oral presentation and participation in seminar discussions.

Module 2 Reading:

Learning outcomes 1, 3, 4 and 5 are assessed on the basis of an individual hand-in assignments.

Learning outcome 2 is assessed on the basis of an individual digitally-based presentation.

Module 3 Writing:

Learning outcomes 1, 2, and 4 are assessed on the basis of an individual hand-in assignment.

Learning outcomes 3 and 5 are assessed on the basis of an individual hand-in assignment, an oral presentation, and participation in seminar discussions.

Module 4 Rhetoric:

Learning outcomes 1 and 2 are assessed on the basis of an individual hand-in assignment.

Learning outcome 3 is assessed on the basis of participation in prepared debates.

Learning outcomes 4 and 5 are assessed on the basis of an individual hand-in assignment, an oral presentation, and participation in seminar discussions.

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.

Required course for the Teacher Education Programme: Secondary Education.

Examination based on this syllabus can be completed up to one year after its replacement by another syllabus.