



Faculties of Humanities and Theology

ÄSVB22, Swedish 2, 15 credits

Svenska 2, 15 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus is an old version, approved by the pro-dean for first-cycle studies at the Faculties of Humanities and Theology on 2016-01-14 and was valid from 2016-01-14, spring semester 2016.

General Information

The course is included in the Master's programme in Secondary Education offered jointly by Kristianstad and Lund universities.

Main field of studies

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Depth of study relative to the degree requirements

G1F, First cycle, has less than 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course, students shall be able to

Knowledge and understanding

- provide a general account of the links between language and society focusing on the individual (1)
- provide a general account of language legislation in Sweden and give examples of key issues of the language situation in Sweden and Scandinavia focusing on majority and minority languages (2)
- discuss language policy and usage issues and their relevance for school education, account in general for and discuss the impact of the social, linguistic and cultural belonging of individuals on their possibilities of assimilating school education, and provide examples of the use of language to signal group affiliation and power (3)
- provide a general account of some key works and lines of development within children's and youth literature in a national and international perspective, and of the basic forms of children's and youth literature (4)

- provide a specialised account of relevant issues and concepts of literary studies and place children's and youth literature in historical and aesthetic contexts (5)

Competence and skills

- discuss and take a position on socio-linguistic aspects of class, gender and ethnicity based on a scholarly approach (6)
- produce texts that meet the norms of written language, with regard both to aspects such as formal apparatus, structure and contents, and to audience adaptation, and critically review texts written both by themselves and by others (7)
- analyse, interpret and discuss in speech and writing samples of children's and youth literature, and their functions in different contexts with regard to, for example, aesthetics, genre, social aspects, gender and ideology (8)
- take a position on theories of readers, literacy concepts and a broadened conception of language and text, and discuss the didactic implications of these approaches (9)

Judgement and approach

- when choosing material and methods for school teaching, take a position on the significance of social aspects, language and gender for the learning process of pupils, and discuss in general terms the role of schools in communicating knowledge about sociolinguistic factors (10)
- interrogate linguistic and literary phenomena within children's and youth literature in a changeable world, from the perspectives of adults and readers, and the core values of education (11)

Course content

Module 1. Sociolinguistics, 7.5 credits

The course describes the mutual but not uncomplicated influence of society and language on each other. Based on educational practice, it discusses factors such as class, gender and ethnicity and their significance for language development and identity formation. Among the concepts addressed in the context are sociolects, genderlects and ethnolects, but also dialects. Power structures and other sociolinguistic impact factors are interrogated through critical analysis, using sociolinguistic methods and concepts.

Module 2. Literature for Adolescents, 7.5 credits

The aim of the module is to enable students to acquire knowledge of important features of the development of children's and youth literature, while taking account of the possibilities of thematic reading of texts through text selection and text studies. Discussions are pursued on the teaching of literature in schools, particularly highlighting the role of children's and youth literature in the teaching of Swedish in primary and lower secondary school. Emphasis is placed on theories of readers, including recurring discussions of the relationship between authors and -readers, not least the views of young readers on fiction and its uses. The significance of the concept of literacy and a more inclusive concept of language and text is reasserted in this context. Furthermore, the module specialises the discussion of issues of literature

teaching and literary studies, and the students are enabled to develop their knowledge of relevant terms, theories and methods.

Course design

The teaching consists of lectures, seminars, workshops, group discussions and exercises, both individually and in groups.

Assessment

The assessment of module 1 is based partly on a minor research study executed in groups and to be presented at a seminar, and partly on a take-home exam in which students are to use sociolinguistic theories to present and discuss the significance of language for identity formation in relation to usage, school and society at large. (assessment of learning outcomes 1-3, 6-7 and 10)

The assessment of module 2 is based partly on a take-home exam on the required reading, and partly on a specialisation assignment to be presented orally at a seminar. (assessment of learning outcomes 4-5, 8-9 and 11)

The examiner may deviate from the regular form of examination if the student has been granted an alternative form of examination by the Disability Support Services, and if it complies with the learning outcomes of the course.

The examiner may deviate from the regular form of examination if it cannot be implemented during a re-examination, and if it complies with the learning outcomes of the course.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass, Pass with distinction.

For a grade of Pass on the whole course, the student must have been awarded this grade on both modules. For a grade of Pass with Distinction on the whole course, the student must have been awarded this grade on both modules.

Entry requirements

To be admitted to the course, students must have at least 15 credits from the course ÄSVA11, Swedish 1, or the equivalent.

Further information

Module titles in Swedish:

1. Språksociologi
2. Ungdomars läsning

Subcourses in ÄSVB22, Swedish 2

Applies from V16

- 1601 Sociolinguistics, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction
- 1602 Literature for Adolescents, 7,5 hp
Grading scale: Fail, Pass, Pass with distinction