



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

## ÄSVB51, Swedish IV, 61-90 hp, for Upper Secondary School Teaching, 30 credits *Svenska IV, GY, 30 högskolepoäng* First Cycle / Grundnivå

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### Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2014-08-21 to be valid from 2014-08-21, autumn semester 2014.

### General Information

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

*Language of instruction:* Swedish

*Main field of studies*

Swedish

*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, the students shall be able to

#### Knowledge and understanding

- provide a general account of the role of audiovisual and interactive media for individuals, society, schools and culture from the point of view of concepts such as influence, representation, power and ideology
- account for the relationship between different aspects of text quality
- account for different techniques for oral and written feedback
- explain how different applications of rhetorical theories can affect the interplay between teachers and pupils

## Competence and skills

- justify the use of rhetorical theories in teaching from the perspective of subject didactics
- analyse oral, written and visual argumentation from a rhetorical perspective
- use their own writing as a starting point for applications in talks and conversations
- provide constructive feedback and participate actively in dialogues that generate knowledge
- perceptively discuss the material and cultural conditions of audiovisual and interactive media
- take a position on narratology, media history and a more broadly conceived concept of text, and discuss the didactic consequences of these approaches
- discuss audiovisual and interactive media from a perspective of subject didactics
- communicate principles of assessing text quality to colleagues and pupils
- write good non-fiction
- provide clear and communicative comments on texts to pupils, making it possible for them to remedy problems of text quality
- search, collect, assess and critically interpret relevant information on a problem and critically discuss phenomena, issues and situations
- independently identify, formulate and solve problems, and carry out assignments within given time frames
- orally and in writing account for and discuss information, problems and solutions in dialogue with different groups
- explain and use central rhetorical concepts
- informed by rhetorical theory and traditions of learning, apply a rhetorical perspective on present-day language focusing on education and schools

## Judgement and approach

- take a critical position on the rhetorical properties and qualities of different texts
- query the conditions for and applications of rhetoric in different teaching contexts
- make assessments in the subject of Swedish informed by relevant disciplinary, social and ethical issues
- assess the role of research in society and the responsibility of the individual for how it is used

## Course content

### Module 1. Present-Day Swedish from a Rhetorical Perspective 7.5 credits

This module provides general knowledge of how language is used in different social and educational contexts. Special emphasis is placed on the teaching of rhetoric and the importance of rhetoric for teaching and learning. Current usage and uses of rhetoric are linked to perspectives on education and learning traditions.

Moreover, the possibilities of rhetoric are discussed in relation to language situation, usage and style, planning, source management and use of presentation aids. The conditions for communication in terms of sender and receiver, listening and the ability to provide constructive feedback on oral and written communication are also discussed.

The didactic issues of the teacher's responsibility and leadership, and role in developing the language register and presentational skills of pupils are highlighted in exercises and discussions. The teacher's own development as a language user and role model is also addressed.

The teaching includes presentation seminars, rhetorical analyses, argumentation, debates, article presentations, listening and feedback. Ideas and points of departure for class work are taken from wider society, media and schools. The module includes field assignments/field days.

### **Module 2. Narrating in the Media ? Literature, Film, Television, The Internet, Computer Games 7.5 credits**

This module provides an overview of audiovisual and interactive media and information on media studies terminology and methods. The historical background of audiovisual and interactive media and their links to currents of ideas and aesthetic traditions are highlighted, including a specialisation in the narrative techniques typical of these media. The role of audiovisual and interactive media in modern society and their didactic dimensions are illustrated and the way in which these media can be integrated in school work is discussed.

### **Module 3 Writing in School ? Three Perspectives on Text Quality 7.5 credits**

This module provides specialised study of writing in school focusing on texts for practical purposes. It mainly involves skills training and describes how deliberately employed writing techniques and oral and written feedback can be of help in developing writing skills. The module introduces three aspects of text quality- style, correctness and function- and links them to feedback techniques. Space is provided for discussions and reflections on the writing process of the students and others, aiming to develop the students' sense of identity as teachers in relation to writing in school.

### **Module 4. Paper in Swedish Specialising in Didactics 7.5 credits**

In this module the students engage in a specialised study of an issue of the teaching of Swedish. The issue can be addressed from the perspective of linguistics, literary studies, film studies and/or rhetoric.

## **Course design**

The teaching consists of lectures, seminars, workshops and individual and group exercises.

## **Assessment**

The teaching consists of lectures, seminars, workshops and individual and group exercises.

Module 1 is assessed on the basis of 7-9 assignments and a final written exam. The oral assignments are carried out individually or in pairs. Students are to submit a written plan before each oral assignment or, where appropriate, a written reflection after the assignment. More detailed instructions are available in the study guide/course folder. The final written exam is carried out individually and is to include constructive criticism on the examination of a fellow student.

Module 2 is assessed partly on the basis of an individual teaching portfolio (5.5 credits) and partly on the basis of a lesson plan that is to be presented orally and in writing (2 credits). For a grade Pass with Distinction on the whole module, the student must have been awarded this grade on the teaching portfolio.

Module 3 is assessed partly on the basis of three written assignments and active participation in seminars and feedback meetings including oral and written feedback on the written assignments of fellow students and oral and written reflections on the student's own writing, and partly on the basis of a take-home exam including a written assignment and written feedback on the written assignment of a fellow student. One of the grades Pass or Fail is awarded for the continuous written assignments. The take-home exam is awarded one of the grades Pass with Distinction, Pass or Fail. For a grade of Pass with Distinction on the module as a whole, the student must have been awarded this grade on the continuous assignments and on the take-home exam.

Module 4 is assessed on the basis of an independent paper that is to be defended at a seminar and of the student's critical review of a fellow student's paper. The paper is normally written by two students in cooperation.

Other forms of examination may be used, following an agreement with the students.

*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 all modules. For a grade of Pass with Distinction on the whole course, the student must have been awarded this grade on Module 4 and on at least two of the remaining modules.

## Entry requirements

To be admitted to the course, the student must be admitted to the Master's programme in Secondary Education specialising in Swedish. The student must also have passed 45 of the 60 credits available from Swedish I, Swedish II and Swedish III. The module Swedish Language Structure should be included in these 45 credits.

## Further information

1. Course evaluation takes place in accordance with Lund University instructions and regulations.

## Subcourses in ÄSVB51, Swedish IV, 61-90 hp, for Upper Secondary School Teaching

Applies from H14

- 1401 Examination, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1402 Examination, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1403 Examination, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1404 Examination, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction