



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

## ÄSVD04, Swedish 4, 30 credits

*Svenska 4, 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 2018-09-18 to be valid from 2018-09-18, autumn semester 2017.

### General Information

The course is included in the Master's programme in Secondary Education at Lund University.

*Language of instruction:* Swedish

*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, the students shall be able to

#### Knowledge and understanding

- explain how different applications of rhetorical theory can affect interplay between educator and pupils
- provide a specialised account of literature's basic forms and for issues and concepts of literary studies
- provide a specialised account of central lines of development and works in the history of literature from the modern breakthrough to present times
- on a basic level, understand, analyse and interpret literary texts written in Danish as well as place them in the context of Danish literary history and society
- account for the historical development of the Swedish language
- account for language change on different linguistic levels

- understand basic issues of the philosophy of science and methodology with regard to the subject of Swedish,

### **Competence and skills**

- justify the application of rhetorical theories in teaching from a didactic perspective
- analyse oral, written and visual argumentation based on a rhetorical perspective
- use their own writing as a starting point for applications in oral proficiency and conversation
- analyse and interpret literary texts and their functions in different historical contexts, such as aesthetic, genre-related, social, gender-related and ideological contexts
- apply different methods of subject didactics in literature-oriented courses in the subject of Swedish
- take a position on the concept of literacy and the extended concept of text and discuss the didactic consequences of such an approach
- read easy and fairly difficult early Swedish texts
- make relevant observations relating to the history of language in old Swedish texts
- approximately date an early text based on linguistic criteria
- write good nonfiction prose
- seek, collect, assess and critically interpret relevant information on a problem as well as critically discuss phenomena, issues and situations
- independently identify, formulate and solve problems and complete tasks within predetermined time frames

### **Judgement and approach**

- take a critical position and reflect on the rhetorical properties and qualities of different texts
- interrogate rhetorical preconditions and applications in different teaching contexts
- make assessments in the subject of Swedish informed by relevant disciplinary, societal and ethical aspects
- assess the role of knowledge in society and responsibility of the individual for how it is used
- take a critical position on linguistic and literary phenomena and texts
- assess linguistic and literary development over time
- place cultural, literary and linguistic phenomena in relation to the core values of school
- discuss issues of linguistic correctness from the perspective of language history

### **Course content**

#### **Module 1. Rhetoric for Teachers, 6 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

### **Module 2. History of Literature, 12 credits**

The module provides a more specialised and broadened orientation about issues of literary history as well as specialised knowledge of the terminology, methods and history of literature included in literary studies. Literature's relation to different historical types of society, movements of ideas and aesthetic traditions is highlighted further- mainly from the modern breakthrough to present times, but also looking back and in depth to earlier eras. Thematic perspectives are highlighted to show connections between the ideas and subjects of different eras. Literature's role in relation to modern society is highlighted and discussions are conducted on how to work in schools with both early and more recent literature. Students also read texts in Danish and deal with the Danish history of literature.

### **Module 3. History of Language, 6 credits**

The module provides an orientation in the history of the Swedish language from the runic Swedish period to today. Important features of the history of the Swedish language are dealt with, focusing on certain texts and certain periods. Language change at different linguistic levels is addressed (phonetics, morphology, syntax, lexicon and style) and are linked to ongoing language changes in present-day Swedish. The tasks and possibilities of the history of language in the teaching of Swedish are discussed from a didactic perspective.

### **Module 4. Paper in Swedish Specialising in Didactics 6 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 exercises both individually and in groups.

## **Assessment**

Module 1 is assessed through 6-7 oral assignments as well as a final written take-home 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 given in the study handbook/course booklet. The final written take-home exam is to be executed individually and the component also includes giving constructive criticism on a fellow

student's take-home exam.

Module 2 is assessed through one written invigilated exam and two workshops.

Module 3 is assessed through a written invigilated exam and a seminar.

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 to be written individually.

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

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

*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 for the whole course, the student must have been awarded at least this grade for all modules. For a grade of Pass with with Distinction on the whole course, the student must also 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, students must have passed Swedish 1 and Swedish 2.

## **Further information**

1. The course is offered at the Centre for Languages and Literature, Lund University.
2. The credits allocated for course content that in whole or in part is commensurate with another course can only be credited once for a degree. For further details see the current application information and other relevant documentation.
3. Module titles in Swedish:
  1. Retorik för lärare
  2. Litteraturhistorisk fördjupningskurs
  3. Språkhistoria
  4. Uppsats i svenska med didaktisk inriktning

## Subcourses in ÄSVD04, Swedish 4

Applies from H18

- 1801 Rhetoric for Teachers, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1802 History of Literature, 12,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1803 History of Language, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction
- 1804 Paper in Swedish specialising in Didactics, 6,0 hp  
Grading scale: Fail, Pass, Pass with distinction