



Faculties of Humanities and Theology

## ÄSVD09, Swedish III:b, 7.5 credits

*Svenska III:b, 7,5 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 2019-01-27 to be valid from 2019-01-27, spring semester 2019.

### 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*

G2F, First cycle, has at least 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 links between different aspects of text quality and describe some technique for feedback in both speech and writing

#### Competence and skills

- use their own text production as a starting point for applications in speech and writing, use some technique for oral or written feedback, and write good non-fiction
- provide constructive feedback and actively participate in knowledge-generating conversations as well as communicating principles for the assessment of text quality to colleagues and pupils

- provide lucid and clear text comments to pupils, enabling them to remedy issues of text quality on their own

### **Judgement and approach**

- make assessments of their own and others' nonfiction texts

### **Course content**

The course deals with writing in school focusing on nonfiction. It is a theoretical course including some practical elements. It focuses on how to develop one's own and others' writing skills, and applies some current theories of writing to authentic texts. Text quality is discussed and linked to spoken and written feedback and assessment. The course provides space for discussion and reflection on the students' own and others' writing processes, aiming to develop the students' identity as teachers in relation to writing in school.

### **Course design**

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

### **Assessment**

The assessment is continuous and based on 2-3 written assignments linked to active participation in seminars. The student is to provide fellow students with oral and written feedback on their written assignments and reflect in speech and writing on their own writing process and feedback. Furthermore, the course concludes with a take-home exam, in which the students are to demonstrate both practical and theoretical knowledge of writing, feedback and assessment.

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.

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 whole course, the student must have been awarded a grade of Pass for the continuous assignments and a grade of Pass with Distinction for the take-home exam.

## **Entry requirements**

To be admitted to the course, the student must have passed at least 22.5 credits from the courses 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 registration information and other relevant documentation.

## Subcourses in ÄSVD09, Swedish III:b

Applies from V19

- 1901 Essay Writing in a School Context, 7,5 hp  
Grading scale: Fail, Pass, Pass with distinction  
The assessment is continuous and based on 2-3 written assignments linked to active participation in seminars. Students are to provide oral and written feedback on fellow students' written assignments and reflect on their own writing process and feedback in speech and writing. The course concludes with a take-home exam enabling students to demonstrate both practical and theoretical knowledge of writing, feedback and assessment.