

LLYU05, No English Translation Available, 15 credits

Språkutveckling med fokus på läs- och skrivutveckling (ingår i Lärarfortbildningen),

15 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by the programmes director by delegation from the pro-dean for first- and second-cycle studies on 2008-06-17. The syllabus comes into effect 2008-06-17 and is valid from the autumn semester 2008.

General information

The course is offered as a single course. It can normally be included as part of a first or second cycle degree. With the approval of the relevant authenticating body, it can also be included in certain professional qualifications.

Language of instruction: Swedish

Main field of study *Specialisation*

- G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

On completion of the course the student shall

Knowledge and understanding

- demonstrate in-depth knowledge of current theories concerning the development and use of oral and written language in children and adolescents
- be able to explain the ways in which written and oral means of expression differ from each other and interact and affect each other, and how knowledge in this area can give greater understanding in the development of reading and writing in children
- be able to explain the ways in which processes of reading and writing work

Competence and skills

- be able to analyse linguistically the written and spoken language used by children and adolescents as well as their reading and writing mistakes
- be able to examine critically various methods and materials used in the teaching of reading and writing
- be able to analyse and document an aspect of language use/language teaching in his/her own teaching situation

Judgement and approach

- be able to discuss and form an opinion on issues pertaining to gender and diversity from a perspective of language development, in a scientific manner.

Course content

The course examines the language development of pre-school and primary school children, with a focus on the development of reading and writing skills. It also examines the relationship between speaking and writing from both cognitive and socio-cultural perspectives. Various theories on speech development, reading and writing development and difficulties associated with reading and writing are discussed. The course also covers the prerequisites of spoken and written language development, language awareness, phonological, grammatical and semantic/pragmatic development in children, language socialisation and the connection between speech and writing. Reading and writing processes as linguistic phenomena are also discussed. The areas covered include reading and writing as cognitive processes, written language development in pre-school children, the teaching of reading and writing in schools, methods of teaching reading and writing, reading strategies, and reading and writing difficulties. Examples of the issues studied include why some children learn to read and write on their own before they start school while others have great difficulties even when they go to school and receive instruction, and what the consequences of writing texts have on the ways we think.

Course design

Teaching consists of lectures, seminars and various forms of communication via the internet. The course includes both group work and individual work. Compulsory assessed seminars may be included.

Assessment

The course is continuously assessed through written assignments, assessed seminars and a take-home exam at the end of the course.

Grades

Grading scale includes the grades: Fail, Pass

Entry requirements

To be eligible for the course the applicant must have a degree in Education, or the equivalent.

Further information

1. 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.