



**LUND**  
UNIVERSITY

Faculties of Humanities and Theology

## **LLYU27, No English Translation Available, 10 credits**

*Specialpedagogik: Skrivlärande, skrivundervisning och skrivsvårigheter (ingår i Lärarfortbildningen), 10 högskolepoäng*

**First Cycle / Grundnivå**

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### **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 to be valid from 2008-06-17, autumn semester 2008.

### **General Information**

The course is offered as a commissioned education.

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 studies*

Linguistics

*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 student shall

#### **Knowledge and understanding**

- demonstrate in-depth knowledge of and be able to discuss current theories pertaining to writing, the learning of writing and difficulties associated with writing
- be able to explain how the writing process works
- demonstrate basic knowledge of the relationship between reading difficulties and writing difficulties.

### **Competence and skills**

- be able to analyse children's writing at different levels
- be able to examine critically various methods and resources used in the teaching of writing and be able to choose between them and explain choices made.

### **Judgement and approach**

- be able to discuss and form an opinion on issues concerning gender and cultural diversity in relation to the teaching of writing and various writing practices, in a scientific manner.

### **Course content**

The course examines writing and the teaching of writing in school children. It provides the students with an overview of current cognitive and socio-cultural theories and approaches to the writing and learning process, writing difficulties and the teaching of writing from spelling to the composition of texts. Areas discussed include the ways in which the teacher can be seen as a role model for pupils' writing and how he/she can aid the pupils' learning, how pupils can be encouraged to reflect on their own writing and that of others and how pupils' writing can be assessed at both draft level and completed text level. In addition, the course also covers writing difficulties and available writing resources. Examples of issues discussed include: How and where in the writing process difficulties become apparent, ways in which we can teach in order to avoid writing difficulties, which writing resources are available and how they can be used. The relationship between reading and writing is also discussed.

### **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 home assignment at the end of the course which is presented in both written and oral form.

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

### **Grades**

Marking scale: Fail, Pass.

### **Entry requirements**

To be eligible for the course applicants 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.

## Subcourses in LLYU27, No English Translation Available

Applies from H08

0801 Examination, 10,0 hp  
Grading scale: Fail, Pass