

## ÄSVD14, 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 2021-12-13 and was last revised on 2025-02-20 by The Pro Dean of First and Second Cycle Studies at The Joint Faculties of Humanities and Theology (U 2025/129). The revised syllabus comes into effect 2025-03-14 and is valid from the autumn semester 2025.

### General information

The course is a component of the teacher education programme at Lund University.

*Language of instruction:* Swedish

*Main field of study*      *Specialisation*

-                      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 rhetorical theory can be used as an educational tool
- provide a specialised account of literature's basic forms and of issues and concepts in literary studies
- provide a specialised account of central lines of development and works in literary history from the Modern Breakthrough to the present day
- on a basic level, understand, analyse and interpret literary texts written in Danish and place them in the context of Danish literary history and society
- account for the historical development of the Swedish language
- account for language change at different linguistic levels

- understand basic philosophy of science and methodology issues 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 broadened concept of text and discuss the didactic consequences of such an approach
- read easy and intermediate Old Swedish texts
- make relevant observations relating to the history of language in Old Swedish texts
- approximately date an Old Swedish text based on linguistic criteria
- write good non-fiction prose
- search for, collect, assess and critically interpret relevant information on an issue 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
- problematise rhetorical conditions and applications in different teaching contexts
- make assessments in the subject of Swedish based on relevant disciplinary, social 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
- situate cultural, literary and linguistic phenomena in relation to the core values of a school
- discuss issues of linguistic correctness from the perspective of language history

## Course content

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

This module provides students with general knowledge of how language is used in different social and educational contexts. There is a special focus on how rhetoric can be used in schools. Current language use and rhetoric is linked to perspectives on education and learning traditions. In addition, 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. Didactic issues relating to the teacher's responsibility and leadership, and their role in developing the language register and presentation 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 students with a more specialised and broadened orientation on issues in literary history as well as specialised knowledge of the terminology, methods and literary history covered in literary studies. There is continued focus on the relationship between literature and different historical forms of society, movements of ideas and aesthetic traditions - primarily from the Modern Breakthrough to the present day, but also looking back on delving into earlier eras. Thematic perspectives are highlighted to show connections between the ideas and subjects of different eras. The role of literature in relation to modern society is highlighted and discussions are carried out on how to work with both early and more contemporary literature in schools. Students also read texts in Danish and study Danish literary history.

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

The module provides students with an introduction to the history of the Swedish language from the Runic Swedish period to today. Important features of the history of the Swedish language are covered, focusing on particular texts and periods. Language change at different linguistic levels is addressed (phonetics, morphology, syntax, terminology and style) and linked to ongoing language changes in contemporary Swedish. The role and possibilities of 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 the specialised study of an issue relating to 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, supervision and exercises, individually and in groups.

## Assessment

Assessment of Module 1 is based on 6-7 oral assignments and 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 provided 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. The different components are progressively assessed during the course and aggregated into a final grade for the module.

The assessment of Module 2 is based on a written invigilated exam, 2-3 written assignments presented at compulsory seminars and two workshops. The different components are progressively assessed during the course and aggregated into a final grade for the module.

The assessment of Module 3 is based on a written invigilated exam and a seminar.

The assessment of Module 4 is based on an individual paper that is to be defended at a seminar and on the student's critical review of a fellow student's paper.

The examiner may deviate from the regular form of assessment if it cannot be implemented during a re-examination, 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.

## Grades

Grading scale includes the grades: Fail, Pass, Pass with distinction

For the grade of Pass on the whole course, students must have been awarded this grade on all modules. For the grade of Pass 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 other 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 course replaces ÄSVD04 and ÄSVB51.
3. 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.
4. Module titles in Swedish:
  1. Retorik för lärare
  2. Litteraturhistorisk fördjupningskurs
  3. Språkhistoria
  4. Uppsats i svenska med didaktisk inriktning