



LUND
UNIVERSITY

Faculties of Humanities and Theology

ÄSVD24, Swedish 4, 30 credits *Svenska 4, 30 högskolepoäng* First Cycle / Grundnivå

Details of approval

The syllabus was approved by The pro-dean for First-Cycle Studies at the Faculties of Humanities and Theology on 2022-11-01 and was last revised on 2023-06-18. The revised syllabus applies from 2023-09-02, autumn semester 2023.

General Information

The course is included in the teacher training programme 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 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
- use basic linguistic tools to analyse oral and written texts in different genres,
- express themselves in speech and writing in a way that is adapted to different genres and communication situations
- 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
- use basic linguistic tools to analyse sounds and words,
- 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 taking into account relevant scholarly, social, and ethical aspects,
- evaluate the role of knowledge in society and the responsibility of individuals 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

The module provides overarching knowledge of how language is used in different social and pedagogical contexts and about how oral texts are analysed from a rhetorical perspective. 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. Literary-historical advanced course

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. Language history and basic phonetic aspects

Language history and phonetics, 7 credits the Module introduces language history including basic phonetic aspects and give an introduction to the Swedish language history from the era of runes to today and introduces basic phonetic aspects. 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 5 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 5-7 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 paper is to be written individually.

The examiner may deviate from the regular form of examination if it cannot be implemented during a retake.

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 the grade of Pass on the whole course, the student 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

Admission to the course requires that the student has passed Swedish 1 and Swedish 2..

Further information

- The course is offered by the Centre for Languages and Literature, Lund University.
- The course replaces ÄSVD04 and ÄSVB51.
- The number of credits allocated for course content that is shared in whole or in part with another course can only be credited once for a degree.
- For further details, see current registration and information materials.
- Module names in Swedish:
 - Retorik för lärare
 - Litteraturhistorisk fördjupningskurs
 - Språkhistoria
 - Uppsats i svenska med didaktisk inriktning

Subcourses in ÄSVD24, Swedish 4

Applies from H23

- 2301 Rhetoric for Teachers, 7,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 2302 History of Literature, 11,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 2303 History of Language and Phonetics, 7,0 hp
Grading scale: Fail, Pass, Pass with distinction
- 2304 Paper in Swedish specialising in Didactics, 5,0 hp
Grading scale: Fail, Pass, Pass with distinction