



Course syllabus

Faculty of Arts and Humanities

Department of Languages

2SPÄ06 Spanska IV - inriktning mot arbete i gymnasieskolan, 15 högskolepoäng

2SPÄ06 Spanish IV - Spanish for upper secondary school teachers, 15 credits

Main field of study

Spanish

Subject Group

Spanish

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2012-10-23

Revised 2018-05-16 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2018

Prerequisites

Spanish III - Spanish for upper secondary school teachers, 61-75 credits, or the equivalent.

Objectives

After completing the course, the student should be able to:

- formulate a problem area to form the basis for the independent project,
- conduct a project in which the parts constitute a logical whole,
- formulate a clear aim and research questions relevant to their future careers and the subject area,
- systematically present previous research relevant to the aim of their project,
- present and use relevant theoretical concepts,
- describe and justify their methods for collecting and analysing material,
- demonstrate an awareness of research-ethical issues in the completion of their project,
- analyse material in relation to their aim, research questions and theoretical concepts,

- discuss and draw conclusions of their analysis and relate this to previous research,
- discuss the results and their relevance to their future careers, and present suggestions for future studies,
- present a project in Spanish which is well-disposed and functional with regard to language, form and referencing,
- defend their project with objective and relevant arguments,
- review another student's project and present constructive criticism,
- contribute to constructive seminar discussions.

Content

In this course the students have the opportunity to develop the didactic knowledge they acquired during both the previous and the current semester and by that continue to develop the professional basis and scientific approach necessary to teach in Swedish schools. The student conducts a study of a problem area relevant for their future career as a Spanish teacher. This means that the students must develop their knowledge of theories and methods during the course, as well as their abilities to independently retrieve and evaluate information about the chosen problem area. The results of the study are presented in an academic essay written in Spanish, including abstracts in both English and Swedish. The student must also critically review and act as an opponent for another student's project.

All sessions in which the projects are discussed are compulsory.

Scientific approach and progression

The scientific approach is prepared in previous courses, which include practice in the structures and methods of an independent project.

Professional basis and professional progression

The students should relate their independent project to their future careers as teachers and specialise in issues relevant for their professional development.

Type of Instruction

The independent project is planned and conducted individually in consultation with the supervisor. In consultation with the supervisor, the student chooses a topic for their project within Spanish language didactics or literature didactics. The supervisor provides written or oral comments on the student's project. The independent project ends with a seminar for examination. Some parts of the teaching may include ICT. All teaching is in Spanish.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

In order to receive the grade of Pass, the student must achieve all objectives. Grading criteria for the grade of Pass with Distinction (VG) can be found in the study guidelines. The course is examined at a seminar at the end of the course. In order to receive the grade of Pass, the student must present and defend their independent project, and critically review and act as an opponent for another student's independent project. The student must also demonstrate good language proficiency in their independent project. In cases when the students have worked in pairs, the individual students' contributions should be identified and assessed individually.

Course Evaluation

At the end of the course, a course evaluation is conducted and compiled into a report,

which is made available to students. The report is presented to departmental bodies and the program advisory board, and is archived by the department responsible for the course.

Other

The course is conducted in line with Linnaeus University's policy for sustainable development, gender, diversity and internationalisation, when applicable.

Required Reading and Additional Study Material

Literature relevant for the chosen topic is chosen in consultation with the supervisor.

Additional study material (not compulsory)

Andersson, Sten. *Kvalitativa metoder*, Studentlitteratur, 2012, 137 p.

Bryman, Alan. *Kvantitet och kvalitet i samhällsvetenskaplig forskning*. Lund: Studentlitteratur, 1997 or later edition, 229 p.

Butler, C. *Statistics in Linguistics*. Oxford: Blackwell, 1985 or later edition. Available at: <https://www.scribd.com/doc/88374432/ButlerChristopher1985StatisticsinLinguistics>

Ejvegård, Rolf. *Vetenskaplig metod*, Studentlitteratur, 2008, 175 p.

Eliasson, Annika. *Kvantitativ metod från början*, Studentlitteratur, 2008, 161 p.

Gil H., Herman. *Manual práctico de los tiempos del pasado en español*. Verbum, 2008 or later edition.

Hellberg, Sara y Süld, Karin. *Guide till Harvardsystemet*. Available at: <http://hb.diva.portal.org/smash/get/diva2:850239/FULLTEXT07.pdf>

Idar Magne Holme, Bernt Krohn Solvang, Guttorm Fløistad, Knut Kjeldstadli, David O'Gorman. *Forskningsmetodik - Om kvalitativa och kvantitativa metoder*. Studentlitteratur, 1997 or later edition.

Johansson, Bo & Svedner, Per Olov. *Examensarbetet i lärarutbildningen: undersökningsmetoder och språklig utformning*, Kunskapsföretaget, 2006, 136 p.

Kvale, Steinar. *Den kvalitativa forskningsintervjun*. Lund: Studentlitteratur, 2009 or later edition.

Lagerholm, Per. *Språkvetenskapliga uppsatser*. Studentlitteratur, 2010 or later edition.

Lindstedt, Inger. *Textens hantverk. Om retorik och skrivande*. Studentlitteratur. 2002 or later edition.

Maltén, Arne. *Pedagogiska frågeställningar*, Studentlitteratur, 1997 or later edition. 248 p.

Montolio, Estrella. *Manual de escritura: académica y profesional*. Ariel, 2014 or later edition.

- Montolio, Estrella. *Manual de escritura académica y profesional: ejercicios prácticos*. Ariel, 2014 or later edition.
- Montolio, Estrella. *Conectores de la lengua escrita*. Ariel, 2015 or later edition.
- Patel, Runa. *Forskningsmetodikens grunder*, Studentlitteratur, 2011, 149 p.
- Paun, Susan. *Manual práctico de investigación literaria: cómo preparar informes, trabajos de investigación, tesis y tesinas*. Castalia, 2004 or later edition.
- Runa Patel, Bo Davidson. *Forskningsmetodikens grunder: att planera, genomföra och rapportera en undersökning*. Studentlitteratur, 2011 or later edition.
- San Martín, Araceli. *Manual práctico de formas no personales del verbo y perífrasis verbales*. Verbum, 2013 or later edition.
- Schött, Kristina & Melin, Lars & Strand, Hans & Moberg, Bodil. *Studentens skrivhandbok*, Liber, 2007, 176 p.
- Stukát, Staffan. *Att skriva examensarbete inom utbildningsvetenskap*. Lund: Studentlitteratur, 2005 or later edition, 240 p.
- Torsten Thurén. *Vetenskapsteori för nybörjare*. Liber, 2007 or later edition.
- Trost, J. *Att vara opponert*. Studentlitteratur, 2013 or later edition.
- Trost, Jan. *Enkätboken*. Lund: Studentlitteratur, 2012 or later edition, 178 p.
- Uljens, Michael (ed.) *Didaktik – teori, reflektion och praktik*. Studentlitteratur, 1997, 267 p.
- Woods, A., Fletcher, P. & Hughes, A. 1986. *Statistics in Language Studies*. Cambridge : Cambridge University Press, 1986 or later edition.