



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

GO1303 Examensarbete – engelska för grundskolans senare år och gymnasiet, 15 högskolepoäng

Degree Project – English in Secondary Education, 15 credits

Main field of study

English

Subject Group

English

Level of classification

Second Level

Progression

A1E

Date of Ratification

Approved by the Board of the School of Language and Literature 2009-11-02

Revised 2012-09-06. Revision due to English translation of the syllabus

The course syllabus is valid from autumn semester 2012

Prerequisites

NO VALUE DEFINED

Objectives

The purpose of the course is for students, on an academic level, to further develop their abilities regarding development and innovation within their future vocation. Students will also increase their abilities to independently follow the development of knowledge within their profession and reflect on their future vocational activities.

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

- identify and formulate academically sound questions and problems with relevance for the teaching vocation,
- select, debate and apply relevant scientific methods based on the chosen problem and theoretical approach,
- utilize and adopt a critical attitude towards research and development work within their field,
- based on a theoretical perspective and in relation to the problem in question, critically review, analyze, problemize and draw conclusions about teaching and

other pedagogical activities,

- use ethical aspects and considerations when conducting scientific tasks,
- search, retrieve, evaluate and critically review information,
- communicate verbally and in writing, as well as defend a research and development project,
- critically review and act as student reviewer of projects of an academic quality.

Content

During the course, students will study problems and questions relevant to their future vocation as English teachers. In order to complete the task, students will be required to further their knowledge in scientific theory and methods as well as their skills in independently searching for and evaluating information regarding the chosen questions.

Results from the study will be presented as an academic essay written in English, including a short summary in both English and Swedish. The task may be completed in a format other than an essay, in which case it must be accompanied by written documentation.

As part of the course, each student must act as student reviewer for another student's project.

Type of Instruction

The degree project should be planned and completed independently and in consultation with the supervisor.

In consultation with the appointed supervisor, students will choose an essay subject within the field of language didactics. All information and supervision will be conducted in conjunction with the mandatory essay seminars. During the essay seminars, students will discuss their texts with other students and the supervisor. Students will also receive written comments from the supervisor. Work with the essay is concluded at a final seminar where the student will act as student reviewer for another student's essay.

Parts of the course will be conducted using ICT-based teaching technology. For the specific technical specifications for each course/module, see the course catalogue.

Examination

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

Student grades for the course are Fail, Pass or Pass with Distinction.

In order to receive the grade of Pass, the expected learning outcomes must be achieved.

The grading criteria for the grade of Pass with Distinction can be found in the study guidance material.

Translation of grades into the 7-step ECTS scale can be completed upon request. A request to have the grades translated should be made to the teacher at the start of the course, or at the latest, before the final course grade is set.

Examination takes place during the examination seminar at the end of the course. In order to pass the course, students must present and defend their degree projects, critically review and act as opponent for another student's project, as well as actively participate in the other seminars.

Style is also considered when grading the degree project.

In order to participate in the final seminar, it is important that students have followed the supervisor's timetable. A student who has not turned in a first draft of the entire essay according to deadline or whose first draft is judged as not being good enough linguistically and/or as regards content may be failed. In conjunction with the final seminar, the essay will be reviewed and graded by an examiner in consultation with the supervisor. If the examiner concludes that the seminar version of the essay does not meet the requirements of an academic essay, the essay may be failed. In such cases, the student has the right to a written explanation.

Note that no extra final seminars will be arranged after the end of term. In addition, students are not allowed to continue with their essays on their own or receive supervision after the course has ended. If the student does not finish on time, they may apply to take the course a second time. They will only be allowed to re-apply if there are places still available in the course. There is no guarantee that students can continue with the same essay or that there will be openings for the course for just that semester.

In cases where two students complete a joint project, the individual contributions must be able to be determined and individually graded.

Course Evaluation

Teaching is evaluated continually throughout the semester.

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Other

Upon request, students who have successfully passed all course requirements may receive a course certificate.

Required Reading and Additional Study Material

Björk, Lennart & Christine Räisänen. 2003. *Academic Writing – A University Writing Course*. Lund: Studentlitteratur. 399 pages. ISBN: 91-44-03074-6.

Stensmo, Christer. 2002. *Vetenskapsteori och metod för lärare: en introduktion*. Uppsala: Kunskapsföretaget. 136 pages. ISBN: 91-89040-44-9.

Handouts supplied by the department, ca 50 pages.