



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **EN1321 In-depth Course in English, Linguistic Research Project, 15 credits**

Fördjupningskurs i engelska, språkvetenskaplig uppsats, 15 högskolepoäng

*First Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Languages and Literatures on 2014-02-20 and was last revised on 2020-08-26 to be valid from 2021-01-18, spring semester of 2021.

*Field of education:* Arts 100%

*Department:* Department of Languages and Literatures

#### **Position in the educational system**

The course is offered as a freestanding course. The course may be included in the International Language Programme.

The course is given at first cycle level.

The course can be part of the following programmes: 1) International Language Programme (H1ISP) and 2) Teacher Training Programme (L1LÄR)

#### *Main field of studies*

English

#### *Specialization*

G2E, First cycle, has at least 60 credits in first-cycle course/s as entry requirements, contains degree project for BA/BSc

#### **Entry requirements**

The admission requirement for the course is 75 credits in English, i.e. completed Introductory course, 30 credits (1-30), completed Intermediate course, 30 credits (31-60), and completed In-depth course in English, linguistic specialisation, 15 credits (61-75), or the equivalent thereof. If the student is also admitted to the course EN1320, the requirement is 52.5 credits in English, i.e. completed Introductory course, 30 credits (1-30), and at least 22.5 credits from the Intermediate course, 30 credits (31-60). Academic

writing (or written language proficiency) within the Intermediate course or IELTS 7.5, no part below 6.5, or TOEFL 625, TWE result 5.5 must be included.

## **Learning outcomes**

### *Knowledge and understanding*

- show specialised knowledge of that aspect of English linguistics that is treated in the thesis work as well as of current research in the subject;

### *Competence and skills*

- delimit an appropriate subject with regard to the scope of the project;
- independently identify and formulate questions;
- by applying adequate methods consistently and appropriately justify and carry out the project within the given time frames;
- analyse and assess secondary sources as well as integrate these into his/her own analysis;
- in good English both orally and in writing account for and discuss his/her conclusions in dialogue with different groups;

### *Judgement and approach*

- orally and in writing analyse, evaluate and critically review one's own linguistic arguments and studies as well as those of others on the basis of their scientific and ethical possibilities, limitations and consequences for the surrounding society and for continued studies within the field.

## **Course content**

The major aim of the thesis course is that the student should learn to write and defend his/her own scholarly work using idiomatic English. The student will consequently learn to plan a linguistic study in consultation with his/her supervisor and thereafter independently carry out and present his/her study. When the course constitutes an interdisciplinary degree project within the teacher education programme (LP-01), the thesis should be orientated towards the teacher profession and therefore integrate subject studies with teaching and learning/didactics. The student should also be able to defend his/her thesis at a seminar where he/she also reviews another thesis in a critical and constructive way.

## Form of teaching

Seminars and individual supervision.

*Language of instruction:* English

## Assessment

To what extent the student has achieved the aim of the course is assessed through an independent research project in the form of a thesis of about 8000 words ( $\pm 10\%$ ). The thesis should also be defended at a final seminar which is open to the public. Theses that constitute interdisciplinary degree projects within the teacher education programme should include about 8000 words ( $\pm 10\%$ ). For specific assessment criteria, see model for assessing theses in the study guide.

A student who has failed a course item is eligible for a retake exam/assignment. In connection with written assignments, supplementary assignments may be offered in order for the student to achieve a Pass grade. Such a supplementary assignment should be done within the stipulated time (normally five working days after the result has been posted). Otherwise a Fail grade will be reported.

A student who has passed a subtest may not do a new test for a higher grade. Nor do students have the right to withdraw a submitted test and in such a way avoid being graded.

The number of examination opportunities on the course is limited to five opportunities per student.

A student who has taken two exams in a course or part of a course without obtaining a pass grade is entitled to the nomination of another examiner. The student needs to contact the department for a new examiner, preferably in writing, and this should be approved by the department unless there are special reasons to the contrary (Chapter 6 Section 22 of the Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg for special educational support, where it is compatible with the learning outcomes of the course and provided that no unreasonable resources are required, the examiner may decide to allow the student to sit an adjusted exam or alternative form of assessment.

In the event that a course has ceased or undergone major changes, students are to be guaranteed at least three examination sessions (including the ordinary examination session) over a period of at least one year, but no more than two years, after the course has ceased/been changed. The same applies to placements and professional placements (VFU), although this is restricted to just one additional examination session.

**Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

**Course evaluation**

The students are given the opportunity to make a written evaluation of the course. Results of the evaluation are published digitally.

**Additional information**

Equality aspects should be taken in consideration in content, literature, teaching and evaluation.