



## DEPARTMENT OF LANGUAGES AND LITERATURES

### **EN2115 Integrated Approaches to Linguistic Analysis, 7.5 credits**

Integrerade perspektiv på språkvetenskaplig analys, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Languages and Literatures on 2020-01-31 and was last revised on 2021-05-26 to be valid from 2021-08-30, autumn semester of 2021.

*Field of education:* Arts 100%

*Department:* Department of Languages and Literatures

*Other participating department*

Department of Philosophy, Linguistics and Theory of Science

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

The course is a freestanding course.

The course can be part of the following programme: 1) Master's Programme in Language and Intercultural Communication (H2SIK)

#### *Main field of studies*

Linguistics

English

Swedish Language

#### *Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

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#### **Entry requirements**

Bachelor's degree, of which 15 credits in linguistics. These 15 credits may consist of linguistically-oriented courses either in the main subject linguistics or in a language subject (English, German, etc), for example sociolinguistics, grammar, phonetics. Another requirement is English 6/IELTS 6.5/TOEFL 580 on all parts, or the equivalent.

### **Learning outcomes**

On successful completion of the course the student will be able to:

#### *Knowledge and understanding*

- define and explain basic concepts and terminology that is used in linguistic research and show advanced knowledge of specific concepts and terminology in a delimited field;
- give an account of different theoretical analytical tools and methods in linguistic analysis and their fields of use;

#### *Competence and skills*

- apply basic qualitative and quantitative research methodologies as well as more specialised methods in a chosen field independently and correctly;
- discuss existing linguistic theories and methods critically;
- identify how holistic procedures can be implemented and discuss in what ways such methods can contribute to linguistic analyses;

#### *Judgement and approach*

- show awareness and an advanced understanding of the role theory and theoretical precision play in linguistic analyses;
- identify and evaluate the specific challenges of a holistic, integrated strategy for language studies;
- discuss the possibilities and limitations that are associated with different linguistic theories and methods, e.g. experimental methods, corpus methods and formalisation.

### **Course content**

The aim of the course is to develop the students' critical skills in the application of different linguistic paradigms for the analysis of naturally occurring linguistic data. This may be different forms of interactional linguistic data such as dialogue, spoken and written discourse, for example via SMS, chat channels, and message boards. The course brings up a number of different theoretical and methodological procedures for linguistic analysis (e.g. cognitive, pragmatically, corpus-based, sociolinguistic, etc) that are put in relation to specific linguistic questions. Each method is presented and discussed with regard to its potential advantages, disadvantages and limitations. The course

participants are trained to integrate and synthesise these different strategies to create a more holistic application of different paradigms.

### **Form of teaching**

The course is an online course. The teaching consists of lectures and seminars on the virtual learning platform.

### *Language of instruction:* English

Teaching, examination and the reading list are in English. To profit by the course, a thorough knowledge of this language is required.

### **Assessment**

To what extent the student has achieved the aim of the course is tested through written assignments and participation in discussion forum.

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 completed an exam/assignment with a passing grade is not eligible for a retake for the purpose of receiving a higher grade. Nor may a student withdraw a test/assignment once it has been submitted for the purpose of avoiding receiving a grade for the work.

If a student, who has been failed twice on the same course component being examined, wishes to change examiner before the next examination, a written application shall be sent to the department responsible for the course, and shall be granted, unless there are special reasons to the contrary (Chapter 6, Section 22, Higher Education Ordinance).

If a student has received a recommendation from the University of Gothenburg regarding study support for students with disabilities, the examiner may decide, in the case where this is compatible with the learning outcomes for the course, and provided no unreasonable resources are required, to give the student an adjusted examination or an alternative form of examination.

In case the course has been discontinued or undergone any larger changes the student is guaranteed access to at least three additional examination sessions (including regular examination sessions) within the time of at least one year. 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. The results of the evaluation are published digitally.

**Additional information**

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