

Grading Criteria

US544F, Course Name, Second Cycle, 7,5 ECTS credits

The course is examined through oral examinations and written assignments in the form of a final take-home examination. The assignments are weighting as follows: oral assignments 40 % and final course assignment 60 %.

Forms of Examination

- a multimodal (visual and oral) presentation of a course component.
- a written assignment in the form of a take-home examination.

Learning Outcomes

In order to pass the course, students are expected to be able to:

- present and critically discuss basic theoretical points of departure and concepts in linguistic ethnography,
- discuss and problematize the application and importance of a linguistic ethnographic approach in scientific publications on multilingualism, identity, and learning in educational contexts,
- transcribe and analyze interactional data and discuss the implications of different ways of transcribing and analytic choices,
- give an account of and discuss ethical aspects of linguistic ethnographic research.

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E	The student presents and critically discusses basic theoretical points of departure and concepts in linguistic ethnography. The student discusses and problematizes the application and importance of a linguistic ethnographic approach in scientific publications on multilingualism, identity and learning in educational context. The student transcribes and analyzes interactional data and discusses the implications of different ways of transcribing and analytic choices with some theoretical grounding.
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Department of Teaching and Learning

	The student gives an account and discusses ethical aspects of linguistic ethnographic research. Terminology is used with precision to some extent.
D	Grade D is awarded when the overall assessment is that the student has knowledge at a level between grade C and grade E.
C	The student describes and critically discusses basic theoretical points of departure and concepts in linguistic ethnography in an insightful and analytical way. The student discusses and problematizes the application and importance of a linguistic ethnographic approach in scientific publications on multilingualism, identity and learning in educational contexts in a critical way. The student transcribes and analyzes interactional data and discusses the implications of different ways of transcribing and analytic choices in an insightful way with theoretical grounding. The student gives an account and discusses ethical aspects of linguistic ethnographic research in an unbiased way, based on the literature. Terminology is mostly used with precision.
B	Grade B is awarded when the overall assessment is that the student has knowledge at a level between grade A and grade C.
A	The student presents and critically discusses basic theoretical points of departure and concepts in linguistic ethnography in an insightful, analytical and independent way. The student discusses and problematizes the application and importance of a linguistic ethnographic approach in scientific publications on multilingualism, identity and learning in educational contexts in a critical, analytical and independent way. The student transcribes and analyzes interactional data and discusses the implications of different ways of transcribing and analytic choices in an insightful and independent way with good theoretical grounding. The student gives an account and discusses ethical aspects of linguistic ethnographic research in an insightful and unbiased way with good grounding in the literature. Terminology is used with precision.