



Course Description

Language and Education in an International Perspective (7.5 ECTS)

Course code: PEA472

Autumn semester 2023

Course Leaders:

Assoc. Prof. Ali Reza Majlesi



General Introduction

The course deals with theories and policies related to how education in languages and literacy are organized in different countries and in different contexts. Current theories and policies within mother tongue education, second language education, education in foreign languages, education in minority languages and comprehensive reading and writing instruction are discussed in an international and comparative perspective.

Contact Information

Course Leader:

Assoc. prof. Ali Reza Majlesi ali.reza.majlesi@edu.su.se

Course Teachers and Examiners:

Assoc. Prof. Ali Reza Majlesi ali.reza.majlesi@edu.su.se Dr. Helena Reierstam
helena.reierstam@edu.su.se

Course guest lecturer:

Dr. Sofia Antera sofia.atera@edu.su.se

Course Administrator:

Stephanie Lisak masterprogramme@edu.su.se

University Account and Athena

For information on how to activate your university student account, please visit:

<https://www.su.se/english/education/a-smooth-start/get-access-to-it-services-your-university-account-and-order-a-university-card>

Athena is a web-based learning and collaboration platform for courses at Stockholm University. You must have activated your student account and be registered for the course to have access to the Athena course page. The Athena page for this course will be made available to students registered for the course, no later than one week before the course begins. If you have difficulty accessing the Athena page for this course, please check first that you are registered for the course. Then contact the course administrator. The link to Athena is <https://athena.su.se/>



Course Structure and Content

The course contains compulsory instruction which combines lectures, seminars, discussions and group work to achieve the learning outcomes. Included in the course is compulsory presentation of students' own examination papers as well as critical review of other students' examination task.

Learning Objectives

To pass the course the student should be able to:

- account for knowledge about current theories and policies within the area of language use, language policy, literacy and education in an international and comparative perspective,
- critically analyze education policies, particularly policy-in-practice, about education in and of languages and literacy, and also educational practices such as how instruction in languages and literacy is organized in different countries and/or indifferent contexts,
- critically analyze the role of education to develop individuals' language and reading and writing skills.

Examination and Grading

Course participants shall present a course paper that shows their knowledge about language and education in an international perspective as specified in the learning objectives. Course participants shall also submit a written review (1-2 pages) of another course paper that they are assigned to and present them in a paper discussion seminar which is based on dialogues between the reviewer and the author of the paper. Further instructions of the course paper assignment and review paper shall be given separately.

Examination tasks which are not submitted by the deadline stated in the course description under examination dates will not be assessed.

Students who fail the examination, do not submit a course paper or do not submit their course paper in time have to do a second examination at a later date. These course participants will be asked to complete a new assignment with a new deadline which will be given by the course leader after that the first examination has been completed.

Attendance

Attending 80% of course teaching activities is obligatory.

For any leave of absence of more than 2 teaching activities (lectures), and for missing any group work or seminars, students are required to submit a compensatory task which is a review of the course literature assigned for that lecture/seminar/group work. Students are required to compensate for their absence by writing a paper between 1000–1500 words (A4, 12pt, 1.5 line-spacing), summarizing, reflecting over and comparatively discussing the assigned literature for the missed lecture or seminar. **Compensatory tasks along with the regular tasks in the course are mandatory to be submitted before the examination date. The grade for the examination will be pending until all tasks are submitted.**

The examination paper of the students who have been absent more than 40% of the course will not be graded and they must re-take the course.

The compensatory task for the leave of absence must be submitted in the 'Compensatory Tasks' folder on Athena.



Examination Dates

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Athena.

Course paper deadline

First Examination

The course paper submission date is **September 28, 2023, 23.59**. The paper is submitted in the 'Examination' folder on Athena. Please save the document as your Surname, First Name. Before final submission, the paper is peer-reviewed and discussed in a **"paper discussion seminar"** where the students review each other's paper. For more information, please see the schedule.

Please always save your submitted tasks and paper in Athena in your "Surname, First Name".

Second Examination

Students who do not submit a course paper on September 28th, 2023, who fail to submit their course paper by the due date, or does not pass the exam in the course examination can submit a second examination assignment within two months after the first examination. The second examination will contain a new topic and new task.

Deadline for the second examination is **November 29, 2023, 23.59**.

Third Examination

A student who does not receive a passing grade or fail to submit the course paper in the first or second examination has a right to a third occasion for examination. The third examination will contain a new topic and new task.

Deadline for the second examination is **February 14, 2024, 23.59**.

Plagiarism

It is permissible to cite other sources, but both direct quotes and indirect references to a text must always be provided with correct and complete referencing to the original source. Copying or writing a shorter or longer paragraph and stating yourself as the author of the text is prohibited. This is considered plagiarism. You may also not copy your own texts that have been used in other examinations, as this is considered self-plagiarism.

An example of plagiarism is copying text verbatim or almost verbatim (this includes parts of a text and/or individual sentences) and not indicating where the text originates from. Plagiarism is also when you use another person's text and make it appear that it is your own. For example, text found in the course literature and /or texts that you have found online, or another student's course paper. Plagiarism is regarded as a crime, not only against the established research ethics code, but also against upholding general regard towards one's own and others' texts. Plagiarism is unauthorized cheating and is always subject to disciplinary reporting, which can lead to suspension. At Stockholm University, texts are checked against a database.

Cheating

As a student at Stockholm University, you are responsible for your own education. Part of your responsibility includes knowing the rules that exist for study, examination and being on the university premises, and utilizing resources. According to the rules that apply to the university, disciplinary measures may be taken against students for: using unauthorized means, or otherwise attempt to, mislead an exam or when student performance is assessed otherwise;

interfering with or obstruction teaching, tests or other activities within the framework of



education.

Disciplinary matters are dealt with by the Stockholm University Disciplinary Board. The penalty may be a warning or suspension for a period of 1-6 months. Information on Stockholm University rules for examination and disciplinary cases can be found on Stockholm University's website www.su.se/regulations. Teachers are required to report a suspected suspicion of cheating to the director of studies.

Grading Criteria

Grading Scale	
A.	<p><u>Excellent</u></p> <p>The course paper demonstrates that in an excellent way, all five criteria of (a) to (e) for passing grade (E) have been fulfilled. Moreover, the student shows strong independence in locating and motivating one or several issues of interest in the knowledge domain presented in the course and critically discuss them in relation to the course literature and existing theories. the student demonstrates an excellent judgement and an outstanding degree of independent and critical thinking in their work of analysis.</p> <p>the student shows excellent abilities to draw meaningful and firm conclusions, and shows mastery of the course content through reflectively discussing and anchoring the findings within the well-presented theories and previous literature.</p>
B.	<p><u>Very good</u></p> <p>The course paper demonstrates that in a very good way, all five criteria of (a) to (e) for passing grade (E) have been fulfilled. Moreover, the student shows independence in locating and motivating an issue of interest in the knowledge domain presented in the course and critically discuss it in relation to the course literature.</p> <p>the student demonstrates a sound judgement and a very good degree of independent and critical thinking in their work of analysis.</p> <p>the student shows very good abilities to draw meaningful conclusions, and reflectively discuss the findings within the well-presented previous literature.</p>
C.	<p><u>Good</u></p> <p>The course paper demonstrates that in a good and acceptable way, all five criteria of (a) to (e) for passing grade (E) have been fulfilled. Moreover, the student shows independence in locating an issue of interest in the knowledge domain presented in the course and critically discuss it in relation to the course literature.</p> <p>the student demonstrates a reasonable degree of judgement in their work of analysis, discussion and conclusions.</p>
D.	<p><u>Satisfactory</u></p> <p>The course paper demonstrates that in a satisfactory way, all five criteria of (a) to (e) for passing grade (E) have been fulfilled. Moreover, the student shows, to some extent, independence in locating an issue of interest in the knowledge domain presented in the course and discuss it in relation to the course literature.</p> <p>the student demonstrates a reasonable degree of judgement in their work of analysis and conclusions.</p>
E.	<p><u>Sufficient (passing grade)</u></p> <p>The course paper demonstrates that in a sufficient way the learning outcomes of the course have been fulfilled.</p> <p>the student shows that they have achieved the knowledge and understanding of the course content, and can discuss this in an independent way.</p>



	<p>the text connects to the course literature.</p> <p>the text is well-structured, without any serious formal mistakes in its presentation and language.</p> <p>the course paper is neither shorter nor longer than the required length for the paper in the instruction.</p>
Fx.	<p><u>Insufficient (Revision is required – otherwise Fail)</u></p> <p>The course paper is required a minor revision to meet the criteria (a)-(e) within the passing grad (E). The revision deals with the shortcomings which are small manageable problems in the text. For instance, the reference style is not correctly followed, the course literature is not covered in a sufficient way, there are (manageable) shortfall in the analyses and discussions in the text, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the instructed length. A revision of the paper is needed and shall be submitted within seven days (the deadline will be specified by the examiner).</p>
F.	<p><u>Fail</u></p> <p>The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended in a revision of the text. The course participant has to submit a new course assignment on the next examination occasion.</p>

Course Evaluation

The course is evaluated through an online survey which will be made available at the end of the course.

Course Literature

The list of course literature is available on the course's webpage and also on Athena. All literature is available on Stockholm University's library (<https://www.su.se/stockholms-universitetsbibliotek/>).

Support during your studies

At Stockholm University, it is possible to receive extra support in addition to regular teaching. Please ask the course administrators for the available support should you require it.

Academic Writing Service

The Academic Writing Service provides English-language support for writing and study skills. They give talks and seminars and offer individual guidance. Their services are available free of charge to all students at Stockholm University. For more information visit:

<https://www.su.se/english/education/student-support/academic-writing-service>

Studying with a disability

If you have a documented disability, e.g., dyslexia, you have the opportunity to receive special pedagogical support. Examples of support initiatives may be note-taking, audio books, extended exam time or sign language interpretation. You must apply for special pedagogical support from Student Support Office at Stockholm University

<https://www.su.se/english/education/student-support/studying-with-a-disability>



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Once the application has been received, a coordinator will contact you to arrange a personal meeting. After speaking to the coordinator, you will receive a certificate describing types of support to be offered to you.

It is the responsibility of the student to contact the student counselors at the Department of Education before a course begins in order to arrange for support. Their email address is studievagledare@edu.su.se. The student counselors will then contact the course leaders with regards to the type of support the student will need.