

Grading criteria

CT8070, Interaction, Learning, and Multilingualism, 7.5 credits

Adopted by the Board of the Department of Swedish Language and Multilingualism on 2024-03-15.

Valid from Spring 2024.

Expected learning outcomes

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

- describe and critically discuss theoretical perspectives that address interaction analysis, multilingualism, and learning
- describe research methods of data collection and analysis of multilingual interaction
- independently carry out an interaction study and analyse conversational practices, as well as critically discuss the analysis in relation to learning in a theoretically-, methodologically-, and ethically-informed manner.

Grading criteria

The course is examined on the basis of a group task with oral presentation and a written assignment. The group task with oral presentation will be graded using the grades Pass (G) and Fail (U). The grades on the written assignment and the final course grade will be set according to a seven-point scale related to the learning objectives of the course, where the grades A–E are pass grades and Fx–F are non-pass grades.

In order to pass the course, students must receive a grade of E or higher on all examinations, and meet the attendance requirement at least 80 % of teaching sessions. Under special circumstances, the examiner may, after consulting with the coordinating teacher, grant the student an exemption from the obligation to participate in certain mandatory course elements. The student can then be assigned a compensatory assignment. For the final course grade, the average of the different expected learning outcomes is used.

For all pass grades on the course (at least E/G), students are also required to follow applicable ethical standards of research and express themselves in a linguistically and communicatively appropriate manner.

	1	2	3
A	The student describes and discusses theoretical perspectives that address interaction analysis, multilingualism, and learning, in a critical, consistently insightful and nuanced as well as independent manner, with excellent anchoring in the course literature.	The student describes research methods of data collection and analysis of multilingual interaction in a critical, consistently insightful, problematizing and nuanced way, with excellent anchoring in the course literature.	The student carries out an interaction study and analyses conversational practices, as well as discusses the analysis in relation to learning, and does it in an independent and critical as well as consistently theoretically-, methodologically-, and ethically-informed way, with excellent anchoring in the course literature.
B	The student describes and discusses theoretical perspectives that address interaction analysis, multilingualism, and learning, in a critical, predominantly insightful and nuanced as well as independent manner, with very good anchoring in the course literature.	The student describes research methods of data collection and analysis of multilingual interaction in a critical and predominantly insightful, problematizing and nuanced way, with very good anchoring in the course literature.	The student carries out an interaction study and analyses conversational practices, as well as discusses the analysis in relation to learning, and does it in an independent and critical as well as predominantly theoretically-, methodologically-, and ethically-informed way, with very good anchoring in the course literature.
C	The student describes and discusses theoretical perspectives that address interaction analysis, multilingualism, and learning, in a critical and reflective as well as independent manner, with good anchoring in the course literature.	The student describes research methods of data collection and analysis of multilingual interaction with some degree of critical and problematizing approach, and with good anchoring in the course literature.	The student carries out an interaction study and analyses conversational practices, as well as discusses the analysis in relation to learning, and does it in an independent and critical as well as largely theoretically-, methodologically-, and ethically-informed way, with good anchoring in the course literature.
D	The student describes and discusses theoretical perspectives that address interaction analysis, multilingualism, and learning, with some degree of critical and reflective approach as well as some degree of independence, and predominantly good anchoring in the course literature.	The student describes research methods of data collection and analysis of multilingual interaction with some degree of critical approach and predominantly good anchoring in the course literature.	The student carries out an interaction study and analyses conversational practices, as well as discusses the analysis in relation to learning, and does it with some degree of independence and critical approach as well to some degree in a theoretically-, methodologically-, and ethically-informed way, with predominantly good anchoring in the course literature.

	1	2	3
E	The student describes and discusses theoretical perspectives that address interaction analysis, multilingualism, and learning, with some degree of of critical and reflective approach and with some anchoring in the course literature.	The student describes research methods of data collection and analysis of multilingual interaction with some anchoring in the course literature.	The student carries out an interaction study and analyses conversational practices, as well as discusses the analysis in relation to learning, and does it with a certain degree of independence and theoretical, methodological, and ethical awareness, with some anchoring in the course literature.

Fx	The student does not meet one of the criteria for grading E.
F	The student does not meet two or more of the criteria for grading E.