



GENERAL SYLLABUS FOR THIRD-CYCLE PROGRAMMES IN IN ENGLISH AND EDUCATION

FFN - Chair 2016-02-10

1 Subject Area

English and Education has its focus in the study of the English subject content and the subject's educational theory and practice. The educational research is an interdisciplinary subject which can incorporate fields such as cultural studies, general literary and linguistic perspectives as well as perspectives based on power relations such as gender, ethnicity, class etc. Issues relating to language teaching and learning, including curriculum studies, are addressed, as well as language in the broad sense and the cultural and social function of language.

2 Programme curriculum

Education at third-cycle level shall be largely based on the knowledge the candidates acquire within their education during first-cycle and second-cycle, or corresponding knowledge. Education at third-cycle level shall, in addition to that which applies to first-cycle and second-cycle education, develop the knowledge and competence that are needed to independently conduct research (Higher Education Act 1:9 a)

Education at third-cycle level in English and Education that concludes with a Degree of Licentiate comprises a total of two years' full time study (120 credits) and consists of a study programme that gives 30-40 credits and a licentiate dissertation that gives 80-90 credits.

Education at third-cycle level in English and Education that concludes with a Degree of Doctor comprises a total of four years' full-time study (240 credits) and consists of a study programme that gives 60-70 credits and a dissertation that gives 170-180 credits.

Education at third-cycle level in English and Education provides the student with an in-depth knowledge of the academic study of teaching and learning in the subject of English, in-depth knowledge of either linguistic didactic theories or literary didactic theories and a subject-related expansion on the basis of general literary and linguistic theories. The areas that can be addressed are teaching forms, classroom interaction, reading, speech and writing development, literature teaching and learning, the relationship between learning and social power relations, general literature and linguistic questions from an educational perspective and curriculum or policy studies. The education develops the student's critical, analytical and methodological skills, as well as the ability to communicate one's own research results orally and in writing in an international context.

An individual study programme is drawn up for every third-cycle student (according to a fixed model) where the study programme is specified in detail. The individual study programme is followed up at least once a year by the third-cycle student and his/her supervisor and is then approved by the Head of Department, as delegated by the Vice-Chancellor.

3 Eligibility and selection

3.1 General eligibility requirements

An individual fulfils the general eligibility requirements for the third-cycle educational programme when he or she 1) has completed a second-cycle degree, 2) has completed higher education courses worth at least 240 credits, of which at least 60 are for second-cycle courses, or 3) in some other manner, in this country or abroad, has acquired the equivalent knowledge. The Faculty Board may permit an exemption from the requirement of basic eligibility in the case of an individual applicant, if there are special grounds as specified in Chapter 7, Section 39 of the Higher Education Ordinance (2010:1064). Also refer to the local guidelines established in the Admission Rules for Third-cycle Education at Luleå University of Technology.

3.2 Specific eligibility requirements

Main subject/main field of study English 80 credits/120 HE credits specialising in literature, second language acquisition, language education or linguistics that shall include at least one degree project of at least 10 credits/15 HE credits.

Very good command of oral and written communication in English.

3.3 Selection

Selection from the applicants who meet the requirements shall be made with consideration of their ability to benefit from the education. The mere fact that an applicant is deemed able to receive credit towards the education for previous education or working activities may not alone give the applicant precedence over other applicants in the selection process, see Chapter 7, Section 41 of the Higher Education Ordinance (2010:1064). Also refer to the local guidelines established in the Admission Rules for Third-cycle Education at Luleå University of Technology.

In the selection of third-cycle education in English and Education the following applies to the selection criteria:

- Degree project quality
- Formulated research plan
- Personal qualities relevant for third-cycle education
- Degree of Arts in Education

4 Examinations included in the education

The education consists of courses and an academic dissertation. Examinations included in third-cycle programmes are graded Pass or Fail. Course and licentiate dissertation grades are decided by specially appointed teachers (examiners). Doctoral dissertation grades are decided by a specially appointed grading committee.

4.1 Courses

The courses are determined in consultation between the student and the supervisor and are regulated in individual study programmes.

For education in English and Education that concludes with a Degree of Licentiate courses comprising 30–40 credits. The courses aim to:

- provide theoretical and methodological expertise relevant to the research area
- provide wider and/or deeper expertise within the research area
- provide wider and/or deeper theoretical subject expertise
- enable the candidate to form research questions and design means of testing them

For education in English and Education that concludes with a Degree of Doctor, the following 60–70 credit courses will be included. The courses aim to:

- provide theoretical and methodological expertise relevant to the research area
- provide wider and/or deeper expertise within the research area
- provide wider and/or deeper theoretical subject expertise
- provide knowledge related to the dissertation subject
- enable the candidate to form research questions and design means of testing them
- enable the graduate student to conduct research independently

Goal attainment is tested by means of the form of examination specified in the syllabus.

4.1.1 Recognition of prior studies

As specified in the local guidelines established in the Admission Rules for Third-cycle Education.

4.2 Academic dissertation

An academic project in the form of a dissertation in English and Education shall be presented as a homogenous, cohesive academic work (monograph) or a brief summary – comprehensive summary – of academic essays (compilation dissertation) that the third-cycle student has written alone or together with another person or persons.

The education includes active participation in the research environment's seminar work through seminar presentations, to an extent established in the individual study programmes.

The licentiate dissertation is defended orally at a public licentiate seminar and is graded Pass or Fail. When the dissertation is graded, both the content of the dissertation and the defence of the dissertation are taken into consideration. The grade of a licentiate dissertation is decided by an examiner appointed by the Head of Department.

The doctoral dissertation is defended orally at a public disputation and is graded Pass or Fail. When the dissertation is graded both the content of the dissertation and the defence of the dissertation are taken into consideration. The grade of a doctoral dissertation shall be decided by a grading committee that is appointed for each dissertation.

5 Degree

In English and Education, a third-cycle student who has been admitted to a Degree of Doctor has the possibility to take a Degree of Licentiate within a study programme intended to conclude with the award of a Degree of Doctor.

5.1 Degree objectives

As specified in the Qualifications Ordinance (Higher Education Ordinance, Annex 2 – Degree Ordinance). See also the annex below.

5.2 Degree title

A third-cycle student who takes a Degree of Licentiate in English and Education shall receive the degree title of Licentiate of Arts.

A third-cycle student who takes a Degree of Doctor in English and Education shall receive the degree title of Doctor of Philosophy.

Requests for another degree title shall be made according to established guidelines.

6 Entry into effect

2012-05-03:

General syllabus for English and Education applies for admission of third-cycle students admitted after the date established in the general syllabus.

2016-02-10:

The previous general curriculum (2013-05-03, *Chair*) will cease to apply for third-cycle students who are admitted to studies at third-cycle level after 10/02/2016. The amendment to Section 2 (distribution of points between courses and academic thesis); 3.2 (language competence); 4.1 (courses). If agreed between the third-cycle student and the supervisor, the new general syllabus (ref. LTU 3249-2015) may be used as a steering document for third-cycle students who, on the date of decision, have not achieved the requirements for a licentiate degree/equivalent number of ECTS credits (120). It must then be documented in the third-cycle student's individual study plan which general curricula that applies.

ANNEX

Goal for education at third-cycle level (Qualifications Ordinance, [Higher Education Ordinance, Annex 2](#)):

1 Knowledge and understanding

For a Degree of Licentiate 120 credits (higher education credits), the third-cycle student shall:

- demonstrate knowledge and understanding in the field of research including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular.

For a Degree of Doctor 240 credits (higher education credits), the third-cycle student shall:

- demonstrate broad knowledge and a systematic understanding of the research domain, together with deep and current specialist knowledge within a limited area of this research domain and
- demonstrate familiarity with academic methodology in general and with the specific research domain's methods in particular.

2 Competence and skills

For a Degree of Licentiate 120 credits, the third-cycle student shall:

- demonstrate the skills to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work,
- demonstrate the skills in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general, and
- demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

For a Degree of Doctor 240 credits, the third-cycle student shall:

- demonstrate the capacity for scholarly analysis and synthesis as well to review and assess new and complex phenomena, issues and situations autonomously and critically,
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,
- demonstrate through a dissertation the ability to make a significant contribution to the formation of knowledge through his or her own research,
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing and in dialogue with the academic community and society in general and
- demonstrate the ability to identify the need for further knowledge and
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity.

3 Judgement and approach

For a Degree of Licentiate 120 credits, the third-cycle student shall:

- demonstrate skills to conduct ethical research assessment in their own research,
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- demonstrate skills to identify the need for further knowledge and to take responsibility for one's knowledge development.

For a Degree of Doctor 240 credits, the third-cycle student shall:

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics, and
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used.

4 Academic dissertation

For a Degree of Licentiate 120 credits, the third-cycle student shall:

- have completed an academic dissertation of at least 60 higher education credits.

For a Degree of Doctor 240 credits, the third-cycle student shall:

- have completed an academic dissertation (doctoral dissertation) of at least 120 higher education credits.