HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	**TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY** **Please see explanation to each point below.** The template is based on requirements for modules within the UiT quality system.
Name	Bokmål: Kognitiv Grammatikk: Grunnkurs for PhD-studenter Nynorsk: Kognitiv Grammatikk: Grunnkurs i for PhD-studentar English: Cognitive Grammar: Basic course for PhD students
Course code and level	HIF-8028
Type of course	The course can be taken as a singular course by students who fulfil the requirements of the PhD-program.
Scope of course	10 ECTS points
Required / recommended previous knowledge	PhD students or holders of a Norwegian Master´s Degree of five years or 3+ 2 years (or equivalent) may be admitted. PhD students must upload a document from their university stating that they are registered PhD students. Holders of a Master´s Degree must upload a Master´s Diploma with Diploma Supplement / English translation of the diploma. Applicants from listed countries must document proficiency in English. To find out if this applies to you see the following list: http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdanning/GSUlista/2016/GSU_list_English_14112016.pdf For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document: https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf
Course contents	The course offers a thorough introduction to Cognitive Grammar including topics such as conceptual semantics, construal, grammatical classes, constructions, rules and restrictions, grounding, phrase structure, clause structure, complex sentences and discourse. In addition, the course will situate Cognitive Grammar in current theoretical linguistics and relate the framework to similar models in cognitive linguistics.
Learning outcomes	The students have the following learning outcomes: **Knowledge** The student will obtain knowledge on the historical background of Cognitive Grammar and its place within the broader framework of cognitive linguistics. The students will furthermore master the central principles of Cognitive Grammar so that s/he will approach the knowledge frontiers in the field. **Skills** The student will be able to carry out his/her own analyses within the framework, and will get practice in present his/her analyses orally and in writing. The student also gets practice in providing constructive feedback on the work of other participants.: **Competence** The student will broaden and deepen his/her competence in linguistic theory.

Relevance in the degree program	The course is particularly relevant for students who are planning to work within the framework of cognitive linguistics, but is also valuable for students with other theoretical orientations.
Teaching and working methods Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.	The course consists of two hours of seminar per week for 10 weeks. In addition, there will be a mini-symposium where the students present their term paper.
Practice	NOT APPLICABLE
Quality assurance of the course	All courses will be evaluated once during the period of the study program. The board of the program decides which courses will be evaluated by students and teacher each year.
Coursework	The following coursework requirements must be completed and approved in order to take the final exam: • Each student is required to present his/her term paper orally at the mini-symposium. The presentation must include a handout and/or a PowerPoint presentation.
Assessment and exam	The exam will consist of: a term paper of 15-20 pages on a topic related to the course. The students choose their topics in agreement with the Professor. The exam will be assessed on a Pass/Fail basis.
Retake	Retake is offered in in the beginning of the following semester in cases of grade F or Fail. Deferred examination is offered in the beginning of the following semester if the student is unable to take the final exam due to illness or other exceptional circumstances. Registration deadline for retake is January 15 for autumn semester exams and August 15 for spring semester exams.
Syllabus	1. Ronald W. Langacker (2008): Cognitive Grammar – a basic introduction. Oxford: Oxford University Press. 560 pages 2. A collection of articles providing background information about cognitive linguistics. 150 pages.
Language of instruction and examination	Seminars will be held in English or Norwegian, depending on what is most convenient for the students. Students write their term papers in English or Norwegian.

EXPLANATION OF TEMPLATE BASED ON REQUIREMENTS IN THE QUALITY SYSTEM

Contents requirements	Detailed information and comments
Title	The course should have a clear title that provides information about the course contents to both students and professionals. The course title should be given in Bokmål, Nynorsk and English.
Course code and level	Each course must have a course code (e.g. GEO-3104); the letters being an abbreviation of the name of the subject (GEO = geology). The courses fall within seven general levels: 0000 - 1000 - 2000 - 3000 - 5000 - 6000 - 8000. The code

	number indicates the *academic level* of the course. 0000 courses are introductory courses, 1000 courses are first and second year courses on BA level, 2000 courses are specialisation courses on BA level (usually third year), and 3000 courses are courses on MA level. 5000 refers to courses within the practical pedagogical education, 6000 to further education courses, and 8000 refers to PhD courses.
Type of course	Information about whether or not the course may be taken as a single course should be provided. Text suggestion: "This course is obligatory for students who belong to the degree program (*name of degree program*)" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in (*name of degree program*)".
Scope	Indicate the scope of the course in ECTS points.
Required / recommended previous knowledge	Previous knowledge requirements must be indicated. In cases where previous knowledge is desired but not a requirement, it should be clearly indicated that this knowledge is *recommended,* but not required.
Course contents	A description of the course contents, minimum 50 words, maximum 300 words.
Relevance in the degree program	The relevance of the course in the degree program to which it belongs should ideally be provided, but is not a requirement.
Learning outcomes	Learning outcomes should be clearly formulated and described in bullet points under the categories *understanding, skills,* and *competence.* A description of competence is not required for smaller courses of 10 ECTS points. Learning outcomes should be formulated in such a way that they may be checked, and there should be a clear connection between learning outcomes, teaching methods, and the type(s) of assessment/examination. If linguistic competence is part of the objectives of the course, this must be included in the course descriptions and the program descriptions. The descriptions should have the following structure: By the end of the course the student has obtained the following: **Knowledge:** The student has: - knowledge about / understands / insight about / overview on etc. It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master´s level:) deep / thorough knowledge, deep/specialized insight etc. At least three points. **Skills:** The student is able to / can - analyse / consider / assess / formulate / discuss / conclude / summarize / recap - **Competence:** The student - is able to / may

Teaching and working methods	Scope of teaching, teaching and working methods, and teaching frequency should be described. If the course is not offered every semester, the description should provide information on whether or not it is possible to take the exam during semesters where the course is not taught. There should be a clear connection between the expected learning outcomes of the course and the chosen teaching and working methods.
Practice	Information on practice, reference to practice plan if relevant. Arrangement and completion of practice should be clearly connected to the expected learning outcomes of the course, other teaching, and the expected obtained competence at the end of the course.
Quality assurance of the course	Information on how the students may assess and give feedback on the quality of the course (evaluation, reference groups, student representatives, etc.)
Coursework requirements	Information on coursework requirements, the scope of these requirements, and whether or not they are obligatory (e.g. lecture attendance, methodology courses, exercises, practice, field work courses, excursions, lab work, security training, group assignments, semester assignments and other written assignments. Assessment of coursework should be on a Pass/Fail basis.
Security training	For courses including lab work, excursions, field work, studies abroad, etc., any security training necessary to complete the course should be indicated. This should be formulated as a coursework requirement in the course description.
Examination and assessment	Type of examination and assessment, including information on which assessments that will appear on the transcript of records or will form part of the basis for the final grade which will appear on the transcript of records, should be indicated. Type of assessment should also be indicated (A-F grades scale or Pass/Fail). There should be a clear connection between the expected learning outcomes and the chosen form of examination and assessment. Course descriptions for courses operating with two or more exams during the course should include the following: information on whether separate grades are given for each exam or if one final average based grade at the end of the course is given, how the various exams are weighed in the case of a final average grade, information on type of examination and assessment for each exam and the course in its entirety, information on possibilities for retake examinations and which exams that need to be retaken in order to pass the course. The duration of the exams (amount of hours/days) and the required amount of words in written exams should be indicated.
Retake	Information on possible admission and completion of retake examinations should be given.
Syllabus	A reading list is not obligatory in the course description. However, it is nevertheless a requirement that a syllabus is developed for each course, and that an up-to-date reading list is accessible by the beginning of the semester in which the course is being taught. If the organised part of the course (lectures, lab work, seminars etc.) is to be considered as part of the syllabus, and exams may be given on this basis, this must be clearly indicated in the description of the syllabus.

Language of instruction and examination	During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18). Indication of *Language of instruction* is obligatory information in all course descriptions. The language of instruction should as a rule be Norwegian. In order to achieve instrumental objectives and develop competence in professional English among Norwegian students and/or integrate students with another native language than Norwegian/another Scandinavian language, the language of instruction may also be English. Indication of *Language of examination* is obligatory in all course and program descriptions. The individual faculties may choose the language of examination, but as a rule, students should not be required to take their exams in English unless English forms an integral part of the course and/or its learning outcomes. Special regulations for language of instruction and examination may apply for courses within language and linguistics.
External candidates for examination	Each faculty must decide on possible examination methods and examination fees for external candidates who are not admitted to the course. However, this needs not be described in the course description.
Other regulations	Other regulations relevant to the completion, quality assurance and evaluation of the course should be described.