

HSL Faculty, UiT The Arctic University of Norway, 2.10.2017	<b>TEMPLATE FOR COURSE DESCRIPTIONS FOR PHD COURSES, THE HSL FACULTY</b> <b>Please see explanation to each point below.</b> The template is based on requirements for modules within the UiT quality system.
<b>Name</b>	Bokmål: Aspekt i forskjellige språk og lingvistiske teorier Nynorsk: English: Aspect across languages and linguistic schools
<b>Course code and level</b>	The administration provides the code HIF-8XXX
<b>Type of course</b>	The course can be taken as a single course by doctoral students from Norway and other countries.
<b>Scope of course</b>	5 ECTS points
<b>Required / recommended previous knowledge</b>	<p>MA in language / linguistics or related field is obligatory requirement.</p> <p>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.</p> <p>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:  <a href="http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin g/GSULista/2016/GSU_list_English_14112016.pdf">http://www.nokut.no/Documents/NOKUT/Artikkelbibliotek/Utenlandsk_utdannin g/GSULista/2016/GSU_list_English_14112016.pdf</a></p> <p>For more information on accepted English proficiency tests and scores, as well as exemptions from the English proficiency tests, please see the following document:  <a href="https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf">https://uit.no/Content/254419/PhD_EnglishProficiency_100913.pdf</a></p> <p>The course does not have a limited number of seats. Any doctoral student with an interest in aspect and verbal categories is encouraged to attend.</p>
<b>Course contents</b>	<p>The course will discuss peculiar properties of grammatical aspect, one of the most versatile and striking grammatical categories of natural languages. The primary objective of the course is to present recent accounts of aspect in terms of various theoretical frameworks, including contemporary cognitive and formal approaches. The focus will be on rich empirical data from a variety of languages, including Germanic, Slavic, Celtic, Romance and Indo-Iranian languages (in particular English, Russian, Bulgarian, Scottish Gaelic, Spanish, and Hindi) as well as some non-Indo-European languages. The course will cover both broad-ranging issues regarding aspect as well as research findings of the instructors. Each instructor will hold a lecture and a tutoring session for students. The topics of the lectures are the following:</p> <ol style="list-style-type: none"> <li>1. "On the primitives of aspect across languages and their acquisition" (María J. Arche, University of Greenwich)</li> <li>2. "(Im)perfectivity across languages and theories" (Antonio Fábregas and Laura A. Janda, UiT The Arctic University of Norway)</li> <li>3. "The interface of lexical semantics / clause structure and aspect" (Mila Dimitrova Vulchanova, Norwegian University of Science and Technology)</li> <li>4. "Aspectual categories across languages: semantic vs. morphological criteria" (Gillian C. Ramchand, UiT The Arctic University of Norway)</li> </ol>

	<p>5. "TAME in a multilingual parallel corpus" (Östen Dahl, Stockholm University)</p> <p>6. "A cognitive account of statements of fact in the Slavic East-West aspect division" (Stephen M. Dickey, University of Kansas)</p>
<p><b>Learning outcomes</b> Be concise and consequent: Outcomes should relate to each other as well as to the teaching methods and the coursework requirements / examination form.</p> <p>Learning outcomes should be formulated in such a way that they may be checked.</p> <p>Make sure the outcomes are realistic and in accordance with the amount of ECTS (they must not be too ambitious).</p> <p>Description of competence is not required for 10 ECTS courses.</p>	<p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge</b> The student has</p> <ul style="list-style-type: none"> <li>• an overview of major theoretical approaches to grammatical aspect;</li> <li>• an advanced knowledge of how the category of aspect is grammatically represented in a wide range of languages;</li> <li>• an overview of recent research findings on aspect and different theoretical approaches to aspect;</li> <li>• knowledge of different analyses of specific aspectual phenomena and data.</li> </ul> <p><b>Skills</b> The student is able to</p> <ul style="list-style-type: none"> <li>• apply different theories and methodologies to his / her own research on aspect;</li> <li>• actively participate in academic discussion related to the topic;</li> <li>• formulate and present his/her own research questions and research findings;</li> <li>• write a course paper / scholarly article of reduced length under supervision.</li> </ul>
<b>Relevance in the degree program</b>	The course is particularly relevant for students who are planning to work on grammatical categories and aspect in particular.
<p><b>Teaching and working methods</b> Teaching methods, scope and frequency should be described. Also provide information about the number of lectures / classes.</p>	This is a three-day intensive course. The course will offer 6 lectures (2 hours each) and 3 tutorial sessions (2 hours each). Each day will consist of 2 lectures, lunch, and 1 tutorial session for students' presentations and discussions of students' projects with course instructors. After the course, there will also be a workshop on aspect that PhD students are welcome to attend at their expense.
<b>Practice</b>	Not applicable
<b>Quality assurance of the course</b>	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.
<p><b>Coursework</b> The required coursework must be clear and feasible. Keep the scope of the course in mind.</p>	<p>The following coursework requirements must be completed and approved in order to take the final exam:</p> <ul style="list-style-type: none"> <li>• reading the required scholarly articles prior to the course (about 350 pages in total);</li> <li>• attending all teaching sessions;</li> <li>• making a short presentation of the student's project (ppt &amp; handout are required). If the student's research does not concern aspect, the topic of his/her presentation should be discussed individually prior to the course.</li> </ul>
<b>Assessment and exam</b>	The exam is a course paper (essay) on the topic discussed with course instructors.

<p>Provide clear information about exam form(s). The amount of hours/days/weeks must be given.</p> <p>In the case of written assignments, please provide the required amount of words. If desired: provide information about line space, font etc. (standard: 1 ½).</p> <p>A-F grades scale or Pass/Fail</p>	<p>The course paper should be 8 pages long (about 4000 words). The essay will be evaluated as pass/fail.</p>
<b>Retake</b>	<p>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.</p>
<b>Syllabus</b>	350 pages of recent scholarly works on aspect
<b>Language of instruction and examination</b>	The course will be taught in English. The students should write their course papers in English.

## 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 <i>academic level</i> 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 ( <i>name of degree program</i> )" or "This course may be taken as a single course (by students who meet the admission requirements for the degree program in ( <i>name of degree program</i> ))".
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 <i>recommended</i> , 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	<p>Learning outcomes should be clearly formulated and described in bullet points under the categories <i>understanding</i>, <i>skills</i>, and <i>competence</i>. 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.</p> <p><u>The descriptions should have the following structure:</u></p> <p>By the end of the course the student has obtained the following:</p> <p><b>Knowledge:</b> The student has:</p> <ul style="list-style-type: none"> <li>- knowledge about / understands / insight about / overview on etc.</li> </ul> <p>It is possible to grade: i.e. Wide knowledge / good understanding / (especially on Master's level:) deep / thorough knowledge, deep/specialized insight etc.</p> <p>At least three points.</p> <p><b>Skills:</b> The student is able to / can</p> <ul style="list-style-type: none"> <li>- analyse / consider / assess / formulate / discuss / conclude / summarize / recap</li> <li>-</li> </ul> <p><b>Competence:</b> The student</p> <ul style="list-style-type: none"> <li>- is able to / may</li> </ul>
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	<p>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.</p> <p>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.</p>
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	<p>During the spring of 2007, the University of Tromsø passed the Guidelines on language policy (case S 28-07, DocuLive 200603903-18).</p> <p>Indication of <i>Language of instruction</i> 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.</p> <p>Indication of <i>Language of examination</i> 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.</p> <p>Special regulations for language of instruction and examination may apply for courses within language and linguistics.</p>
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.