



## General Syllabus for Third-cycle Programmes in Swedish

This syllabus is for programmes leading to a Degree of Doctor and for programmes leading to a Degree of Licentiate. This document is subordinate to the Swedish Higher Education Ordinance and Södertörn University's Regulations for Third-Cycle Education at Södertörn University (*Föreskrifter för forskarutbildning vid Södertörns högskola*).

The syllabus was validated by the Committee for Research and Doctoral Education on 4 March 2020.

### 1. Qualitative targets

The subject of Swedish approaches texts, media and learning, among other things, using a linguistic perspective. Emphasis is placed on the interaction between different contexts and forms of linguistic expression, with profile that clearly focuses on parlance, adopting a critical and analytical perspective on language use, language development and language learning, and strives for a wide-ranging acceptance of a variety of linguistic approaches and flows. An interdisciplinary approach is applied, and research is focused on societally relevant issues. The current research profile can be found on the webpages for Swedish.

Research programmes in Swedish aim to deepen the doctoral student's knowledge in the field of study and to adequately prepare them for autonomous work in research and development. The aim of the programme is to provide the doctoral student with the ability to autonomously plan and execute competent research work and to present and disseminate their research results.

For a Degree of Doctor, the doctoral student must (under Chapter 6 and Appendix 2 of the Higher Education Ordinance):

#### *Knowledge and understanding*

- demonstrate broad knowledge and systematic understanding of the linguistic field of research as well as advanced and up-to-date specialised knowledge in a limited area of this field, and
- demonstrate familiarity with scholarly methods in general and with linguistic methods in particular,

#### *Competence and skills*

- demonstrate the capacity for linguistic analysis and synthesis, as well for reviewing and assessing 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 timeframes and to review and evaluate such work,

- demonstrate through a documented research project the ability to make a significant contribution to the development of knowledge through their 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,
- 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 through other qualified professional capacities.

#### *Judgement and approach*

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

#### *Thesis*

In order to be awarded a doctoral degree, the doctoral student must have completed a scholarly thesis in the field of Swedish (doctoral thesis) worth 180 credits and received a Pass grade.

These qualitative targets and outcomes must be achieved through the proposed courses and through work on the thesis. The knowledge of and understanding for scholarly methodology that is required must be achieved with the help of courses and courses common to the research area in theory and method in the educational sciences or through joint courses at the Graduate School of Education, Learning and Globalisation (see 4.2 below). The introductory course in educational sciences covers important, fundamental discussions about how research in the field can and should be conducted. More specific knowledge of and understanding for linguistic methodology will be achieved through the three subject-specific courses that focus on aspects of subject didactics, norm criticism and texts and writing, in addition to linguistic theory and method relevant to the graduate school's area. In addition to this, there are two elective courses on which the doctoral student can specialise in various aspects.

The specialist knowledge that the doctoral student is expected to acquire becomes part of working on the thesis, where the doctoral student is expected to specialise in one or more of the areas. The first two outcomes for competence and skills must be achieved through a combination of the three subject-specific courses and the doctoral student's thesis work. The other outcomes are primarily achieved as part of work on the thesis, which includes the advanced ability to participate in a knowledge-intensive discussion in different contexts, to the identification of the need for knowledge and the ability to support others' learning. Insights into the role and possibilities of linguistics in a wider perspective are something that will characterise courses and thesis work. Good research conduct and ethical judgement are a considerable part of the entire programme.

## 2. Entry requirements

### 2.1 General regulations

To be admitted to third-cycle studies, the applicant must fulfil the general entry requirements and the specific entry requirements stated below. The applicant must also be assessed as possessing the necessary capability to assimilate the content of the degree.

## **2.2 General entry requirements**

The general entry requirements for third-cycle courses and study programmes are fulfilled by someone who has:

1. has been awarded a second-cycle qualification,
2. satisfied the requirements for courses comprising at least 240 credits of which at least 60 credits were awarded in the second-cycle, or
3. acquired substantially equivalent knowledge in some other way in Sweden or abroad.

In exceptional circumstances, the Faculty Board may permit an exemption from the general entry requirements for an individual applicant. (Ordinance 2010:1064)

## **2.3 Specific entry requirements**

The specific entry requirements are fulfilled by someone who has achieved a pass grade on a second-cycle degree project worth at least 15 credits in Swedish specialising in didactics, Swedish, Nordic languages or another relevant subject. In exceptional circumstances, the Faculty Board may permit an exemption from the specific entry requirements for an individual applicant.

The ability to assimilate academic material in English and a command of the language necessary for work on the thesis are prerequisites for admission to the degree programme.

# **3. Admissions**

## **3.1 Application**

Applications for admission to a third-cycle programme must be submitted to Södertörn University.

## **3.2 Limitations on admission and selection**

The number of doctoral students admitted may be no greater than that which can be offered supervision, acceptable study conditions and who have a plan for student financing.

A research student who is employed on a doctoral studentship is assumed to conduct their studies on a full-time basis. If it is believed to benefit the doctoral student's education, the doctoral studentship may be extended for a maximum of one year when the doctoral student undertakes teaching or administrative tasks. These departmental duties may not exceed 20% of a full-time position.

Limitations on admission to third-cycle programmes are applied if the number of eligible applicants is greater than the number of available places. The basis for selection among eligible applicants for third-cycle programmes is the level of ability to assimilate such a degree programme.

The application is assessed using the following criteria:

1. The applicant's merits and expertise.
2. The quality of the research project.
3. The suitability and feasibility of the research project as a doctoral project.
4. The funding plan.
5. Whether issues of research ethics have been considered.
6. Whether sufficient collected supervisory capacity exists to provide good and professional supervision and the relevant expertise.

Selection is primarily on the basis of documentation and material submitted by the applicant, such as independent study and certification of professional activity. Other factors in decision-making, such as interviews with applicants, may also be significant. The expertise possessed by the supervisors and lecturers linked to the third-cycle programme, as well as issues of gender equality, are also considered during the admissions procedure.

### **3.3 Admission decisions**

The admissions process follows Södertörn University's guidelines for admissions to third-cycle education. The Faculty Board is responsible for decisions on the admission of students to third-cycle education, admissions with other forms of financing than employment and grants, and on admissions to Licentiate degree programmes.

## **4. Programme content**

### **4.1 General**

In total, a Degree of Doctor covers 240 credits, of which 60 credits are from courses and 180 credits are from the thesis. Third-cycle education has two specialisations, one of which is the research area for doctoral studies called Studies in the Educational Sciences, and the other is at the Graduate School of Education, Learning and Globalisation. The courses for each specialisation are described in the next section.

A Degree of Licentiate covers 120 credits and consists of courses worth a total of 45 credits and an academic paper worth 75 credits. Such a degree may either be the final aim of the programme or a stage on the way to a doctoral degree.

Credits from courses at second-cycle level or higher and which are not included in the specific entry requirements may, after a decision in accordance with the academic school's delegation of authority, be transferred to the third-cycle programme.

The doctoral student should begin their academic paper/thesis during the first year of the programme and thus conduct research activities in parallel with course-based studies. The research environment's seminar activities are also included in third-cycle programmes.

### **4.2 Courses**

For specialisations in the research area for doctoral studies called Studies in the Educational Sciences, 45 credits are obligatory courses (divided into 22.5 credits in obligatory courses in the research area and 22.5 credits in subject-specific obligatory courses) and 15 credits are from elective courses, as follows:

#### Obligatory courses within the research area (22.5 credits)

- 7.5 credits Introduktion till utbildningsvetenskapliga studier
- 7.5 credits Vetenskapsteori: subjekt, språk, värld
- 7.5 credits Metoder i utbildningsvetenskapliga studier

#### Subject-specific obligatory courses (22.5 credits)

- 7.5 credits Språkvetenskapliga synsätt
- 7.5 credits Läs- och skrivdidaktik
- 7.5 credits Kritisk språkanalys

### Elective courses (15 credits)

The elective, individually decided courses are chosen in consultation with the doctoral student's principal supervisor.

Doctoral students who teach must have completed a course in teaching and learning in higher education, or have acquired the equivalent knowledge in another manner.

For specialisations at the Graduate School of Education, Learning and Globalisation, 37.5 credits are obligatory courses (divided into 15 credits of obligatory courses at the graduate school and 22.5 credits of subject-specific obligatory courses) and 22.5 credits are from elective courses, as follows:

### Obligatory courses at the graduate school (15 credits)

- 3 credits Utbildning, lärande och globalisering
- 3 credits Att problematisera globalisering, nationalism och inkludering
- 3 credits Interkulturalitet, normkritik och utbildning
- 3 credits Internationalisering, språk och lärande
- 3 credits Workshopp

### Subject-specific obligatory courses (22.5 credits)

- 7.5 credits Språkvetenskapliga synsätt
- 7.5 credits Läs- och skrivdidaktik
- 7.5 credits Kritisk språkanalys

### Elective courses (22.5 credits)

The elective, individually decided courses are chosen in consultation with the doctoral student's principal supervisor.

For a Licentiate degree, the obligatory courses are studied in the two specialisations, Studies in the Educational Sciences or the Graduate School of Education, Learning and Globalisation (22.5 credits in the former and 15 credits in the latter). There are additional subject-specific and obligatory courses:

### Subject-specific obligatory courses (15 credits)

The student chooses two of the following three courses:

- 7.5 credits Språkvetenskapliga synsätt
- 7.5 credits Läs- och skrivdidaktik
- 7.5 credits Kritisk språkanalys

The specialisation in Studies in the Educational Sciences includes 7.5 credits of elective courses and the specialisation at the Graduate School of Education, Learning and Globalisation includes 15 credits of elective courses. The elective, individually decided courses are chosen in consultation with the doctoral student's principal supervisor.

## **4.3 Doctoral thesis**

To be awarded a doctoral degree, the doctoral student must write an academic thesis that is worth 180 credits. The thesis must be based on autonomous research work and be of significance to research within the chosen field. The thesis must either be a unified and continuous piece of academic work (monograph thesis) or a compilation of academic works that the doctoral student has written alone or with co-authors, to which a summarising discussion has been added (compilation

thesis) The works must be of such quality that they can be published in recognised academic journals. In cases of co-authorship, individual efforts must be able to be distinguished and evaluated.

#### **4.4 Licentiate thesis**

To be awarded a Licentiate degree, the doctoral student must write an academic thesis that is worth 75 credits. The thesis must be based on autonomous research work. The thesis must either be a unified and continuous piece of academic work (monograph thesis) or a compilation of academic works that the doctoral student has written alone or with co-authors, to which a summarising discussion has been added (compilation thesis). The works must be of such quality that they can be published in recognised academic journals. In cases of co-authorship, individual efforts must be able to be distinguished and evaluated.

#### **4.5 Guidelines for the halfway seminar**

As part of the quality assurance of third-cycle education, a halfway seminar must be held when the doctoral student is assessed as having completed about 50% of their thesis work (which consists of completed courses and thesis work, but not departmental duties). The date for this is set by the doctoral student and supervisor in the individual study plan.

The doctoral student must distribute a written text from their thesis work at the halfway seminar. Exactly what type of text is decided in consultation with the supervisor and will also depend on whether the doctoral student is writing a monograph or a compilation thesis. A reader is appointed from within the collegium and must prepare some questions on the basis of the distributed text. At the seminar, the doctoral student must provide an overview of the thesis work and position the role of the distributed text in this.

Normally, these seminars last 1½ to 2 hours. The chair must be someone other than the supervisor. The seminar is assessed by the supervisory collegium, who discuss whether the doctoral student can be considered as having completed 50% of their programme. In cases where the supervisory collegium believe that the doctoral student needs to supplement something, this must be written into the individual study plan when it is updated.

#### **4.6 Guidelines for the final seminar**

The manuscript of the thesis must be aired at a final seminar. The date of this will vary depending on the doctoral student's degree of activity, but is commonly six months before the planned public defence, which is roughly equivalent to when the doctoral student has completed 90% of their thesis work. The final seminar must deal with a draft of the thesis with all the important sections in place and completed notes, references and language use.

Final seminar:

- Normally, the final seminar lasts 1½ to 2 hours.
- The chair is someone other than the supervisor.
- A reviewer is appointed before the seminar. A suggested reviewer is proposed by the supervisor and doctoral student, and considered by the supervisory collegium. The reviewer should have a doctorate, be external, and have specialist knowledge in the field of the thesis. The reviewer must base their review on the intended outcomes stated in the subject's general syllabus. A fee and travel expenses are paid. The reviewer is responsible for the format of the

seminar, but it is roughly the standard model for a public defence (short summary, dialogue between reviewer and respondent).

- Before the seminar, the principal supervisor informs the reviewer about their duties.

After the final seminar, the reviewer, supervisor and doctoral student meet to discuss the quality of the thesis text. This meeting is then discussed in the supervisory collegium, which assessed whether the thesis is good enough to move forward to a public defence.

#### **4.7 Other quality assurance**

The halfway and final seminars are important for quality assurance. Routines for quality assurance also include the doctoral student presenting ongoing work on the thesis at Swedish's higher seminars about once each academic year, as well as events organised by the research area. At the seminar, the important areas of thesis work are discussed, including the project plan, data collection, methods and analysis result.

The programme is also regularly followed up through course evaluations. Doctoral students will be represented on the steering committees for the research area for doctoral studies and the graduate school, as well as in the subject's supervisory collegium, where issues relating to doctoral studies are dealt with.

#### **4.8 Additional information**

Additional information about third-cycle studies can be provided by the subject's director of doctoral studies or the equivalent representative.

### **5. Format of the programme**

#### **5.1 Individual study plan**

The principal supervisor and doctoral student must, together, draw up an individual study plan for the doctoral student's third-cycle studies that includes the university's and the doctoral student's commitments, and a schedule for the programme. The study plan is drawn up at the start of employment and is validated by the steering committee for Studies in the Educational Sciences (according to the school's delegation of authority and decision procedure) no later than five months after the start of the doctoral studentship. Follow-ups and revisions to the study plan must be presented to and approved by the steering committee once per year. The doctoral student and the supervisor must confirm in writing that they have read the individual study plan and any revisions to it.

#### **5.2 Teaching**

Teaching is primarily provided in the form of lectures, seminars and supervision. During the period of study, the doctoral student must participate in academic activities by attending seminars, guest lectures, etc. The doctoral student may be provided with the opportunity to participate in teaching and knowledge testing at another faculty or another higher education institution. The doctoral student must be offered the opportunity to participate in international conferences and courses.

#### **5.3 Supervision**

Students in third-cycle education are entitled to supervision that is equivalent to four years of full-time study for a Degree of Doctor and to two years for a Degree of Licentiate. The content and scope of

supervision is stated in the Regulations for Third-Cycle Education at Södertörn University. Supervisors in third-cycle education in Swedish are the subject's professors and associate professors and specially appointed lecturers. At least two supervisors must be appointed for each doctoral student. One of them must be the principal supervisor. Supervisors are selected in consultation with the doctoral student. The principal supervisor must be an associate professor or equivalent and the assistant supervisors must have doctoral degrees. They must have completed a course in third-cycle supervision or be assessed as having the equivalent competence. The supervisors are appointed by the Head of School after being proposed by the steering committee. A doctoral student is able to change supervisor if they request this.

The supervisor(s) and doctoral student must have close, regular contact and, every semester, they must check what has been achieved in relation to the annual individual study plan. The choice of thesis subject must take place in consultation between the doctoral student and principal supervisor and should take place during the first semester of the programme. The doctoral student must contact their supervisors if there are any problems.

If a doctoral student substantially neglects their obligations in the individual study plan, the vice-chancellor must decide on whether to withdraw supervision and other resources for their studies. The local regulations in the Regulations for Third-Cycle Education at Södertörn University state how the case is prepared before the proposal to withdraw resources is submitted to the vice-chancellor.

## 6. Examination

Knowledge testing takes place through written or oral examination. Tests and examinations are graded as either Pass or Fail. The principal supervisor is examiner for the courses for which no specific examiner has been appointed. The doctoral thesis must be reviewed by an external reviewer at a public defence. It is assessed by a specially appointed examining committee in accordance with the provisions of the Higher Education Ordinance and the Regulations for Third-Cycle Education at Södertörn University. During grading, consideration must be paid to both the content of the thesis and its public defence. The steering committee for Studies in the Educational Sciences also creates area or subject-specific routines for its third-cycle subjects. The thesis must be given one of the following grades: Pass or Fail.

The licentiate thesis must be reviewed by a faculty examiner and be defended publicly. The procedures for presentation of the licentiate thesis are stated in the Regulations for Third-Cycle Education at Södertörn University. The steering committee for Studies in the Educational Sciences also creates area or subject-specific routines for its third-cycle subjects. The thesis shall be awarded a grade of either Pass or Fail by a specially-appointed examining committee.