

**Subject card**

<b>Subject name and code</b>	Norwegian Academic Composition I, PG_00141311						
<b>Field of study</b>	Scandinavian Studies						
<b>Date of commencement of studies</b>	October 2024	<b>Academic year of realisation of subject</b>			2026/2027		
<b>Education level</b>	undergraduate studies	<b>Subject group</b>			Obligatory subject group in the field of study Subject group related to scientific research in the field of study		
<b>Mode of study</b>	full-time studies	<b>Mode of delivery</b>			at the university		
<b>Year of study</b>	3	<b>Language of instruction</b>			Norwegian Norwegian		
<b>Semester of study</b>	5	<b>ECTS credits</b>			2.0		
<b>Learning profile</b>	academic	<b>Assessment form</b>					
<b>Conducting unit</b>	Instytut Skandynawistyki i Fennistyki -> Faculty of Languages						
<b>Name and surname of lecturer (lecturers)</b>	<b>Subject supervisor</b>		dr Katarzyna Michniewicz-Weisland				
	<b>Teachers</b>						
<b>Lesson types</b>	<b>Lesson type</b>	Lecture	Tutorial	Laboratory	Project	Seminar	SUM
	<b>Number of study hours</b>	0.0	30.0	0.0	0.0	0.0	30
	E-learning hours included: 0.0						
<b>Learning activity and number of study hours</b>	<b>Learning activity</b>	Participation in didactic classes included in study plan		Participation in consultation hours		Self-study	SUM
	<b>Number of study hours</b>	30		2.0		18.0	50
<b>Subject objectives</b>	The aim of the course is to teach students to read, analyze, and independently write academic texts in Norwegian. Key topics include the composition of a bachelor's thesis, scientific style (academic discourse), and the ability to use appropriate terminology and collocations in scientific texts.						

Learning outcomes	Course outcome	Subject outcome	Method of verification
	[SKANL3_U06] He can communicate, including in foreign languages, with his environment and argue substantively, justifying his position.	The student can justify your position in the discussion, choosing appropriately arguments and adapting style statements to the discourse academic.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[SKANL3_K01] He is aware of the level of knowledge attained regarding Northern Europe and its languages, and is also capable of critically evaluating this knowledge.	The student applies the knowledge they have acquired and is committed to the continuous development of their competencies. They are focused on constantly expanding their knowledge and skills in creating texts and presentations in academic discourse.	[SK1] oral statement/conversation/discussion [SK3] text preparation/written work
	[SKANL3_U01] He is able to search, select, analyze, and interpret information using advanced information and communication techniques, in Polish, English, or one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), employing appropriate terminology.	The student searches for and analyzes information in Norwegian and recognizes and classifies the characteristics and vocabulary specific to the Norwegian language in academic discourse.	[SU3] text preparation/written work [SU4] test/exam - oral or written
	[SKANL3_U07] He can communicate in Polish, one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), or English - using various channels and communication techniques - with specialists representing literary studies, linguistics, cultural studies, and religious studies.	The student possesses the appropriate competencies and tools to communicate with specialists in the field.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work
	[SKANL3_W01] He possesses an advanced knowledge of facts, theories, and methods relevant to literary studies, linguistics, as well as cultural and religious studies of the Nordic region.	The student knows how to present and edit their chosen bachelor's thesis topic in a manner typical of the Norwegian academic style, using appropriate terminology and methodology.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work
	[SKANL3_U04] He is able to plan and organize both individual and team work.	The student organizes and plans their work using academic Norwegian language, both in individual and teamwork settings.	[SU1] oral statement/conversation/discussion [SU3] text preparation/written work [SU4] test/exam - oral or written
	[SKANL3_K04] He independently undertakes and initiates research activities in the field of literary and linguistic studies within the Scandinavian Studies program, and is ready to fulfill the professional role of a philologist.	The student analyse the issues raised in their own work using academic vocabulary from the field of Norwegian	[SK3] text preparation/written work [SK4] test/exam - oral or written
	[SKANL3_U05] He participates in discussions, is open to the variable, often unpredictable positions of interlocutors, and can jointly reach a constructive solution with them using appropriate methods.	The students are able to use and adapt Norwegian academic vocabulary in communication and negotiations; are able to substantively justify their position. When working in a group, they are open to the opinions of other participants in group discussions/activities.	[SU1] oral statement/conversation/discussion [SU5] implementation of a problem task [SU8] observation of student's independent or team work
	[SKANL3_W02] He possesses an advanced understanding of the grammar and vocabulary of one of the Nordic languages (Swedish, Norwegian, Danish, Finnish), comprehends its position in the world, and its relationships with other languages.	The students characterize the style of academic texts, and analyze academic texts in terms of knowledge acquired during exercises.	[SW1] oral statement/conversation/discussion [SW3] text preparation/written work
	[SKANL3_W04] He is familiar with selected, advanced terminology in the field of literary studies, linguistics, as well as cultural and religious studies of the Nordic region, in Polish, English, or one of the Nordic languages (Swedish, Norwegian, Danish, Finnish).	The students know how to present and edit the bachelor's thesis topic of their choice in a form typical of the Norwegian academic style.	[SW1] oral statement/conversation/discussion [SW2] presentation/project/paper/report [SW3] text preparation/written work

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Subject contents	Features of a good academic text, summarizing the views of the author of the selected text, clearly distinguishing between the voice of the author and the voice of the person writing the summary, argumentation analysis (reliability, transparency, usefulness, counter-arguments, reservations), rhetorical analysis (Aristotle's division into ethos, pathos and logos), types of academic texts and the norms applicable in them.												
Prerequisites and co-requisites	Knowledge of Norwegian language at least B1 level.												
Assessment methods and criteria	<table border="1"> <thead> <tr> <th>Subject passing criteria</th> <th>Passing threshold</th> <th>Percentage of the final grade</th> </tr> </thead> <tbody> <tr> <td>completing all tasks during the course (essay, presentation, etc.)</td> <td>51.0%</td> <td>50.0%</td> </tr> <tr> <td>partial tests</td> <td>51.0%</td> <td>40.0%</td> </tr> <tr> <td>attendance and active participation in classes</td> <td>80.0%</td> <td>10.0%</td> </tr> </tbody> </table>	Subject passing criteria	Passing threshold	Percentage of the final grade	completing all tasks during the course (essay, presentation, etc.)	51.0%	50.0%	partial tests	51.0%	40.0%	attendance and active participation in classes	80.0%	10.0%
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Recommended reading	<p>Basic literature</p> <p>Akselberg, Gunnar 2002: Kvifor kjem ikkje engelsk språk til å overta i Noreg? Nokre merknader til myten om norsk språkdød og engelsk språkovertaking i Noreg, i Eivind Tjønneland mfl. (red.): Nordica Bergensia. Nordiske språk i møte med andre språk, 26/2002. Nordisk institutt, Universitetet i Bergen.</p> <p>Andersen, Per Thomas 1987: Kritikk og kriterier, i Jan Kjærstad (red.): Vinduet 41(3). Gyldendal, Oslo.</p> <p>Brodersen, Randi Benedikte mfl. 2007: Tekstens autoritet. Tekstanalyse og skriving i akademia. Universitetsforlaget, Oslo. Kapittel 1-5 (s. 11-75) og kapittel 7 (s. 88-122)</p> <p>Blomberg, Wenche. 2010 : Litteraturlisteguiden. Vademecum, Oslo</p> <p>Rienecker, Lotte /Stray Jørgensen, Peter (2006): Den gode oppgaven. Fagbokforlaget</p> <p>Short texts intended to be analyzed during classes, lists of useful phrases</p> <p>Supplementary literature</p> <p>eResources addresses</p> <p>none</p> <p>Adresy na platformie eNauczenie:</p>												
Example issues/ example questions/ tasks being completed													
Work placement	Not applicable												

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