



Department of Culture and Society
Institutionen för kultur och samhälle (IKOS)
Teachers' Programme (*Ämneslärarprogrammet*)
91EN13, 92EN13
Version Spring 2025

Course Guide

for

English for Student teachers

1-30 hp (Spring Term 2025)

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Grunddata

(As we are a Swedish authority, the compulsory parts of this course guide need to be in Swedish. We apologise for the mix of languages.)

Kursplan - Lärandemål

Efter avslutad kurs ska den studerande kunna

- uttrycka sig språkligt korrekt på engelska i både tal och skrift med hänsyn tagen till grammatiska strukturer och ett grundläggande formellt och akademiskt ordförråd
- på formell engelska författa en kortare uppsats som följer vedertagen praxis för struktur, innehåll och referenshantering
- språkligt korrekt hantera kontrastiva skillnader mellan engelska och svenska
- behärska grundläggande grammatisk terminologi genomföra språklig analys av skriven engelsk text
- identifiera och korrigera vanliga grammatiska fel
- identifiera och pedagogiskt förklara grammatiska fel
- applicera språkpedagogiska teorier på en pedagogisk kontext använda och demonstrera grundläggande förståelse för lingvistiska begrepp och metoder
- på ändamålsenlig engelska muntligt presentera och diskutera en samtida samhällsföreteelse i ett engelsktalande land
- korrekt uttala ljud utifrån fonetisk skrift uttala engelska ljud
- på ett korrekt sätt enligt vedertagna uttalsnormer på muntlig och skriftlig engelska, med utgångspunkt i grundläggande litteraturvetenskapliga metoder och begrepp
- diskutera och analysera engelska litterära texter diskutera och analysera engelska litterära texter på muntlig och skriftlig engelska
- med utgångspunkt i grundläggande litteraturvetenskapliga metoder och begrepp analysera konsekvenserna av skolans styrdokument för ämnet engelska på relevant stadium
- relatera olika teorier om och perspektiv på kunskap och lärande till olika delar av engelskundervisningen på relevant stadium.

Undervisning/Arbetsformer

Kursen omfattar föreläsningar, seminarier, lektioner, övningar och självständiga studier.

Examination och betyg

Examination sker genom seminarier, inlämningsuppgifter, muntlig examination samt skriftliga prov i form av såväl hem- som salstentamina. För VG på hel kurs krävs minst 15 hp VG, varav VG på minst ett av de två språkfärdighetsproven.

Betygskriterier

Below follows an overview of the grading criteria for the various course modules. How – exactly – these are tested can be seen in the overview of the *Ladok* codes at the end of the on-line syllabus, and more detailed information will also be provided by the respective teachers/course material.'

Please note that in order to get a D, 0hp, for active seminar participation in a module, the basic requirement is 80% seminar attendance. To make up for your absence, please contact the teacher in question.

ENGLISH GRAMMAR

Language Proficiency Exam 1

G

The student has a basic command of English grammar structures and idiomatic English. Moreover, the student can identify and correct basic language, spelling and vocabulary errors in a sentence.

VG

The student displays a command of English grammar structures and idiomatic English. Moreover, the student can identify and correct language, spelling and vocabulary errors made in a sentence.

D

Active oral participation on a written basis in English Grammar Seminars (80% attendance required).

WRITTEN ENGLISH

Language Proficiency Exam 2

G

The student expresses him- or herself idiomatically in writing, using a basic but academic English vocabulary, and displays knowledge of grammatical structures, also from a contrastive perspective.

VG

The student shows idiomatic confidence in his or her writing, displaying both an academic English vocabulary, and an ability to adapt his or her language to different language contexts, also from a contrastive perspective.

D

Active oral participation on a written basis in Written English Seminars (80% attendance required).

GENERAL GRAMMAR

Written Exam

G

The student has a command of basic grammar terminology

VG

The student has a command of basic grammar terminology and displays competence in this field even when dealing with quite advanced tasks.

LANGUAGE STUDIES

Language Studies: Written Exam

G

The student can define and exemplify basic linguistic concepts and demonstrate a basic understanding of linguistic methods.

VG

The student displays a command of basic linguistic concepts and demonstrates an understanding of linguistic methods.

PRONUNCIATION

Pronunciation Test

G

The student is able to decipher phonetic transcription at a satisfactory level. He or she can pronounce the most important phonemes in Standard British or American English without making any errors that hinder communication.

LITERATURE 1 AND 2

G

The student must display a basic ability to perform textual analysis both orally and in writing, and show an understanding of the texts studied in this part of the course. In the analysis, the student must be able to apply his/her knowledge of the context in which the work was produced. The take-home exam also has to be written in clear and grammatically correct English following the general conventions for academic writing.

VG

Both orally and in writing, the student must display a sophisticated ability to perform textual analysis and show a nuanced understanding of the texts studied in this part of the course. In the analysis, the student must be able to apply his/her knowledge of the context in which the work was produced. The take-home exam has to be written in clear and grammatically correct English, using a varied vocabulary and appropriate register, following the general conventions for academic writing.

D

Active oral participation on a written basis in literary seminars (100% required)

DIDACTICS

G

Active oral participation on a written basis (80% attendance required)

PEDAGOGICAL GRAMMAR

G

The student is able to:

- identify and correct grammar errors
- plan a theme-based communicative teaching unit
- design a sequence of activities with a grammar focus within the teaching unit
- pedagogically explain grammar rules in a way that their pupils would understand
- display sufficient understanding of various approaches to grammar teaching
- motivate their pedagogical reasoning

VG

The student is able to:

- identify and correct grammar errors
- plan a theme-based communicative teaching unit
- design a sequence of activities with a grammar focus within the teaching unit in a well-reasoned way
- pedagogically explain grammar rules with great clarity, in a way that their pupils would understand
- display excellent understanding of various approaches to grammar teaching
- motivate their pedagogical reasoning in a sound and well-informed way

ORAL PRESENTATION, SOCIAL STUDIES

G

As part of a group presentation, the student shows insights into the social/cultural presented aspect and the presentation provides a plan for how to teach this aspect in class in a way that demonstrates an understanding of the relevant pedagogical considerations to be made. The presentation is made in clear and fluent English, and it is clear that the student has contributed to the group's work.

VG

As part of a group presentation, the student shows good insights into the presented social/cultural aspect and the presentation provides a plan for how to teach this aspect in class in a way that demonstrates a good understanding of the relevant pedagogical considerations to be made. The presentation is made in clear and idiomatic English well adapted to the situation, and it is clear that the student has contributed to the group's work.

Exam Codes 1-30 hp

1. STN1 Allmän grammatik, skriftlig tentamen, 2hp U/G/VG
STN1 General Grammar, written exam, 2hp U/G/VG

- STN2 Språkfärdighet 1: Engelsk grammatik, skriftlig tentamen, 5hp U/G/VG
STN2 Language Proficiency 1: English Grammar, written exam, 5hp U/G/VG

- OBL1 Obligatorisk aktiv närvaro, Engelsk grammatik-seminarier, 0hp D
OBL1 Compulsory active participation, English Grammar seminars, 0hp D

- STN3 Språkstudier, skriftlig tentamen, 4hp U/G/VG
STN3 Language Studies, written exam, 4hp U/G/VG

- STN4 Språkfärdighet 2: Skriftlig engelska, skriftlig tentamen, 5hp U/G/VG
STN4 Language Proficiency 2: Written English, written exam, 5hp U/G/VG

- OBL2 Obligatorisk aktiv närvaro, Skriftlig engelska, 0hp D
OBL2 Compulsory active participation, Written English, 0hp D

- MTN1 Språkstudier: Uttal och fonetisk skrift, muntlig tentamen, 1hp U/G
MTN1 Language Studies: Pronunciation and Phonetic Script, oral exam, 1hp U/G

- MTN2 Presentation samhällsliv, muntlig tentamen, 1hp U/G/VG
MTN2 Social Studies Presentation, oral exam, 1hp U/G/VG

- STN5 Modern engelsk litteratur 1, hemtentamen, 5hp U/G/VG
STN5 Modern English Literature 1, take-home exam, 5hp U/G/VG

- OBL3 Obligatorisk aktiv närvaro, litterära seminarier, 0 hp D
OBL3 Compulsory active participation, literary seminars, 0 hp D

- STN6 Modern engelsk litteratur 2, hemtentamen, 3hp U/G/VG
STN6 Modern English Literature 2, take-home exam, 3hp U/G/VG

- OBL4 Obligatorisk aktiv närvaro, litterära seminarier 2, 0 hp D
OBL4 Compulsory active participation, literary seminars 2, 0hp D

- MTN3 Pedagogisk Grammatik, muntlig tentamen, 2hp U/G/VG
MTN3 Pedagogical Grammar, oral exam, 2hp U/G/VG

- OBL5 Obligatorisk aktiv närvaro, didaktiska seminarier 2hp U/G
OBL5 Compulsory active participation, didactics seminars 2hp U/G

Grades for the Entire Course

För VG på hel kurs krävs minst 15 hp VG, varav VG på minst ett av de två språkfärdighetsproven.

Entry Requirements for English 31-60hp (92EN33, 93EN33 and the related VFU modules)

To gain entry to the second term of English (92EN33/93EN33), you must have studied English 1-30hp (91EN13, 92EN13 or equivalent), and acquired *at least 15 hp, including either Language Proficiency Exam 1 (Grammar) or Language Proficiency Exam 2 (Written English)*. You also need to have passed *all your prior VFU courses in the programme*.

Make sure you plan your studies accordingly.

Obligatoriska moment

Endast poänggivande examinationsuppgifter samt de positioner som i schemat anges som ”seminars” är obligatoriska moment. Dock förutsätter ett godkänt betyg normalt mycket hög närvaro på all typ av undervisning, så detta trycker vi *starkt* på.

Information om examinationsuppgifter

I den mån denna inte återfinns i detta kompendium hänvisas till LISAMs kursrum för de olika kursmodulerna.

Återkoppling

Ges såväl muntligt i form av direktfeedback under lektioner och seminarier, som skriftligt, i form av kommentarer till inskickade hemtentamina eller uppsatser, samt i form av skriftliga kommentarer/korrigeringar av skriftliga tentamina. Skriftlig återkoppling får studenten ta del av antingen när tentamen hämtas ut hos kursadministratören eller då läraren i digital form eller pappersform återsänder rättad uppgift till studenten. Tidsgränsen för att återfå skriftlig examination är normalt tio arbetsdagar, plus två dagar för betygsrapportering. På muntliga tentamina ges även muntlig feedback direkt på plats.

Obligatorisk kurslitteratur

Nedan anges den obligatoriska kurslitteratur som studenter måste köpa eller på annat sätt införskaffa. En komplett lista över all litteratur – även referenslitteratur – anges på kurshemsidan i LISAM (”*Reading List*”). Ser där särskilt information om gratis ordboks-appar och on line-länkar till ordböcker.

GENERAL AND ENGLISH GRAMMAR AND WRITTEN PROFICIENCY

Estling Vannestål, Maria. *A University Grammar of English with a Swedish Perspective*, 2nd ed. Studentlitteratur, 2015. ISBN: 9789144104997.

Bailey, Stephen. *Academic Writing: A Handbook for International Students*. 5th ed. Routledge, 2018. ISBN: 9781138048744.

LANGUAGE STUDIES

Yule, George. *The Study of Language*. 8th ed. Cambridge University Press, 2022, ISBN: 9781009233408. The 7th edition is an alternative.

Bellew, Emile. *Ecolinguistics and Environment in Education: Language, Culture and Textual Analysis*. Bloomsbury 2024. ISBN: 9781350229341. (2 copies available at the university library)

LITERATURE

Mays, Kelly. J. Ed. *Norton Introduction to Literature, shorter 14th edition*. WW. Norton, 2022. ISBN: 9780393886306. [N.B. Do NOT buy the “portable” edition.]

Ishiguro, Kazuo. *Never Let Me Go.* Faber & Faber, 2006. *

Proulx, Annie. *Brokeback Mountain.* Scribner, 2005. *

Danticat, Edwidge. *The Dew Breaker.* Vintage Books, 2005.*

(*If the editions of the novels above are not available, other editions are okay)

DIDACTICS

Lundahl, Bo. *Engelsk språkdidaktik – texter, kommunikation, språkutveckling.*
5th edition. Lund: Studentlitteratur AB, 2021 ISBN: 9789144140292.

PEDAGOGICAL GRAMMAR

Smutterberg, Erik. *Spotting the Error.* Studentlitteratur, 2007. ISBN: 9789144036120

More material will be provided by the teacher and via the university library.

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Guidelines for Examination (both individual and in groups)

Read the following text and confirm by signing the accompanying list that you know and understand existing rules and regulations as regards abstracts, references, summaries and citations/quotations of texts written by others, as well as working in pairs or group.

Listing Sources

In higher education, a common examination form is the writing of essays and theses of varying scope and depth, as well as other kinds of home exams in the form of written assignments. Virtually all such assignments require the student to read, comment and relate to other written texts published in books, magazines, or texts found in essays, theses or on the Internet. There are fairly strict guidelines to be followed as regards using texts produced by others in one's own work. These vary according to academic discipline. For literature, we use the MLA (Modern Language Association) referencing conventions, whereas for linguistics we use Harvard (see your Reading Lists for references). If in doubt, consult your teacher/supervisor. The following description mainly comes from Siv Strömquist (2001), *Konsten att tala och skriva* ("The Art of Speaking and Writing").

Whether quoting [...], commenting on, or re-writing in one's own words what someone else has written, a listing of the source must accompany all such text passages. One must state whose text one quotes, what source one uses and where the information comes from.

[...]

Listing the sources really serves two purposes: the reader must be told that you use someone else's text for support, and you must give sufficient information to make it possible to identify the sources you have used (the bibliographic references). Based on your information, the reader should be able to find the text and read it in its original form, should she or he wish to do so. (Strömquist 2001: 225, our translation)

Relating the content of someone else's text using one's own words is called a **paraphrase** or a **summary**.

Copying a short or a long passage from someone else's text is called a **citation** or **quotation**: "When one wants to reproduce what someone else has written verbatim, one must both indicate the quoted passage using quotation marks [...], as well as making sure that the passage is quoted exactly as it is" (Strömquist 2001: 225, our translation).

If one uses the content of someone else's text as a quotation, summary or paraphrase, it is vital that the original source is listed. Using the thoughts and ideas, and/or the formulations of someone else without stating the source, is seen as intellectual theft. It is called **plagiarism** and is a form of cheating.

Plagiarism, the act of taking the writings of another person and passing them off as one's own. The fraudulence is closely related to forgery and piracy – practices generally in violation of copyright laws. (*Encyclopædia Britannica*)

LiU's library guides provide further guidance on both referencing (<https://liu.se/en/article/citeringsteknik>) and avoiding plagiarism (<https://liu.se/en/article/plagiering-upphovsratt>).

Using the Internet & Generative AI

Downloading, copying or using texts from the Internet and claiming to be the author without stating the correct source is plagiarism and therefore cheating.

Neither is it acceptable to use generative AI tools, such as Chat GPT or CoPilot, to help generate text that you submit for grading, *unless* your teachers have specifically given their permission. There is generally no way of knowing what sources have been used by an AI and whether they are reliable or not. (Note also that your teachers can usually spot papers written by AI.)

Your submitted text must be your own (we are not there to assess an AI or others' texts), and university studies are about learning to use reliable sources only – sources whose trustworthiness students and examiners can assess. Please note that this includes the written answers and notes to be used and submitted for seminars.

All assignments will be screened by *Ouriginal/Urkund*, a program used by the University for checking texts. Hence, all texts will either be sent to Ouriginal via submissions in Lisam or they must be sent to the teacher concerned through a specific Ouriginal e-mail address, listed below. Keep this list and refer to it when in need of a teacher's Ouriginal address.

Finally, note that teachers are obligated to report suspected use of generative AI or undeclared Internet sources in your submissions to the university disciplinary board.

Working in Pairs or Groups

University studies may require students to collaborate with their peers regarding certain tasks. These tasks may be prepared/carried out/presented/examined in pairs or in groups, or they may be prepared/carried out in pairs or in groups but presented/examined on an individual basis. If pair or group work forms the basis for the grade on the course or part of it, students are expected to participate, individually and actively in the group's shared work. A student who does not participate actively but tries to benefit from the results produced by other members of the group, will be regarded as cheating; his/her action is considered as a form of plagiarism.

Students are often encouraged to collaborate and discuss together in groups, e.g. before a seminar; however, if answers are to be submitted individually, it is essential that the texts are written separately (unless explicitly instructed otherwise).

Actions Taken by the University

Any student suspected of cheating must be reported to the rector, who will decide whether to have the matter decided by the disciplinary board (see <https://liuonline.sharepoint.com/sites/student-understudietiden/SitePages/en/Fusk-och-plagiat.aspx>). Sanctions may include a warning or suspension from the university up to six months.

List of References

Encyclopædia Britannica (2021) 'Plagiarism'. in *Britannica Academic* [online] available from <<https://academic.eb.com/levels/collegiate/article/plagiarism/60277>> [22 August 2021]

Strömquist, Siv (2001) *Konsten att tala och skriva*. Malmö: Gleerups

Ouriginal (Urkund) Addresses (mostly based on the formula [LiU ID].liu@analys.orkund.se)

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English for Student Teachers, Spring Term (1-30hp)

Introduction

Welcome to the first term of English within the teachers' programme, 1-30hp. The term is constructed so that didactics is an integrated part of our general course modules. There will be also a didactics course running parallel with the "regular" English courses throughout the term, discussing how what is brought up in the different modules can be taught in school. In addition, many of the general modules themselves tend to have didactic as a perspective to be considered. Thus, English and didactics are not to be regarded as separate parts, but as integrated parts of a greater whole, together providing the tools necessary to become a good teacher of English.

In your second term, what you have learnt in your English and didactics courses will be practised in your VFU projects.

The first term is divided into four different parts:

Language Proficiency, 10hp

English Grammar, 5hp – you practise various aspects of English grammar often difficult to learners.

Written English, 5 hp – you practise the use of grammar via translations and essay writing.

The English Language in Practice and Theory, 7hp

General Grammar, 2hp – you learn the most common grammar concepts and their English terminology

Language Studies, 4hp – a module where you study basic linguistic theories and concepts.

Pronunciation 1 hp – you practise and learn to pronounce English sounds and prosody.

Modern English Literature, 8hp

This includes the modules *Literature 1* (5hp) and 2 (3hp), which introduce modern literature in English and basic literary theory and concepts.

Didactics/Pedagogy, 5hp

Didactics, 2hp – you study how to teach English based on pedagogical research.

Social Studies Presentation, 1hp – a presentation on how to teach social and cultural studies, as part of the didactics course.

Pedagogical Grammar, 2hp – you learn how to provide pedagogically sound grammar explanations and how to teach grammar within a communicative approach to language teaching.

Several modules integrate social and cultural aspects of the English-speaking world.

How to Plan for Your Studies to Maximise Your Chance of Success

As opposed to most other subjects, the nature of the subject English requires different study techniques to what most of you will be accustomed to in previous courses at the university.

If you take, say, the subject history, most course modules are scheduled in blocks, one after another, so that only one course module is studied at one time. This, however, is not how the study of a language generally works. The reason is that there is an element of language proficiency involved. This means that although some of your course modules are well suited to be studied in separate blocks, many are not. You learn a language by studying the language itself, but also by seeing the language used, hearing it, even producing it. This means your language proficiency improves not only by your studying English Grammar and Written English, but by reading books, such as novels and course books, by listening to your teachers and speaking English to teachers and friends. In all these situations, the rules you have studied are applied. Consequently, all the courses feed into each other, and your language proficiency will improve very much thanks to courses that do not particularly focus on the language itself.

As a result of the above, many courses run parallel, throughout most of the term, which results in there being more exams at the end of term. (If asked to take ten guitar lessons – another kind of proficiency – would you ask to have them in one and the same week, or spread out over an entire term? The answer is surely obvious.) In order for you to manage this situation, **many of our courses have been constructed so that you are to prepare for each lecture or lesson** (or seminar), thus making your learning a constant, ongoing process. For this, we have scheduled pair-work sessions for many courses. **If this is how you study, you will need much less time to prepare for the exams at the end**, as you will have already have practised and thus learnt, say, 80% of what was to be learnt, and therefore only need to focus on the remaining 20% while studying for each exam at the end. If, however, you do not study full-time at the start of term, each exam will require much more work of you, say from 20% up to 100%, and since the exams come quite close to each other at the end of term, this may prove to be insurmountable. Therefore, **the onus is on you to plan well from the very start of term, making sure you do the required preparation**. In previous years, we have noticed a growing number of students who have *not* done the work we planned for them to do in preparation for each class, and most of these have later stated there has been too heavy a workload at the end of term. However, the entire course is constructed on the assumption that you pursue full-time studies from week one to the last exam, and it is up to each individual student to make the most of this time.

Moreover, as your English language proficiency is something you have built up for at least ten years before coming here, you will find yourselves at different levels. Some of you may need to work harder to get to where you need to go – others will not, to the same extent. Should the **diagnostic test** at the start of term show that your English is a little weak, it will take longer to read and understand, and it will be harder for you to express yourself in written and oral assignments and exams. This means you may have to study more than 40 hours a week, so regard the diagnostic exam as a hint in this respect. Please understand that our courses cannot be based on the level of the weakest students, but must be tailored to meet the *aims* of the course.

Below follows an overview of the most important things as regards your planning. Following this improves your chances of future success by far:

- **Always fill your weeks with full-time studies** – even if there is not so much teaching some weeks. This will ensure you do not enter into a panic before the exams.
- **Always plan ahead.** What are the assignments and exams coming up this week, next week, and the week after that? Can I do something today that I do not need to do until next week? (Week 8 may have very little teaching, but there is an exam coming up at the end of week nine, which seems rather hectic. So, I use week 8 to study for the exam.)
- **Always do the expected preparation assignments for each class** – this will make you understand much better what the teacher is saying and will make it possible for your teacher to go through what (s)he had planned, thus avoiding getting stuck in trying to answer unnecessary questions.

As your lectures are sometimes scheduled together with other courses; as your teachers have other courses to teach; as some of your teachers have other jobs too (doing research or teaching at other places as well), and can only teach on certain days; as there need to be big-enough rooms we can book at a certain time and so on, it is *impossible* for us to create the “perfect” schedule, even if we do try our very best. It is essential that you understand this and try to plan ahead in order to avoid complications.

We wish you all the best of luck in your term here with us.

About Your Workload

Despite student evaluations showing us again and again that the total workload is within what should be considered a reasonable level, we know from experience that the concept of students’ workload needs to be explained, so please read this passage carefully.

You have signed up for a programme that runs at a pace of 100 per cent. As students, this means that ***you are expected to study 40 hours per week, on average***. As opposed to the technological faculty, where teaching more resembles school, with classes between 08:00 and 17:00 (and often with students remaining to do group work on campus far into the evenings as well), our funding does not allow for this much teaching. On average, each student will get something like 5 two-hour sessions per week, which equals *10 hours of teaching per week*. This leaves another ***30 hours for individual study***, or study in groups, outside the classroom. This is *where the main bulk of your studies is to take place*. Thus, you are expected to study up to six hours per seminar/lecture/class to reach 40 hours per week. Naturally, some students will need less time, and some will need more time. This is the same when you work as teachers. Some will require more time to prepare and do marking than others. (Please remember also that when you are qualified teachers, someone working 100 per cent is expected to work 45 hours per week (to compensate for the long holidays).)

How to Read the Schedule

On the schedule, you will be able to see that some classes are called *lectures*, others *lessons* and some *seminars*.

Lectures and *lessons* are not compulsory in the sense that you will directly miss out on credits should you fail to appear. However, we regard them as a necessary tool in order to pass the final exam of the course. Missing out on lectures and seminars will *greatly* diminish your chances of passing the course. We know this from experience.

Seminars, however, are compulsory, in the sense that they form the basis for an examination, meaning they give you credits if you pass them. Most seminars are direct examinations, but active participation in a series of seminars can also result in awarded credits. **The general attendance rate for active participation in a series of seminars is 80% for a possible pass.** Check with your individual teacher for what this means in his or her course module. **Absence** from more seminars **can be made up** – often in the form of a hand-in assignment or by attending the same seminar with another group of students. **Always contact your teacher to find out how you can make up**, should this be required.

Each course module will have its own folder in LISAM, under “Course Documents,” where the material and the specific instructions for the specific module can be found.