

English 1, SLM program
Engelska 1 för SLM-programmet
Course code: 707G23
Fall semester 2024

English 1 SLM: Course Guide

Course Structure

The course consists of four main blocks:

- **Language Proficiency** (English Grammar, Written English)
- **Language Theory & Practice** (General Grammar, Language Studies, Pronunciation)
- **Multimodal Perspectives**
- **Literature**

However, the blocks run in parallel and are designed to support and reinforce each other.

What Is Compulsory?

All exams, both written (including take-home exams) and oral, are compulsory. In addition, there are a number of oral and hand-in written assignments. Note that written assignments (e.g. take-home exams and sometimes text notes) must be sent via Urkund/Original or Lisam.

Generally, attendance and active participation in seminars is compulsory, whereas attendance in lectures is strictly speaking optional (though strongly recommended). Experience tells us that students who do not participate in all teaching sessions, whether they are compulsory or not, struggle with their assignments later on. Attending lectures and seminars is a crucial step in the learning process.

The following provides a more detailed breakdown of what is compulsory:

Language Proficiency (together with single-subject students)

English Grammar

- Active participation in seminars (at least 80% attendance = 8/10). Preparatory work (homework) before each seminar is compulsory and must be brought to class (OBL1).
- Language Proficiency Exam 1 (TEN2; English Grammar: grammar & vocabulary).

Written English

- Active participation in seminars (at least 80% attendance = 7/9) as well as written hand-in assignments. Preparatory work before each seminar is compulsory and must be brought to class (OBL2).
- Language Proficiency Exam 2 (TEN4; Written English: translation & essay writing).

Language Theory & Practice (together with single-subject students)

General Grammar

- Written exam (TEN1)

Language Studies

- Written exam (TEN3)

Pronunciation

- Pronunciation test (MUN1)

Literature

- Active participation in seminars (at least 80% attendance) (OBL3; OBL4)
- Essay(s) and take-home exam(s) (HEM1; HEM2).

Multimodal Perspectives on Language, Literature and Media

- Oral exam (MUN2)

Grading Criteria

Below is an overview of the grading criteria for the various course modules. Please see the list of exam codes at the end of this document for information about exams and examination in the different courses. More detailed information will also be provided by the respective teachers/in the course material. Please consult any material handed out by your teacher, e.g. assessment grids and task instructions, to ensure that you understand what is required for each exam/task.

English Grammar

Language Proficiency Exam 1

G

The student has a basic command of English grammar structures and idiomatic English. Moreover, the student can display a general command of English vocabulary, even at a fairly advanced level.

VG

The student displays a command of English grammar structures and idiomatic English. Moreover, the student can identify and correct errors made in a sentence by analysing the same.

Written English

Language Proficiency Exam 2

G

The student expresses themselves 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 their writing, displaying both an academic English vocabulary, and an ability to adapt their language to different language contexts, also from a contrastive perspective.

General Grammar

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

G

The student is able to demonstrate a knowledge of linguistics through the accurate application of linguistic analysis using a range of analytical frameworks.

VG

The student is able to demonstrate advanced knowledge of linguistics by combining an accurate application of linguistic analysis using a range of analytical frameworks with a deep and thorough interpretation of linguistic data.

Pronunciation

Pronunciation Test

G

The student is able to decipher phonetic transcription at a satisfactory level. They can pronounce the most important phonemes according to established pronunciation standards without making any errors that hinder communication.

Multimodal Perspectives

G

The student is able to demonstrate the ability to:

- plan, carry out and present a multimodal analysis of a selected source ‘text’/source ‘texts’.
- apply a relevant theoretical and methodological framework in the analysis.
- identify and define salient ‘modes’/‘modalities’/‘[semiotic] resources’ and their constituent features in the analysis.
- use and exemplify multimodal analytic terms and concepts in the analysis.
- reflect critically about the social function of the selected ‘text(s)’/social aspects of communication in your selected ‘text(s)’, as well as how they relate to situational and/or cultural contexts, where relevant.

Literature

G

The student is able to demonstrate a basic ability to perform textual analysis of the literary works studied in the seminars as well as an understanding of the contexts in which they were produced. The student is also able to display an understanding of the theoretical/critical texts studied in the course. Moreover, the essay(s) and take-home exam(s) must be written in clear, academic and mostly grammatically correct English.

VG

The student is able to display a sophisticated ability to perform textual analysis, and a nuanced understanding of different literary contexts as well as the theoretical/critical texts studied. The essay, take-home exam and seminar participation must demonstrate that the student can integrate their reading of the theoretical/critical literature into their textual analysis. Moreover, the essay and take-home exam must be written in clear, academic and grammatically correct English, displaying a varied vocabulary and appropriate register.

Breakdown of ECTS Credits:

Exam code	Description	Credits
TEN1	General Grammar (written exam; U/VG)	2.0
TEN2	Language Proficiency Exam 1 (written exam, English Grammar; U/VG)	5.0
TEN3	Language Studies (written exam; U/VG)	5.0
TEN4	Language Proficiency Exam 2 (written exam, Written English; U/VG)	5.0
OBL1	Active participation in seminars; English Grammar (-/D)	0.0
OBL2	Active participation in seminars; Written English (-/D)	0.0
OBL3	Active participation in seminars; Literature (-/D)	0.0
OBL4	Active participation in seminars; Literature (-/D)	0.0
MUN1	Pronunciation & Phonetics (oral exam) (U/G)	1.0
MUN2	Multimodal Perspectives on Language, Literature and Media (oral exam; U/G)	2.5
HEM1	Literature (take-home exam; U/VG)	4.0
HEM2	Literature (take-home exam; U/VG)	5.5
TOTAL:		30 ECTS credits

For a final grade of *Godkänt* (G), the student must score at least a G in all modules and a D for participation in all obligatory seminars.

For a final grade of *Väl godkänt* (VG), the student must also score a VG in at least 15 credits, including at least one of the Language Proficiency exams (TEN2 and TEN4).

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-under-studietiden/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 Addresses (based on the formula [LiU ID *or* name].liu@analys.arkund.se)

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