



DALARNA UNIVERSITY

English for Academic Purposes (EAP)
Course Handbook
Autumn 2018

Contents

| | |
|---|----|
| WELCOME TO ENGLISH FOR ACADEMIC PURPOSES..... | 3 |
| COURSE SYLLABUS: WRITING IN ENGLISH EN1134..... | 4 |
| LEARNING OUTCOMES..... | 4 |
| COURSE CONTENT..... | 4 |
| ASSESSMENT..... | 5 |
| FORMS OF STUDY..... | 5 |
| COURSE LITERATURE..... | 5 |
| COURSE SYLLABUS: TEXT STUDY EN1135..... | 7 |
| LEARNING OUTCOMES..... | 7 |
| COURSE CONTENT..... | 7 |
| ASSESSMENT..... | 7 |
| FORMS OF STUDY..... | 8 |
| COURSE LITERATURE..... | 8 |
| SOME TIPS FOR UNDERSTANDING NEW TEXTS..... | 8 |
| COURSE SYLLABUS: PRONUNCIATION OF ENGLISH AS AN INTERNATIONAL LANGUAGE EN1136..... | 10 |
| LEARNING OUTCOMES..... | 10 |
| COURSE CONTENT..... | 10 |
| ASSESSMENT..... | 11 |
| FORMS OF STUDY..... | 11 |
| COURSE LITERATURE..... | 11 |
| COURSE SYLLABUS: ORAL DISCUSSION AND PRESENTATION EN1137..... | 12 |
| LEARNING OUTCOMES..... | 12 |
| COURSE CONTENT..... | 12 |
| ASSESSMENT..... | 13 |
| FORMS OF STUDY..... | 13 |
| COURSE LITERATURE..... | 13 |
| ASSESSMENT AND GRADING..... | 15 |
| ASSESSMENT..... | 15 |
| GRADING CRITERIA..... | 15 |
| COURSE MODULE..... | 16 |
| COURSE..... | 16 |
| RE-EXAMINATION AND MAKE-UP/SUBSTITUTE WORK..... | 16 |
| CLASSROOM RULES, CONDUCT AND DISCIPLINE..... | 17 |
| PLAGIARISM..... | 18 |
| INFORMATION AND SUPPORT..... | 19 |
| ACADEMIC ENQUIRIES..... | 19 |
| STUDENT ADMINISTRATION AND TECHNICAL SUPPORT..... | 19 |
| INTERNATIONAL STUDENT RECRUITMENT OFFICE..... | 20 |
| STUDENT UNION..... | 20 |
| STUDENT COUNSELLING SERVICES..... | 20 |

Welcome to English for Academic Purposes



This course package is intended to prepare international students for university studies in which English is the language of instruction. It consists of four courses that focus on critical reading, academic writing, pronunciation of English as an international language, and oral communication and presentation skills. Obligatory seminars take place several times each week at our Falun campus, over one term, and active participation in the seminars is required.

This course handbook contains information about each of the courses that make up the EAP course package. There are also important sections to help explain some of the fundamental expectations on students of EAP; the forms of assessment that are used to evaluate students in EAP; and some of the key areas of support, principally during your studies.

Course Syllabus: Writing in English EN1134

Course Coordinator: Megan Case

Email: mcs@du.se

Learning Outcomes

On completion of the course students should be able to:

- demonstrate the written communicative skills and critical thinking skills necessary for English-medium university studies
- apply appropriate linguistic registers in different communicative situations
- apply standard conventions for essay structure
- use correct English grammar in writing with regard to sentence structure, verb and noun forms
- critically evaluate sources and use references with proper citation conventions in their own writing
- provide constructive feedback on both the content and the structure of essays written by other students
- identify their own problem areas as regards academic writing in English and show an ability to improve their writing.

Course Content

Students write a series of written exercises which are developed through feedback from other course participants and the teacher. Students read other course participants' written work and give feedback. As needed, students complete specific exercises pertaining to aspects of the writing process and English grammar. In the seminars the writing process is discussed, including formal aspects and citation conventions. Specific problem areas are taken up in general and group discussions.

The course consists of five modules:

Grammar, 1.5 Credits

Students review the grammar concepts and terminology that they are expected to be aware of when studying English at the G1 Entry Level in English and which students need to master in order to successfully complete the other four modules of this course. Mastery of these concepts is examined through a written exam. Students write short texts and practice using the peer-review process during the seminars.

Punctuation, Structure and Citation, 1.5 Credits

Students review English punctuation rules, guidelines for correct format and structure of an academic essay, and proper citation and referencing. Critical evaluation of sources and their reliability is discussed. Students write short texts and practice using the peer-review process during seminars.

Descriptive Language in Written Production, 1.5 Credits

The seminars focus on the grammatical structures and vocabulary needed to write an essay of a descriptive nature. The students write essays and take part in peer-review seminars.

Narrative Language in Written Production, 1.5 Credits

The seminars focus on the grammatical structures and vocabulary needed to write an essay of a narrative nature. The students write essays and take part in peer-review seminars.

Persuasive Language in Written Production, 1.5 Credits

The seminars focus on the grammatical structures and vocabulary needed to write an essay of a persuasive nature. The students write essays and take part in peer-review seminars. Concepts from all five modules are examined through a written exam.

Assessment

Written assignments, written exam, and continuous assessment of active participation in peer-review seminars.

Forms of Study

Obligatory seminars including group discussion, lectures and self-study. All teaching is conducted in English.

Course Literature

A number of texts will be provided in PDF form or via links to online sources. You should have your own copy of the following texts:

1. *The Blue Book of Grammar and Punctuation (11th Edition)*, by Straus, J. (2014). An online version of this book is available through the Dalarna University library website - http://dalbib.du.se/record=b1436269*eng
2. *English Grammar in Use. (4th edition)*, by R. Murphy (2012).
3. *They Say / I Say: The Moves That Matter in Academic Writing (Third Edition)* by G. Graff (2014).

The table below shows how the grades relate to the intended learning outcomes of the course:

| G | VG | Basis of Assessment |
|---|--|---|
| The student participates in all seminar activities and completes all written assignments before the end of the term. | The student participates enthusiastically in all seminar activities and completes all written assignments on or before the due date. | Seminar attendance and observance of due dates. |
| The student demonstrates the written communicative skills and critical thinking skills necessary for English-medium university studies. | The student performs with considerable linguistic skills. Her/his writing is clearly above the level needed for the English G1 university level. | Written assignments and written exams |

| G | VG | Basis of Assessment |
|--|--|---|
| The student applies appropriate linguistic registers in different communicative situations. | The student demonstrates a highly nuanced awareness of linguistic register. | Seminar discussions, written assignments, and written exams |
| The student applies standard conventions for essay structure. | The student's essays are well-structured and easy to follow. | Written assignments and written exams |
| The student uses correct English grammar in writing with regard to sentence structure, verb and noun forms. | The student's sentences are complex and nuanced. | Written assignments and written exams |
| The student critically evaluates sources and use references with proper citation conventions in their own writing. | The student is able to summarize, paraphrase, and analyse sources in a succinct and sophisticated way. | Written assignments and written exams |
| The student provides constructive feedback on both the content and the structure of essays written by other students. | The peer feedback given by the student is of high quality and contributes to improvements in peers' writing. | Seminar discussions and written assignments |
| The student identifies their own problem areas as regards academic writing in English and shows an ability to improve their writing. | The student seeks out resources for self-improvement independent of teacher feedback. | Seminar discussions, written assignments, and written exams |

Course Syllabus: Text Study EN1135

Course Coordinator: David Gray

Email: dgy@du.se

Learning Outcomes

On completion of the course students should be able to:

- explain the content of various types of non-fiction, academic and scientific texts, literary works, and films in English at the level expected for English-medium university studies
- demonstrate an understanding and awareness of different linguistic registers
- demonstrate the ability to critically evaluate texts and their intended function and reliability
- demonstrate the ability to communicate, using spoken and written English, their own interpretation of texts.

Course Content

In the course a number of academic, non-fiction and fiction texts and films originally written in English are studied. In addition, important textual and analytical concepts and terms are introduced. In this way the students develop their ability to approach and discuss different texts critically and analytically in English.

The course consists of five modules:

Introduction to Non-Fiction, 1.5 Credits

Several different types of non-fiction texts, such as newspapers and government documents, are discussed and compared. Students learn how to read the texts in a critical way and consider concepts such as the author's degree of objectivity and use of register.

Short Fiction, 1.5 Credits

Students are introduced to the basic elements of fiction and explore these through reading, discussing and writing about poetry, short stories, films and children's books.

Scientific and Academic Writing, 1.5 Credits

Students are introduced to academic and scientific texts from several different subject areas. Attention is drawn to the structures and signal phrases commonly used in such texts.

The Novel, 1.5 Credits

Students continue to explore the elements of fiction (introduced in module 2) by reading, discussing and writing about a short novel.

Critical Reading and Written and Oral Analysis, 1.5 Credits

Students build on and demonstrate the concepts learned in modules 1-4 to present their analyses of several different texts in writing and in oral presentations.

Assessment

Written assignments, continuous assessment of active participation in seminars, and oral presentations.

Forms of Study

Obligatory seminars including group discussion, lectures and self-study. All teaching is conducted in English.

Course Literature

A number of texts will be provided in PDF form or via links to online sources. You should have your own copy of the following texts:

1. *They Say / I Say: The Moves That Matter in Academic Writing (Third Edition)* by G. Graff (2014).
2. *Wilderness*, by R. Doyle (2011).

Some tips for understanding new texts

Four ways to read a text:

1) Skimming

Quickly reading a text to get a general idea of what it is about.

For example, you might skim a newspaper until you find an article you want to read.

2) Scanning

Looking through a particular text for a certain word or phrase or information.

For example, looking for a name or a statistic.

3) Intensive reading

Reading and really understanding a whole text.

For example, when you read a novel you enjoy.

4) Extensive reading

Going beyond reading and understanding the actual text in order to analyse it.

For example, when you think about who the intended audience for the text is and what the author's motives were.

Three ways to understand new words in a text:

1) Context

You figure out the word's meaning by looking at the rest of the words in the sentence.

For example:

- My uncle was a **nomad**, a wanderer who never had a permanent home. (synonym)
- She loved Brian deeply, but she absolutely **despised** his brother, Adam. (antonym)
- The scientist removed the **treatise** from the shelf and began reading it. (association between object and purpose)

2) Analysis of the word itself

You can break a word up into smaller parts (smallest part = morpheme).
 For example: incurable = in + cure + able

3) Look them up in a dictionary. Look at all of the possible definitions to be sure you choose the correct word.

The table below gives more specific information about what the student must do in order to earn a passing grade:

| G | VG | Basis of Assessment |
|---|--|--|
| The student participates actively in all seminar discussions and completes all written/recorded/presentation assignments before the end of the term. | The student comes on time, participates enthusiastically in all seminar discussions and completes all written/recorded/presentation assignments on or before the due date. | Seminar attendance, punctuality and observance of due dates. |
| The student explains the content of various types of non-fiction, academic and scientific texts, literary works, and films in English at the level expected for studies at the English G1 university level. | The student performs with considerable linguistic skills. Her/his reading, writing and oral performance is clearly above the level needed for the English G1 university level. | Seminar discussions and written assignments |
| The student demonstrates an understanding and awareness of different linguistic registers. | The student is able to accurately identify different kinds of texts out of context based on linguistic features. | Seminar discussions, written assignments, and/or written exams |
| The student demonstrates the ability to critically evaluate texts and their intended function and reliability. | The student is able to produce sophisticated analyses of texts that demonstrate advanced critical thinking abilities. | Seminar discussions, written assignments, and/or written exams |
| The student demonstrates the ability to communicate, using spoken and written English, her/his own interpretation of texts. | The student's interpretations of texts are nuanced and original. | Seminar discussions and written assignments |

Course Syllabus: Pronunciation of English as an International Language EN1136

Course Coordinator: Konstantin (Kostia) Andreev

Email: kan@du.se

Learning Outcomes

On completion of this course students should be able to:

- demonstrate the ability to read the symbols of the International Phonetic Alphabet used to represent the sounds of the English language
- distinguish between the different sounds of English vowels and consonants and pronounce them with a degree of accuracy sufficient for intelligibility in an international context
- understand and effectively apply appropriate stress patterns in English words and sentences
- produce continuous speech that is easily understood by proficient speakers of English with different linguistic backgrounds than one's own
- demonstrate awareness of variations in English as both a first language and an international language
- describe the process through which linguistic variation occurs
- identify their own problem areas with regard to the pronunciation of English and show an ability to improve their own pronunciation.

Course Content

The course consists of a study of speech sounds and groups of speech sounds in English. The identification, perception and production of common stress patterns are trained with the help of the International Phonetic Alphabet. Participants are given the opportunity to improve their intelligibility and communicative effectiveness. The role of English as an international language is discussed and the process by which linguistic variation occurs is taken up.

The course consists of five modules:

Principles of Pronunciation Study, 1.5 Credits

Students prepare themselves for the study of pronunciation through listening exercises and by learning the symbols of the International Phonetic Alphabet. Issues of English as an international language and linguistic variation are taken up through reading and discussing articles.

Vowel Sounds, 1.5 Credits

Students focus on recognition and production of the vowel sounds used in English.

Consonant Sounds and Consonant Clusters, 1.5 Credits

Students focus on recognition and production of the consonant sounds and consonant clusters used in English.

Syllables and Word Stress, 1.5 Credits

Students focus on recognition and production of vowel and consonant sounds in syllables, words and short phrases and the principles of English word stress.

Sentence Stress, 1.5 Credits

Students focus on recognition and production of vowel and consonant sounds in context at the sentence level and develop an understanding of how sentence stress affects meaning in English.

Assessment

Continuous assessment of active participation in seminars, sound recordings and written assignments.

Forms of Study

Obligatory seminars including group discussion, lectures and self-study. All teaching is conducted in English.

Course Literature

A number of texts will be provided in PDF form or via links to online sources on Learn. You should have your own copy of the following texts:

1. *English Pronunciation in Use* (Second Edition) by M, Hancock (2012) + CD.
2. *Globish the World Over* by J-P. Nerrière and D. Hon (2009).

Course Syllabus: Oral Discussion and Presentation EN1137

Course Coordinator: Anita Purcell Sjölund

Email: aps@du.se

Learning Outcomes

On completion of the course, students should be able to:

- demonstrate the oral communicative skills and critical thinking skills necessary for English-medium university-level studies
- demonstrate knowledge of the grammar and vocabulary necessary for English-medium university studies
- apply appropriate linguistic registers in different communicative situations
- participate in discussions of a general and academic nature through listening, analysing and giving spontaneous feedback to others' presentations and contributions during the seminars, and orally express their own opinions and arguments in English
- prepare and give oral presentations to a small audience
- make use of different types of reference material, such as the phonetic transcription in dictionaries, to improve their communicative abilities in spoken English
- identify their own problem areas as regards oral communication in academic contexts and show an ability to improve their oral communication skills.

Course Content

The course contains an introduction to basic presentation techniques and takes up common communication problems and how they can be avoided. The course contains increasingly advanced exercises in different types of oral presentations, both spontaneous and prepared, in the form of discussions, role-play and different academic and general presentations. The course also addresses the importance of pronouncing words in a way that is easily understood and using English that is grammatically and lexically suited to the situation.

The course consists of five modules:

Discussion Skills and the International Phonetic Alphabet, 1.5 Credits

Students develop their oral skills through discussion exercises. They also learn the symbols of the International Phonetic Alphabet that are used in English to aid in learning the pronunciation of new vocabulary.

Descriptive Language in Oral Production, 1.5 Credits

Students focus on the vocabulary and grammatical structures needed to make an oral presentation of a descriptive nature and to participate in discussions with other students on related topics.

Narrative Language in Oral Production, 1.5 Credits

Students focus on the vocabulary and grammatical structures needed to make an oral presentation of a narrative nature and to participate in discussions with other students on related topics.

Persuasive Language in Oral Production, 1.5 Credits

Students focus on the vocabulary and grammatical structures needed to make an oral presentation of a persuasive nature and to participate in discussions with other students on related topics.

Oral Presentation Skills, 1.5 Credits

Students build on and demonstrate the skills and vocabulary learned in modules 1-4 to produce longer oral presentations and participate in follow-up discussions with other students on one another's presentation topics.

Assessment

Continuous assessment of students' participation in the different group activities and individual presentations. The ability to read phonetic transcription is examined through an oral and written exam.

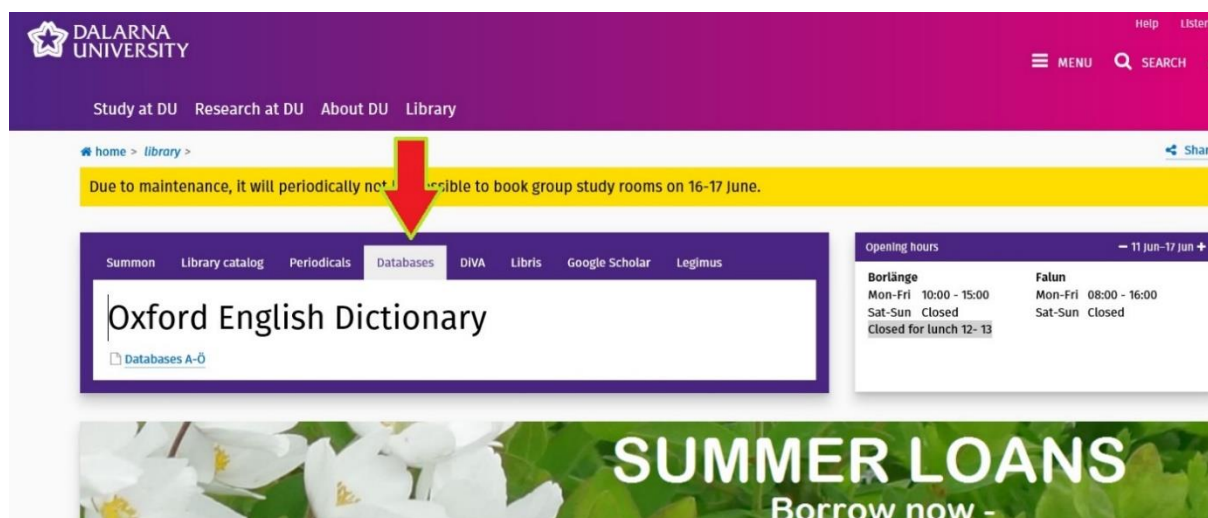
Forms of Study

Obligatory seminars including group discussion, lectures and self-study. All teaching is conducted in English.

Course Literature

A number of texts will be provided in PDF form or via links to online sources on Learn. There is no literature to buy for this course. You should, however, print and read carefully any information that you find in the online course-room for this course.

You should also know how to access a good English dictionary. As a student at Dalarna University you will have access to the *Oxford English Dictionary* online, through the library website, under "Databases":



The screenshot shows the Dalarna University library website. The top navigation bar includes 'DALARNA UNIVERSITY' and 'Help Listen'. Below the navigation bar, there are links for 'Study at DU', 'Research at DU', 'About DU', and 'Library'. A yellow banner at the top of the main content area states: 'Due to maintenance, it will periodically not be possible to book group study rooms on 16-17 June.' Below this banner, there is a navigation menu with 'Summon', 'Library catalog', 'Periodicals', 'Databases', 'DIVA', 'Libris', 'Google Scholar', and 'Legimus'. The 'Databases' menu item is highlighted, and a red arrow points to the 'Oxford English Dictionary' link in the search results. To the right of the search results, there is an 'Opening hours' section for Borlänge and Falun. At the bottom of the screenshot, there is a banner for 'SUMMER LOANS Borrow now -'.

| Opening hours | | 11 Jun-17 Jun + | |
|------------------------|---------------|-----------------|---------------|
| Borlänge | | Falun | |
| Mon-Fri | 10:00 - 15:00 | Mon-Fri | 08:00 - 16:00 |
| Sat-Sun | Closed | Sat-Sun | Closed |
| Closed for lunch 12-13 | | | |

Macmillan (<http://www.macmillandictionary.com/>) is another good online dictionary that also has audio so that you can hear how to pronounce a word. If you do not understand something in the course materials, always look it up in a dictionary.

You will also find *English Grammar in Use*, which is a text used primarily for the Writing in English course, extremely useful for this course.

The table below gives more specific information about what the student must do in order to earn a passing grade:

| Learning Outcomes <i>On completion of the course, students should be able to:</i> | Pass (G) | Pass with Distinction (VG) |
|--|--|--|
| Demonstrate the oral communicative skills and critical thinking skills necessary for English-medium university-level studies. | The student is able to discuss different topics, expressing opinions and supporting them with logical arguments. | The student synthesizes public, academic and/or scientific discourse with independently developed conclusions in presentations and discussions. |
| Participate in discussions of a general and academic nature through listening, analysing and giving spontaneous feedback to others' presentations and contributions during the seminars, and orally express their own opinions and arguments in English. | The student is able to maintain a discussion and give comments and feedback to peers. | The student can give relevant feedback and comments to classmates. |
| Demonstrate knowledge of the grammar and vocabulary necessary for English-medium university studies. | The student can generally interact with a degree of fluency and spontaneity that makes simple interaction possible without strain. | The student can generally express her/himself fluently and without too much searching for words and expressions. |
| Apply appropriate linguistic registers in different communicative situations. | The student is able to differentiate between informal and academic registers. | The student's oral description and presentations are characterized by clarity, precision and varied expressions. |
| Prepare and give oral presentations to a small audience. | The student is able, after preparation, to provide coherent oral descriptions and presentations. | The student's presentations are delivered with a sense of authority and confidence. |
| Make use of different types of reference material, such as the phonetic transcription in dictionaries, to improve their communicative abilities in spoken English. | The student's oral presentations reflect that they have made efforts to extend their vocabulary and verify the pronunciation of key terminology. | The student's presentations and contributions to spontaneous discussion become richer in vocabulary and more precise in pronunciation throughout the course. |
| Identify their own problem areas as regards oral communication in academic contexts and show an ability to improve their oral communication skills. | The student is aware of personal challenges in oral production and demonstrates efforts to improve. | The student shows significant improvement in oral production skills throughout the course. |

Assessment and Grading

Assessment

Each course is most commonly assessed using some combination of the following forms of examination and in relation to the individual learning outcomes of each course (given above):

- **active participation in seminar work** – this means that you are expected to contribute orally in the classroom meetings for the courses, which are called ‘seminars’. In-class contributions can include one or several of the following:
 - responding to questions from the teacher(s),
 - being active in small-group discussions with other students,
 - demonstrating your knowledge and understanding of relevant pre-seminar reading material.
- **written assignments** – most commonly a writing task set by the teacher, to be completed by an individual student and submitted electronically (usually in our online learning platform Learn) by a specified hand-in date and time (a deadline).
- **peer-review** – a student review of some work (often a writing assignment) by another student (peer). Typically, this is a critical review where you assess in an objective way the merits of the work (e.g. structure, language, the connection of ideas in the text), and **not** a personal response to the work where you simply explain, for example, what you liked or disliked.
- **oral presentations** – a sustained oral presentation on a specific topic, often given in the seminar classroom by an individual or a group to the teacher and fellow students (they could also take the form of a recorded online presentation depending on the task).
- **recorded assignments** – often an individual task set to evaluate pronunciation. Recordings are usually made on a computer as an MP3 file and posted in Learn by a specified hand-in deadline.

Grading Criteria

Each **course is 7.5 credits** and is made up of **5 course modules of 1.5 credits** each. The Swedish system of grading is used:

VG (*väl godkänd* = pass with distinction)

G (*godkänd* = pass)

U (*underkänd* = fail)

In order to pass a module with a G or VG, you must demonstrate that you have achieved the goals of the course by completing all assignments to a satisfactory level, attending all seminars, and participating actively in the seminars. To earn a G for a whole course, you must earn a G in all five modules. To earn a VG for an entire course, you must usually earn a VG in at least three of the course modules (unless stated otherwise). Here is a link to further information about the grading and credit systems commonly used at Dalarna University - <http://www.du.se/examination-credit>.

Course Module (1.5 credits)

You cannot pass a course module unless you have actively participated in all the seminars for that module. However, if due to a legitimate reason* you miss a seminar during a course module, you can be considered for a passing grade if you have not missed more than 50% of the seminars. You may be required to submit a make-up assignment for a missed seminar **or** complete some other form of re-examination (see conditions for re-sit exams *Re-Examination and Make-Up/Substitute Work* below).

Course (7.5 credits)

If you do not pass a module (1.5 credits), this means that you cannot pass the entire course (7.5 credits), although you will receive credits for every module that you do pass.

If you are absent for more than 70% of the seminars in an individual course, you cannot be considered for a course grade. In principle this means that in order to receive a course grade, you will need to take some form of re-examination.

Re-Examination and Make-Up/Substitute Work

Any forms of re-examination or make-up/substitute work – for seminar absence [*see the conditions above*], missed or failed writing assignments, recordings or presentations – will be determined and arranged by the course teacher (as examiner). Dates and times for re-sit exams and make-up assignments will normally be organised towards the end of term – this will in most cases be one specified re-examination/hand-in occasion. Information about re-sit exams and/or make-up assignments will be posted during the term no fewer than 2 weeks in advance.

When one **original examination occasion** (e.g. seminar, written assignment, recorded assignment, presentation) has taken place in any given term, there will be **one opportunity for re-examination** in that term. You have up to 3 examination opportunities in any one-year period. This means that if you have not received a passing grade for a module(s) after two examination occasions, you **will be required to re-register for EAP in the following term** and take the next available examination occasion. **This can have direct consequences if you want to go on to further studies.**

*This will be determined by your course teacher.

Classroom Rules, Conduct and Discipline

Classes in the EAP course package are normally multicultural, which adds positively to the learning environment. And yet it is also important to set out some basic principles that should be observed by every student in every class/seminar.



Attendance

- Arrive on time to the class/seminar
- Submit work on time

Speaking, listening and showing respect to others

- Speak as much English as possible
- Listen when the teacher is speaking/giving instructions
- Listen when your fellow students are speaking

Mobile phones, tablets and laptops

- Always have mobile phones turned-off or on silent during a class/seminar
- Only use smart phones or laptops with the teacher's permission
- Do not take or make calls during a class/seminar

Plagiarism

Plagiarism is using someone else's words or ideas without acknowledging the sources. At the beginning of each term students in Falun have to attend an obligatory lecture on plagiarism.

This term the compulsory plagiarism workshop for EAP students is on **17 September, 10.00-12.00**, in room **C237**, Campus Falun. As a new student, you must attend it. The workshop will provide you with the knowledge necessary to avoid plagiarism. There will also be information about plagiarism in the Learn rooms of your courses (see the folder "How to avoid plagiarism").

You can also find out more about avoiding plagiarism at <http://plagiarism.org>.

What happens if you commit plagiarism?

As a rule, if it is a first-time case, the Head of Department will notify the student that plagiarism has been identified in his or her work.

If it is not the first time, the Head of Department will report the student to the Disciplinary Board and notify the student of this. From this point on, the Disciplinary Board will communicate with the student about the case.

In cases of deliberate first-time plagiarism – when it is obvious that the student has consciously presented a significant portion of someone else's work as their own – the Head of Department will report the student directly to the Disciplinary Board and notify the student of this. From this point on, the Disciplinary Board will communicate with the student about the case.

Please also read the information about plagiarism on the Dalarna University webpage: www.du.se/disciplinary.

Information and Support

Before you register in the course package English for Academic Purposes, you should consult the University's course-package webpage for specific information about key dates, times, teachers and contacts, and further information on individual courses: <http://www.du.se/eap>.

Once you register, you will be able to access all course-related information on our online learning platform Blackboard Learn, <https://login.du.se/cas/login>. You will need login information, which you will receive when you register, to access Learn.

As an international student, you should also visit the Dalarna University website pages for "New Students". Here you will find important general information about your studies in Dalarna, practical issues, and student services. Please check through these pages: www.du.se/en/welcome. All student and support services can be found on these webpages for new students, although some relevant contact information has been summarised below.

The procedure for contacting members of staff, teachers or administrators is always to make first contact via email or telephone. This must be done, for example, in order to arrange a campus meeting with a member of staff; unplanned drop-ins should only be done if a member of staff has set office hours for students and in that case only during those office hours.

Academic Enquiries

Contact information for teaching staff is listed together with the respective taught course(s) given in this handbook above. For any **other** academic enquiries, please use the following contact information, beginning with the EAP Coordinator:

EAP Coordinator, Mandy Bengts
Email: eap-english@du.se
Office Hours: Tuesday 10.00-12.00

EAP Director, David Gray
Email: dgy@du.se
Tel: +46 23 77 86 72

Faculty Director, Peter Lindner
Email: pln@du.se
Tel: +46 23 77 84 63

Student Administration and Technical Support

If you need help with

- registration
- reporting of grades
- technical support (Dalarna University email, Learn)
- administration of your studies

Email: support@du.se

International Student Recruitment Office

Email study@du.se if you need help with

- continuing your studies at Dalarna University after completing the EAP course package
- applications and entry requirements to courses and programmes taught at Dalarna University
- resident permits for studying at a Swedish university
- partial scholarships (only available for studying degree programmes at Dalarna University)
- life and studies in Sweden

Student Union

To get involved with student life at Dalarna University, it is worth making contact with the student union (Dalarnas studentkår – info@dalastudent.se). If you become a member of the student union, then you automatically get the Mecenat student rebate card that gives you discounts on buses and trains, and in many stores in Sweden.

To learn more about the student union, visit www.dalastudent.se/international-student/

Student Counselling Services

If you need to talk to someone about your studies or life in general, you can contact our student counsellor:

Stefan Cassel sca@du.se

Tel: +46 23-77 88 49

Room: 161B, Campus Falun

Alternatively visit www.du.se/counselling.