

**SCHOOL OF LANGUAGES**  
**WORLD LANGUAGES COURSES (WLCs)**  
**HANDBOOK**

**2017 - 2018**

The information in this booklet is subject to the decisions of Executive Board of Sabancı University and the regulations approved by YOK (The Higher Education Council). Throughout your studies at Sabancı University, it is required that you follow all new and updated arrangements and regulations via our official web site.

**[www.sabanciuniv.edu](http://www.sabanciuniv.edu)**

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Dear students,

It's a well-known fact that we live in a multicultural, increasingly globalizing environment. I'm sure you are well aware of the importance of learning new languages. That's way I suggest this time we look at this greatly discussed topic from a slightly different angle. I mean the cultural wealth a new language can add to your life.

Every language you learn opens for you new doors to the world's cultural heritage, builds up the bridges to other societies, enriches your daily life. I invite you to benefit from this wealth. It is true that we are going to need some effort and persistence along the way. But it is also true that the result will be more than rewarding.

Best wishes,

World Languages Coordinator

## 1. General Rules

### 1.1. Registration Period

WLs can only be taken as credit courses and are NOT offered as non-credit courses.

Only the following students are eligible to take SFL Courses offered at the School of Languages:

- Those who have successfully completed the ENG 003 Course during the Fall semester and have passed the ELAE and are therefore eligible to be Spring Freshman during the spring semester.
- Freshman onwards
- Students who are registered for the graduate programs.

WLs courses are not offered to FDY students due to the intensity and study load on their English courses.

Graduate students can also register for WLs courses but only if they are able to take these as credit courses (regardless of whether or not the credits count towards their graduation requirements).

The registration period for the WLCs lasts from Wednesday to Friday of each registration week. Please, follow the Academic Calendar for the dates.

Students who have graduated from high schools where the medium of instruction is German, Italian or French and students who took one of those language

courses in high school cannot take ITA, GER or FRE 110/120. These students can apply for the Placement Tests and enroll with special approval during the Add-Drop Period [See 1.2.]. Please, notice that each section has a quota of 18 students. It's important to make your applications as early as possible and to not leave them for the last moment in order to avoid quota problems.

If instructor finds it necessary, s/he may ask the student to change the section/level after the Add-Drop period, as well. In this case the student gives a petition to Students Resources for an official change of record.

## 1.2. Placement Exam

Students, who already know the language they are planning to take in SL, should apply to the instructor of the course for the Placement Exam. It's strongly advised to do it well beforehand, so all necessary arrangements are made.

The placement tests are administered at the beginning of each academic year or term, usually on the first day of the classes, after the registration period. The dates and times of these exams are announced to students on the SU internal web. If a student feels that he/she has a valid excuse for not attending the placement exam, s/he should consult the instructor for the re-schedule. Those who pass the exam register during the Add-Drop.

Beginners are not required to take the placement exam and can directly register to the basic level.

Students who have previously taken a WLCs course and have successfully completed it, do not need to take the placement exam and can be accepted to a higher level. The placement tests are applicable to students who will take courses for the first time.

## 1.3. International Certificates

The following international exams will exempt students from the Placement Exam and give them a right to enroll to the levels below:

Language	Certificate	Level of WLCs in SL SU
Russian	TORFL A1	130
	TORFL A2	160

French	DELF A1	130
	DELF A2	160
German	Start Deutsch 1	130
	Start Deutsch 2	160
Italian	Celi 2	130
	Celi 3	160
Spanish	DELE A1	130
	DELE A2	160

**IMPORTANT** International proficiency exam scores can only be accepted if no more than three years have passed since the score was received.

#### 1.4. Progressing and repeating

The chart below shows the progression through the courses and the levels obtained<sup>1</sup>.

1 <sup>st</sup> year		2 <sup>nd</sup> year		3 <sup>rd</sup> year		4 <sup>th</sup> year	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
110	120	130	140	150	160	170	180
<b>A1: 120 hrs</b>		<b>A2: +180 hrs, 300 hrs in total</b>		<b>B1...+ 180 hrs, 480 hrs in total</b>			

You need to get a satisfactory grade for the course in order to move on to the next level. The minimum satisfactory grade is D.

You also may take the same course for the 2<sup>nd</sup> time; in this case the last grade you get counts.

#### **IMPORTANT**

If more than 3 semesters have passed since the date you took the course for the 1<sup>st</sup> time, you cannot take the course. In other words, you can take the same course for the 2<sup>nd</sup> time only during three semesters, following the semester you took the course for the 1<sup>st</sup> time.

#### 1.5. Faculty Rules

##### - FENS

The grades obtained on WLs courses taken by FENS students affect the students' Grade Point Average (GPA) but do not count towards their graduation requirements.

##### - SOM

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<sup>1</sup> See Part 2 for Level Descriptors.

The third Basic Level WLS course will not be counted towards the graduation requirements for the SOM students. By Basic we mean 110 courses.

For example, if you decide to take GER 110 after you took JAP 110 and RUS 110, the GER course will not be counted. That's why it is strongly recommended that SOM students continue with the same language course.

#### - FASS

There is no any specific arrangement regarding WLS for the FASS students.

### 1.6. SUCourse

SU Course is a virtual classroom which is used at Sabancı University to support all University courses. When you log on to SU Course you will find a web site to support the particular SL course you are studying. This site contains your course information, self-study activities to develop your reading, writing, listening and language skills outside class, as well as links to other recommended sites where you can improve your language and study skills. In addition to this, on SU Course you can find the syllabus, midterm and final exam dates, assignments deadlines and all other kind of announcements made by the instructor.

At the beginning of the semester you will be registered automatically and your classroom instructor will introduce you to the SU Course site for your course.

If you experience any difficulties while using SU Course, e-mail the following address:  
[sucourse@sabanciuniv.edu](mailto:sucourse@sabanciuniv.edu)

**It is your responsibility to follow the announcements on SU Course.** Missing the exam date announcement on SU Course is not a valid excuse for a make-up exam.

### 1.7. Statement of Academic Honesty

For full details of the rules and regulations please see, 'Principles of Academic Integrity' in the instruction letter:

<http://www2.sabanciuniv.edu/yonerge/SR/E-ISR-C210-01.html>

Please note that your assessed work should conform to the standards of academic honesty. Academically inappropriate behavior includes incorporating other people's ideas or information in essays without acknowledging the source, having your assignment done by somebody else, or doing somebody else's assignment. These are considered serious academic offences, and any suspected examples of these infringements will be examined by committees of FDY English and FDY Turkish

instructors and may result in penalties ranging from loss of credit to referral to the university disciplinary board.

In case of cheating in an exam and/or any other assignment, the course instructor and invigilator write the official report, give you an F grade and start the disciplinary process.

### **1.8. Assignment Deadlines**

Throughout the year you will be required to submit a number of assignments for assessment. You will always be given enough time to complete your assignments; therefore, all work **MUST** be handed in before the official deadline. Any work submitted late will not receive a full grade. Computer failure, printer problems and other technical difficulties are not valid excuses for late work. Make sure that you complete your work and print it out one day before the official deadline.

If you miss any stage of your writing tasks for health reasons or for urgent, unpredictable situations, you must inform your instructor beforehand if possible, if not, at the latest, on the day following your absence. If it is a health-related matter, you then need to submit the original copy of your health report (approved by the University Health Center, please see 1.9.) within 3 days following your absence, to the SL Administrative Assistant, and the copy of the report to the course instructor.

### **1.9. Health Reports and Make-Up Exams**

It is important that those students who are unable to take the writing exams, the oral assessment, the midterm or the final exams for health reasons adhere to the following:

- a. We would appreciate it if you could contact the main instructor of your class either through e-mail or by telephone 1 day before the exam at the latest; or for urgent, unpredictable situations, and if you are only able to call on the day of the exam, please telephone the Administrative Office of the School of Languages.
- b. If you reside on campus, please seek necessary medical treatment at the University Health Center and obtain a health report from them.
- c. If you reside outside the campus and receive treatment in a medical institution other than the University Health Center, obtain a health report from there and have it approved by the doctors at the University Health Center.
- d. Any health report should be handed in to the School of Languages Administrative Office within 3 working days after the end of the medical report together with a petition.



The School of Languages Advisory Board will evaluate each case individually and make a decision as to whether the student will be given a make-up exam. The student will be informed of the decision by the Administrative Office.

### 1.10. Re-takes

All arrangements about the re-takes exam are based on the related Academic Board Decision from Oct. 16th, 2012. For details apply to SL Administrative Office or the course instructor.

### 1.11. Other Rules

#### - Mobile Phones

You can use your mobile phone within the SU buildings, however you must respect fellow students and instructors and TURN OFF your mobile phone when you are in classes, tutorials, exams or lectures.

#### - Smoking

Smoking is strictly forbidden inside the SU buildings. Please fully exit the building if you would like to smoke.

## 2. Level Descriptors.<sup>2</sup>

### 2.1. 110-120 A1

A student who has successfully completed the 110 and 120 World language courses will be considered to have achieved A1 (Basic User/Breakthrough) level of Common European Framework<sup>3</sup>.

### Exit Level Descriptors for World Languages and Turkish as a Second Language

110, 120 (A1)		
L A N G U A G E	<b>General linguistic range</b>	Has a very basic range of simple expressions about personal details and needs of a concrete type.
	<b>Grammatical accuracy</b>	Shows only limited control of a few simple grammatical structures and sentence patterns in a learned repertoire.

<sup>2</sup> Course/level correlations may be different for some languages. The course instructor will provide you with the details.

<sup>3</sup>For details: [http://www.coe.int/t/dg4/linguistic/Source/Framework\\_en.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_en.pdf) (19.06. 2012)

<b>A G E</b>	<b>Vocabulary range and control</b>	Has a basic vocabulary repertoire of words and phrases related to particular concrete situations.
<b>R E A D I N G</b>	<b>Overall reading comprehension</b>	Can understand very short, simple texts such as short letters, e-mails and notices, picking up familiar names, words and very simple sentences, and rereading as required.
	<b>Reading for orientation</b>	Can recognize familiar names, words and very basic phrases on simple notices in the most common everyday situations.
	<b>Reading for information</b>	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
	<b>Reading instructions</b>	Can follow short, simple written directions (e.g. to go from X to Y).
	<b>Reading correspondence</b>	Can understand short, simple messages e.g on postcards.
<b>L I S T E N I N G</b>	<b>Overall listening comprehension</b>	Can understand and follow speech of everyday matters of a concrete type concerning him/herself and his/her family provided that the speech is clear, slow and carefully articulated, with long pauses for him/her to assimilate meaning.
	<b>Listening to announcements and instructions</b>	Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
	<b>Understanding conversation between native speakers</b>	Can generally identify the main topic of discussion around him/her if it contains familiar words and expressions and when speech is slow and clear.
	<b>Listening to audio media and recordings</b>	Can generally identify the main topic of short recorded material if it contains familiar words and expressions and when speech is very slow and clear.
<b>W R I T I N G</b>	<b>Overall written production</b>	Can write a series of short and simple sentences using basic connectors, for example; simple messages, forms and postcards. Can write simple isolated phrases and sentences.
	<b>Creative writing</b>	Can write simple phrases and sentences about themselves, where they live and what they do
	<b>Writing correspondence</b>	Can fill out a straightforward form and write short simple messages e.g. on a postcard, e-mails etc.
<b>S P E A K I N G</b>	<b>Overall spoken interaction and production</b>	Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair. Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
	<b>Conversation</b>	Can make an introduction and use basic greeting and leave-taking expressions. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
	<b>Transactions to obtain goods and services</b>	Can ask people for things and give people things. Can handle numbers, quantities, cost and time.

A student who has successfully completed the 130, 140 and 150 World language courses will be considered to have achieved **A2** (Basic User/Waystage) level of Common European Framework.

### Exit Level Descriptors for World Languages and Turkish as a Second Language

130, 140, 150 (A2)	
L A N G U A G E	Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information.
	Can use basic sentence patterns and communicate with memorized phrases about themselves and other people, what they do, places, possessions, etc.
	Uses some simple structures correctly, but still systematically makes basic mistakes-for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.
	Has a sufficient vocabulary for the expression of basic communicative needs. Has a sufficient vocabulary for coping with simple survival needs. Can control a narrow repertoire dealing with concrete everyday needs.
R E A D I N G	Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
	Can locate specific information in a list and isolate the information required.
	Can understand everyday signs and notices: in public places, such as streets, restaurants and railway stations.
	Can identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events.
Can understand simple instructions on equipment encountered in everyday life – such as a public telephone.	
Can understand short simple personal letters or emails.	
L I S T E N I N G	Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping) provided speech is clearly and slowly articulated.
	Can catch the main point in short, clear, simple messages and announcements.
	Can understand simple directions relating to how to get from X to Y, by foot or public transport.
	Can generally identify the main focus of discussion around him/her, when speech is slow and clear.
Can understand and extract the essential information from short, recorded material dealing with predictable everyday matters which are delivered slowly and clearly.	
W R I T I N G	Can write a series of simple phrases and sentences linked with simple connectors like <i>and, but</i> and <i>because</i> .
	Can write a series of simple phrases and sentences about their family, living conditions or educational background.

	Can write very simple short personal letters including basic descriptions of events, past activities and personal experiences and/or expressing thanks and apology.
<b>S P E A K I N G</b>	Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. Can handle very short social exchanges but is rarely able to understand enough to keep the conversation going of his/her own accord.
	Can handle very short social exchanges, but is rarely able to understand enough to keep conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble.
	Can use simple everyday polite forms of greeting and address.
	Can make and respond to invitations, suggestions and apologies.
	Can say what he/she likes and dislikes.
	Can ask for and provide everyday goods and services. Can get simple information about travel, use public transport, ask and give directions and buy tickets. Can make simple transactions in shops, post offices or banks. Can give and receive information about quantities numbers, prices. Can order a meal.

### 2.3. 160, 170, 180 B1...

A student who has successfully completed the 160, 170 and 180 World language courses will be considered to be continuing with **B1** (Independent User/Threshold) level of Common European Framework.

	<b>160, 170, 180 (~B1)</b>
<b>L A N G U A G E</b>	Has a repertoire of basic language which enables him/her to deal with predictable everyday situations, though he/she will generally have to compromise the message and search for words.
	Uses a repertoire of frequently used routines and patterns associated with more predictable situations, with reasonable accuracy.
<b>R E A D I N G</b>	Has a sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics.
	Shows some control of elementary vocabulary, but errors occur when expressing more complex thoughts or handling unfamiliar topics and situations.
<b>L I S T E N I N G</b>	Can understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday language.
	Can find and understand relevant information in everyday material such as letters, brochures and short official documents of a predictable nature.
	Can recognize the most significant points in short, straightforward newspaper articles on familiar subjects.
	Can understand regulations, for example safety, when expressed in simple language.
<b>L I S T E N I N G</b>	Can understand basic types of standard routine letters on familiar topics.
	Can understand enough to be able to meet needs of a concrete type provided that speech is clearly and slowly articulated.
	Can follow short announcements and messages of a concrete type.
	Can understand simple instructions relating to the operation of everyday equipment.
<b>L I S T E N I N G</b>	Can follow directions including some detail.
	Can generally follow the main points of discussion around him/her when speech is slow and clearly articulated in standard dialect.

	Can generally understand the main points of news bulletins and simpler recorded material about familiar subjects delivered slowly and clearly.
<b>W R I T I N G</b>	Can write short, straightforward texts on familiar subjects within his/her field of interest, linking a series of short sentences into a linear sequence.
	Can write about everyday aspects of his/her environment, e.g. people, places or a study experience in linked sentences.
	Can write very short, basic descriptions of events, past activities and personal experiences.
	Can write short personal letters describing experiences, feelings and events.
<b>S P E A K I N G</b>	Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. Can manage simple, routine exchanges without undue effort; can ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations.
	Can establish social contact: greetings and farewells; introductions; giving thanks.
	Can generally understand clear, standard speech on familiar matters directed at him/her provided he/she can ask for repetition or reformulation from time to time.
	Can participate in short conversations in routine contexts on topics of interest.
	Can express how he/she feels in simple terms, and express thanks.
	Can deal with common aspect of everyday living such as travel, lodgings, eating and shopping. Can get all the information needed from a tourist office as long as it is of a straightforward non-specialised nature.

### 3. Course Assessment

#### 3.1. Overall Grade

The breakdown of the overall grade for WLCs is given below:

Quiz 1	10 points	Week 5 or 6. Grammar & vocab.
Midterm	25%	Week 8 or 9.
Quiz 2	10 points	Week 11 or 12. Grammar & vocab
Final	35%	Week 15 (last week of classes)
Instructor's decision	5 points	In-class writing, homework, mini-research, mini-project, cultural activity, poster, etc.
Attendance & participation	15 points	Min. attendance 50%

**IMPORTANT**

You will be considered absent for the hours you miss with the override permission (max.2 hours). In case a student has less than 50% of course attendance, (s)he will not be allowed to take the final exam and will get N/A as an overall grade.

### 3.2. Final & Midterm (Make-up, Re-take) Assessment Breakdown

10-15% Listening  
20-30% Reading Comprehension  
10-15% Grammar  
15-20% Writing  
15-20% Oral assesm.

### 3.3. Exam Arrangments (Midterm, Final, Make-up, Re-take)

All exams are prepared according to your current level and the lesson materials of the related course.

Exams cannot be arranged as homework. All exams are organized in class, under the constant surveillance of the instructor. In cases where there are more than 20 students in a class, extra invigilators are used. (1 instructor/invigilator for each 20 sts).

No digital/online aids are allowed during the exams.

If deemed appropriate by the course instructor, a dictionary can be used during the writing (essay) exam. The dictionary must be recommended/approved by the instructor.

At the beginning of the exam the course instructor gives information about the examination process: duration, order, things that are allowed or forbidden, etc. S(he) also makes general explanations about each part of the exam paper and indicates special expectations, if any.

Asking questions to the instructor or other students is forbidden. At most you may ask for clarification of task, what is expected to be done but you may not ask questions about the possible answers or meanings of words.

On cheating see 1.7.

### 3.4. Homework assignments

All information related to the homework assignments (number, type, value, deadline, etc.) is presented on SU Course at the beginning of the term. The necessary

updates and announcements will be made during the semester, so it is very important that you follow the SU Course closely.

The course instructor is responsible for making the related announcements in time. You are responsible for following and fulfilling them.

Throughout the year you will be required to submit a number of assignments for assessment. You will always be given enough time to complete your assignments; therefore, all work **MUST** be handed in before the official deadline. Any work submitted late **will not receive a full grade**. Computer failure, printer problems and other technical difficulties are **not** valid excuses for late work. Make sure that you complete your work and print it out one day before the official deadline.

### 3.5. Attendance

Attending classes and tutorials is a vital part of your learning experience at the SL. You are expected to attend **all classes and tutorials**, and be ready to start work at the beginning of each class. You are expected to attend classes regularly, including the **first** and **last** days of the course.

For other details please see **1.9. Health Reports and Make-up exams and 3.1. Overall Grade**

### 3.6. Participation

You are expected to complete all classroom and tutorial tasks to the best of your ability. This includes full participation in joint activities with classmates and positive behavior that will help you and other students to learn. You are also expected to bring all course materials, including dictionaries, and pens/pencils and paper every day, as well as your laptop on the specific days your instructor requests.

Even if you miss a class (e.g. with the override permission) you are still responsible for learning the material of the lesson and doing the assignments/homework. By using the syllabus and/or weekly program on SU Course or asking your classmates or course instructor you can find the necessary information and get ready for the next lesson.

### 3.7. Oral Assessment

Oral assessment can be arranged in three ways: as an oral exam, as an in-class speaking performance assessment, and as both. The details will be given to you by the course instructor both verbally and in writing at the beginning of the course.

### 3.8. Grading Scale

A	85-100
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A-	80-84
B+	75-79
B	70-74
B-	65-69
C+	60-64
C	55-59
C-	50-54
D+	45-49
D	40-44
F	0-39

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## FAQ

### Who can take the WLCs?

- Those who have successfully completed the ENG 003 Course during the Fall semester and have passed the ELAE and are therefore eligible to be Spring Freshman during the spring semester.
- Freshman onwards
- Students who are registered for the graduate programs.

WL courses are not offered to FDY students due to the intensity and study load of their English courses.

Graduate students can also register for WL courses but only if they are able to take these as credit courses (regardless of whether or not the credits count towards their graduation requirements).

Starting with the Fall Term of 2011-2012 Academic Year, ITA, GER and FRE 110, 120 sections can be taken only with the special permission. Students who have graduated from Italian, German or French high schools or those who already know the languages on some level, take the Placement Exam to enroll. For details see 1.2.

### Do the WLCs affect my GPA?

Yes. The courses have a value of 4 credits and count towards your graduation requirements. For details see 1.5.

### Is auditing allowed?

No. Registration is required for courses.

### I don't know the language at all. Do I have to take the Placement Exam anyway?

No. Also, students who have previously taken a WL course and have successfully completed it do not need to take the placement exam and can be accepted to a higher level. For details see 1.2. and 1.4.

### Can I get override permission?

In principle, an override (time clashes on courses) for WL courses is not approved. However, upon a petition submitted to the relevant WL instructor, an override of a maximum of two class hour may be accepted at the instructor's discretion, i.e. the student would then be missing a maximum of 2 hour a week of the WL class. Notice though, that you will be considered absent for the hours you miss with the override permission. For details see 3.6.

**Are all level courses opened in each semester?**

It depends on demand but in theory sections for each level can be opened each semester. The levels are: 110/110D - Basic; 120/120D - Pre-Intermediate I; 130/130D-Pre-intermediate II; 140/140D - Intermediate I; 150/150D - Intermediate II; 160/160D - Upper-intermediate I; 170/170D - Upper-intermediate II; 180/180D - Advanced. The courses with 510, 520, etc. codes are opened for Graduated students. For details see 1.4.

**Can I attend more than one course in one semester?**

Yes, if your time-table and graduation requirements allow it.

**Students' Comments**

The comments below are taken from the anonymous survey organized in 2012 for the Seniors and Alumni. You see the top 3 answers.

**Which WLC did you take?**

German - %36,7  
Spanish - %22,4  
Italian - %18,4

**What was your last level?**

102 - %30,6  
302 - %16,3  
202 - %14,3

**What are your reflections about the course?**

I wish I worked harder and could get to the higher level during my university years. - %46,9  
I don't really use this language in my working life but I'm still glad I took the course. - %22,4  
I wish I would have continued learning the language after graduation. - %12,2

**If you had a chance to start over again, would you take the same course?**

Yes, I would take the same course. - %87,8  
No, I'd take Spanish course. - %6,1  
No, I'd take Italian course. - %4,1

**Which language do you recommend undergraduate students to learn (you can choose more than one answer)?**

Any foreign language is a plus, it's important to know it well enough to be able to use it in their working life. -%65,3

I suggest they make their choice according to the sector/area they are planning to work in. - %38,8

Spanish, German - %16,3

Arabic - %14,3

Italian - %12,2

French, Russian - %10,2