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OPERATION MANUAL

2018 - 2019

GULF LANGUAGE SCHOOL OPERATION MANUAL 2018 - 2019

Gulf Language School

Operations Manual 2018-2019

INTENSIVE ENGLISH PROGRAM

Operations Manual 2018-2019

Gulf Language School
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I. Introduction

Welcome to the Gulf Language Schools at North American University (NAU). The purpose of the Operations Manual is to provide direction regarding business practices of the Gulf Language School's Intensive English Program as well as the Policies and Procedures relating to the Gulf Language School.

University Mission

North American University (NAU), as an institution of higher learning, is committed to providing a nurturing environment for the pursuit of academic excellence, professional and personal development, responsible citizenship, and global cultural competence. The University aims to achieve these goals through instruction, scholarly inquiry, free discussion and dissemination of ideas, and creative activity.

Gulf Language School Mission

The mission of Gulf Language School (GLS) is to provide quality, innovative, and lifelong learning opportunities to a diverse student population by extending the educational resources of North American University.

Intensive English Program Mission

The mission of the Intensive English Program (IEP) is to provide quality language instruction to nonnative speakers of English with an emphasis on the language skills necessary for academic or professional success.

Vision

To become one of the leading English language learning programs in Texas by setting standards of excellence in innovative curriculum design, teaching, professional development, and cross-cultural understanding.

Goals

Goal 1: The Gulf Language School will ensure that all programs are administered with excellence, responsiveness and integrity. The program will

- ensure quality in program administration, program curricula, teaching, and student services;
- maintain compliance with the highest professional standards;
- develop and support collaborative teaching curricula;
- support faculty and staff development;
- develop new programs and courses that meet students' needs;
- distribute student brochures that provide full disclosure of program descriptions, costs, and calendars; and
- distribute faculty, staff, and student handbooks that provide full disclosure of all policies.

Goal 2: The Gulf Language School will support the enrollment and academic priorities of North American University. The program will

- serve as a resource for the internationalization of teaching, research and professional development, and service at North American University;
- prepare students for graduate and undergraduate degree programs at North American University; and
- facilitate classroom visits and research by North American University professors, students and other professionals.

Goal 3: The Gulf Language School will maintain an administrative office and classroom environment that is positive, caring, service oriented and friendly where all faculty, staff, students, and sponsors feel welcome.

Aims

The Gulf Language School will provide ESL students with

- quality academic English language instruction.
- student-centered classroom instruction and activities.
- preparation for further academic study at North American University.
- advising to help learners successfully reach their academic or professional goals.
- leadership in the areas of intercultural understanding and cooperation.
- services related to admission, counseling, academic life, and the general success of students attending GLS.

Program Outcomes for Intensive English Program

Students completing the language program will demonstrate the ability to:

- comprehend written and spoken university-level materials;
- take effective lecture notes;

- write, revise, and edit academic papers that follow conventions of Edited American English (EAE); and
- prepare and deliver formal presentations that follow conventions of Edited American English (EAE).

Academic Calendar

ESL INTENSIVE & GENERAL ENGLISH PROGRAM: 2018-2019

Fall 1: 2018

Beginning and End Dates	**August 20, 2018 - October 11, 2018**
August 13 - 17, 2018	Registration for Returning and New Students
August 20, 2018	Classes Start
August 20, 2018	Orientation for New Students
August 20 - 22, 2018	Late Registration ($150.00 Late Registration fee)
September 3, 2018	Labor Day Holiday
October 11, 2018	Classes End
October 15 - 19, 2018	Fall Break

Fall 2: 2018

Beginning and End Dates	**October 22, 2018 - December 14, 2018**
October 15 - 19, 2018	Registration for Returning and New Students
October 22, 2018	Classes Start
October 22, 2018	Orientation for New Students
October 22 - 24, 2018	Late Registration ($150.00 Late Registration fee)
November 22 - 23, 2018	Thanksgiving Break
December 14, 2018	Classes End
December 17, 2018 - January 11, 2019	Winter Break

Spring 1: 2019

Beginning and End Dates	**January 14, 2019 - March 8, 2019**
December 17, 2018 - January 11, 2019	Registration for Returning and New Students
January 14, 2019	Classes Start
January 14, 2019	Orientation for New Students
January 14 - 16, 2019	Late Registration ($150.00 Late Registration fee)
January 21, 2019	Martin Luther King Jr. Day
March 8, 2019	Classes End
March 11 - 15, 2019	Spring Break

Spring 2: 2019

Beginning and End Dates	**March 18, 2019 - May 10, 2019**
March 11 - 15, 2019	Registration for Returning and New Students
March 18, 2019	Classes Start
March 18, 2019	Orientation for New Students
March 18 - 20, 2019	Late Registration ($150.00 Late Registration fee)
April 19, 2019	Good Friday
May 10, 2019	Classes End
May 13 - 17, 2019	Summer Break

Summer 1: 2018

Beginning and End Dates	**May 20, 2019 – June 28, 2019**
May 13 - 17, 2019	Registration for Returning and New Students

May 20, 2019	Classes start
May 20, 2019	Orientation for New Students
May 20 - 22, 2019	Late Registration ($150.00 Late Registration fee)
May 27, 2019	Memorial Day
June 28, 2019	Classes End

Summer 2: 2019

Beginning and End Dates	**July 1, 2018 – August 9, 2018**
June 24 - June 28, 2019	Registration for Returning and New Students
July 1, 2019	Classes start
July 1, 2019	Orientation for New Students
July 1 - 3, 2019	Late Registration ($150.00 Late Registration fee)
July 4, 2019	Independence Day
August 9, 2019	Classes End
August 12 - 16, 2019	Summer Break

ESL INTENSIVE & GENERAL ENGLISH PROGRAM ACADEMIC CALENDAR: 2019-2020

Fall 1: 2019

Beginning and End Dates	**August 19, 2019 - October 10, 2019**
August 12 - 16, 2019	Registration for Returning and New Students
August 19, 2019	Classes Start
August 19, 2019	Orientation for New Students
August 19 - 21, 2019	Late Registration ($150.00 Late Registration fee)
September 2, 2019	Labor Day Holiday
October 11, 2019	Classes End
October 14 - 18, 2019	Fall Break

Fall 2: 2019

Beginning and End Dates	**October 22, 2019 - December 14, 2019**
October 14 - 18, 2019	Registration for Returning and New Students
October 21, 2019	Classes Start
October 21, 2019	Orientation for New Students
October 21 - 23, 2019	Late Registration ($150.00 Late Registration fee)
November 22 - 23, 2019	Thanksgiving Break
December 13, 2019	Classes End
December 16, 2019 - January 10, 2020	Winter Break

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II. Faculty and Staff Positions

Definitions, Responsibilities, Qualifications

Gulf Language School

Director: This rank is open to individuals who have a master's degree as specified for core faculty', and preferably a doctorate. In addition to substantial prior ESL/EFL teaching experience, the administrator has administrative experience or training or is provided with such training. Administrative experience and training is understood to include such areas as teacher supervision, curriculum development, budgetary planning, and personnel management.

Directors are initial appointment is for one year term, this contract will automatically renew for successive one (1) year periods (each a "Renewal Term" and collectively with the Initial Term the "Term") unless a party provides the other parties with notice of its intent not to renew this contract at least ninety (90) days prior to the expiration of the then current term. The appointment will be renewable will be based on excellence in management skills and ability to include but not limited to; maintaining a smooth-running administrative office; preparing all necessary reports and keeping accurate records; communicating clearly; proposing organizational goals and objectives prior to each fiscal year; plans well in advance; is progressive in attitude and action; adequately follows through on set plans. In addition, the Director provides services to the faculty, staff, students, and management served, including understanding and staying current with the needs of faculty, staff, and students; focusing all activities on serving people's needs; accepting criticism from the people served and responding appropriately. Fiscal management; preparing a balanced budget; completing the year with a balanced budget; displaying common sense and good judgment in business transactions; adequately monitoring physical facilities expenses. Effective leadership of faculty and staff; hiring and maintaining competent faculty and staff members; encouraging faculty and staff development; following personnel policies closely; maintaining high faculty and staff productivity. A Director must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual to be recommended for reappointment.

Registrar/Administrative Assistant: This rank is open to individuals who have equivalent to completion of two years of college-level coursework in business or a field related to the work and three years of office administrative, supervisory or lead experience in the area of assignment; or an equivalent combination of education and experience sufficient to successfully perform the essential duties of the job; have native-like English proficiency; have intercultural experience and sensitivity; preferably have second language proficiency and/or experience working abroad; and have shown promise of achievement in community service, customer service, and office maintenance.

The Registrar/Administrative Assistant coordinates and oversees technical and office administrative duties in support of the Director and the faculty, including the provision of varied and complex office duties; may supervise clerical and other support staff, and perform other duties as assigned or directed. In addition, the Administrative Assistant has knowledge of basic supervisory principles and practices; exemplary customer satisfaction skills, including dealing effectively with the public, students, faculty, management, and GLS staff both in person, in correspondence, and over the telephone; teamwork and developing consensus; creative and innovative techniques for performing assignments; proper English usage, spelling, grammar, and punctuation; business correspondence formatting; basic mathematical computations, accounting and record keeping; basic budgeting theories and principles; time management; computer applications related to the work; standard office administrative practices and procedures, including the use of standard office equipment.

The Registrar/Administrative Assistant is normally appointed for unlimited term. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable based on excellence in carrying out the mission of the program, participate in long range planning, assist with data base management, implementation of programs, coordinate fiscal and human resource management of the office, supervise staff and student workers; provide information as needed. An Assistant to the Director must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual to be recommended for reappointment.

Student Worker: This position is open to all NAU students who have or want to develop tutorial skills. Student workers' duties include but are not limited to tutoring students as required, conducting reading groups and monitoring students as needed.

Student worker is normally appointed for one academic year. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable based on excellence in carrying out the mission of the program, ensuring students have conducive lab environment for learning by providing one on one tutorial assistance as needed. A Student Worker must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual to be recommended for reappointment.

GLS Instructor: This rank is open to individuals who have completed bachelor degree in TESOL or Applied Linguistics OR an B.A./B.S. in a related field (e.g. bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL, etc.) and/or preferably have, a certificate of TESL or completed course work in language teaching methodology, the nature of language/languages (e.g., introduction to linguistics), the structure of English (e.g., syntax, phonology, morphology, discourse), second language acquisition, intercultural communication (e.g., sociolinguistics, cross-cultural studies), and a practicum experience; normally have, at least three years of teaching experience in ESL/EFL with adult students in an academic or specific purposes; have demonstrated teaching excellence; have native-like English proficiency; have intercultural experience and sensitivity; preferably second language proficiency and/or experience working abroad; and have shown promise of achievement in teaching, research, community service and program development.

Instructors will play an essential role in the GLS to fulfill its mission in providing quality, innovative, and lifelong learning opportunities to a diverse student population by extending the educational resources of North American University. Instructors are expected to develop expertise and excellence in teaching at all levels and skill areas, and are encouraged to develop an area of expertise within the program.

Instructors normally teach eight hours a day 2 days a week plus 2 lab hours per session. Other duties include: participating in student testing, placement, evaluating, advising and intercultural orientation activities; developing new course materials in response to changing needs of students; maintenance and adherence to program goals, objectives, and learning outcomes; attending faculty meetings, professional development, and in-service training meetings which may take place outside regular working hours. Instructors, like all full-time faculty, are expected to do service work for the department and the university.

Instructors are normally appointed for one academic year term. These appointments are renewable based on excellence in teaching and service, availability of funding, and program needs. An Instructor must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual, to be recommended for reappointment.

GLS Part-time and Adjunct Instructor: This rank is open to individuals who have completed bachelor degree in TESOL or Applied Linguistics OR an B.A./B.S. in a related field (e.g. bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL, etc.) and/or preferably have, a certificate of TESL or completed course work in language teaching methodology, the nature of language/languages (e.g., introduction to linguistics), the structure of English (e.g., syntax, phonology, morphology, discourse), second language acquisition, intercultural communication (e.g., sociolinguistics, cross-cultural studies), and a practicum experience; normally have, at least three years of teaching experience in ESL/EFL with adult students in an academic or specific purposes; have demonstrated teaching excellence; have native-like English proficiency; have intercultural experience and sensitivity; preferably second language proficiency and/or experience working abroad; and have shown promise of achievement in teaching, research, community service and program development.

Part-time/adjunct faculty normally teach up to four hours a day five days a week per session. Other duties include: participating in orientation activities as assigned; maintaining and adhering to program goals, objectives, and learning outcomes.

Intensive English Program

Instructor: This rank is open to individuals who have completed graduate study at the master's level TESOL or Applied Linguistics OR an M. A./M.S. in a related field (e.g. bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL, etc.) and/or preferably have, a certificate of TESL or completed course work in language teaching methodology, the nature of language/languages (e.g., introduction to linguistics), the structure of English (e.g., syntax, phonology, morphology, discourse), second language acquisition, intercultural communication (e.g., sociolinguistics, cross-cultural studies), and a practicum experience; normally have, at least three years of teaching experience in ESL/EFL with adult students in an academic or specific purposes; have demonstrated teaching excellence; have native-like English proficiency; have intercultural experience and sensitivity; preferably second language proficiency and/or experience working abroad; and have shown promise of achievement in teaching, research, community service and program development.

Instructors will play an essential role in the IEP to fulfill its mission in providing quality instruction for its students. Instructors are expected to develop expertise and excellence in teaching at all levels and skill areas, and are encouraged to develop an area of expertise within the program.

Instructors normally teach four hours a day, five days a week per session. Other duties include: participating in student testing, placement, evaluating, advising and intercultural orientation activities; developing new course materials in response to changing needs of students; maintenance and adherence to program goals, objectives, and learning outcomes; attending faculty meetings, professional development, and in-service training meetings which may take place outside regular working hours. Instructors, like all full-time faculty, are expected to do service work for the department and the university.

Instructors are normally appointed for one academic year term. These appointments are renewable based on excellence in teaching and service, availability of funding, and program needs. An Instructor must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual, to be recommended for reappointment.

Coordinator: This rank is open to individuals who have completed graduate study at the master's level TESOL or Applied Linguistics OR an M. A./M.S. in a related field (e.g. bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL, etc.) and/or preferably have, a certificate of TESL or completed course work in language teaching methodology, the nature of language/languages (e.g., introduction to linguistics), the structure of English (e.g., syntax, phonology, morphology, discourse), second language acquisition, intercultural communication (e.g., sociolinguistics, cross-cultural studies), and a practicum experience;; normally have, at least five years of teaching experience in ESL/EFL with adult students in an academic or specific purposes; over time have demonstrated teaching excellence; have native-like English proficiency; have intercultural experience and sensitivity; preferably have second language proficiency and/or experience working abroad; and have shown promise of achievement in teaching, research, community service and program development.

The Coordinator collects and forwards a syllabus/course outline from each faculty member in the areas. The Coordinator reconciles significant differences between individual and generic syllabi; takes the lead role in additions, deletions, or changes to courses; initiates or is consulted in additions, deletions, and changes in programs; maintains the integrity of courses, the curriculum, and articulation; takes the lead role in overseeing assessment of programs offered primarily by the curriculum; implements and/or monitors assessment of individual courses; supervises textbook selection for each course.

Coordinators normally teach four hours a day, five days a week per session. Depending on program need, Coordinators may have additional release time for other duties. Other teaching-related duties include: participating in student testing, placement, evaluation, advising and intercultural orientation activities; developing new course materials in response to changing needs of students; maintaining and adhering to program goals, objectives, and learning outcomes; attending faculty meetings, staff development, and in-service training meetings; and, like all full-time faculty, doing service work for the department and the university.

Coordinators are normally appointed annually and receive a stipend. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable in accordance based on excellence in teaching, program development, service, availability of funding, and program needs. A Coordinator must meet the criteria for reappointment, including maintaining the standards of performance and professional conduct described in this manual to be recommended for reappointment.

Part-time and Adjunct Faculty: This rank is open to individuals who have completed graduate study at the Master's level in TESOL or Applied Linguistics OR a M.A./M.S. in a related field (e.g. bilingual education linguistics, applied linguistics, foreign language, English, English literature, Education, Speech, TESL, etc.) and/or preferably have, with a Certificate of TESL or completed course work in language teaching methodology, the nature of language/languages (e.g., introduction to linguistics), the structure of English (e.g., syntax, phonology, morphology, discourse), second language acquisition, intercultural communication (e.g., sociolinguistics, cross-cultural studies), and a practicum experience;, however, individuals with a Bachelor degree in a related field with extensive language acquisition training will be considered; have some teaching experience in ESL/EFL with adult students in academic or specific purposes; have promise of teaching excellence; have native-like English proficiency; and have shown promise of achievement in teaching and service. Specific rank will be determined by the individual's qualifications and the nature of the work to be assigned.

Part-time/adjunct faculty normally teach up to four hours a day, five days a week per session. Other duties include: participating in orientation activities as assigned; maintaining and adhering to program goals, objectives, and learning outcomes.

Conditions of Appointments

Contract Status

Instructors are normally appointed for one year. These appointments are renewable and based on excellence in teaching and service, and program enrollments/funding. An Instructor with overall fair evaluations will have one year in which to demonstrate excellence. An Instructor with overall unsatisfactory evaluations will not be recommended for reappointment.

Coordinators are normally appointed annually. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable, based on excellence in leadership, teaching, program development and service, and program enrollments/funding. A Coordinator with overall fair evaluations will have one year in which to demonstrate excellence. A Coordinator with overall unsatisfactory evaluations will not be recommended for reappointment.

Directors are normally appointed for one year. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable, based on excellence in leadership, program development and service, and program enrollments/funding. A Director with overall fair evaluations will have one year in which to demonstrate excellence. A Director with overall unsatisfactory evaluations will not be recommended for reappointment.

Registrar/Administrative Assistants normally are on an unlimited appointment. The number of these positions will be based on program need and enrollments/funding. These appointments are renewable, based on excellence in general, academic, and departmental support, assisting Director/faculty/students in software applications, service, and program enrollments. An Administrative Assistant with overall fair evaluations will have one year in which to demonstrate excellence. An Administrative Assistant with overall unsatisfactory evaluations will not be recommended for reappointment.

Fiscal Year Appointments

Appointment for Instructor, Coordinators Director, and Administrative Assistant are fiscal year appointments. The scheduling of annual leave for fiscal year appointments will be determined by program need and subject to the Director's or administration approval. It is expected that program development responsibilities will be ongoing in nature, and extend beyond the academic schedule; hence, the work year for faculty and staff with fiscal year appointments is September through August, including academic breaks.

Workload

The normal full-time teaching workload for Instructors is four hours a day, five days a week per session. In addition, each Instructor is required to provide five office hours per week. Individual workload assignments are made by the Director, in consultation with the individual faculty member. Depending on program need and individual competencies, faculty may have a reduced teaching load with compensatory non-teaching duties (for example, program administration of accreditation). Faulty have a forty-hour work week.

The normal full-time workload for Directors is eight hours a day, five days a week per session. In addition, the Director is required to provide substitute teaching when necessary. Individual workload assignments are made by the Director.

The normal full-time workload for staff is eight hours a day, five days a week per session. Depending on program need and individual competencies, staff may have overtime duties (for example, placement, advising, and registration, placement testing, etc.).

Professional Development

(See HRO 102. Professional Development Policy and Procedure)

The Gulf Language School actively encourages activities by faculty that led to professional growth. A fund exists that covers some of the costs of conference attendance; faculty with full-time contracts may participate in external conferences, subject to the Director's approval. Instructors are encouraged to make peer observation, and to exchange experiences and materials with their colleagues and Coordinator. University service in the form of committee participation as representatives of the Gulf Language School is often a means of professional development, and faculty are urged to request appointments to serve. The Gulf Language School actively encourages activities by staff that leads to professional growth.

Salary Schedules, Benefits, and Leaves

All full-time members in the Gulf Language School are entitled to the minimum salary and benefits guaranteed in the GLS appointment agreement and per the Policies and Procedures in effect.

Standards of Professional Conduct

To keep the program operating smoothly, it is necessary for Instructors, staff, and administrative personnel to adhere to stated GLS and NAU policies and procedures. In addition, Instructors are expected to cooperate with and support all Gulf Language School staff members, other instructors, and the program management both within and outside of the classroom, in all matters relating to the operation of the program.

In compliance with the provisions of the law of the State of Texas, the principles, regulations, and procedures for the maintenance of public order upon this College campus or other college property areas are as follows. No guest or member of the GLS community shall engage in the following behavior on College premises:

1. Obstruction or disruption of teaching or other GLS activities.
2. Prevention of free movement, pedestrian or vehicular.
3. Possession or use of firearms, explosives, dangerous, destructive, or noxious chemicals; or any dangerous or apparently dangerous weapons, other than those allowed by law and College regulation.
4. Detention, physical abuse, or conduct that threatens bodily harm or endangers the health of any person.

5. Intentional damage to or theft of College property or the property of any person when such property is located on the premises of the College.
6. Entry into living quarters, private offices, or the working area of another person, without express or implied permission of that person or an authorized GLS official; or invasion of the privacy of records, data, or communications belonging to individuals, to GLS, or to others.

Standards of Performance Teaching

General Class Standard

Instructors are expected to be well prepared and on time for all classes, to maintain a high level of student participation and interest, and to teach effectively towards the goals and objectives of the program, the specific level, and the specific class as defined in the curriculum. The program expects excellence in the application of linguistic, methodological and organizational knowledge and skills in the IEP as well as maintenance of a good working relationship with the students.

Student-Instructor Relationship

Students' success in coping with the cultural differences and in language learning skills is significantly influenced by the atmosphere of their classes. A good rapport can be established by being friendly and helpful and never "talking down" to students, by treating all students respectfully and fairly, without bias or favoritism, while requiring respect from every student for the Instructor's position and professional qualifications. Instructors need to remember that, although the student is in their class, the real "customer" is often the student's parent or other sponsor; decisions need to be guided by what is in the best interest of the student and his/her success in our program, not by the student's momentary likes or dislikes.

The less teacher-centered the classroom is, and the more the Instructor involves the students in the language learning skills process on a conscious level, the more likely it will be that students accept the challenge and to not regress to a stereotypical "classroom" behavior. Students at all levels need to be equipped with skills and tricks that help them acquire and practice language inside and outside the classroom and after their time at the IEP; the responsibility for doing it needs to be firmly placed with them.

Instructors need to remember that they are the representatives of the Gulf Language School at North American University. They must deal with students in a professional manner always, inside and outside of classes. If a student brings personal problems to an Instructor's attention, it is most effective to refer the students to the appropriate staff person for resolution. If an Instructor suspects that a student might have personal problems, a report to his/her Director is in order; the Director will decide what action will be taken. All action should be viewed as confidential.

Syllabi and Course Outlines

Instructors will monitor and update their syllabi, following the syllabi guidelines. Careful designing of classes is important for their smooth functioning; it will also be helpful in the coordination of different skills and levels. The goals and learning outcomes of a course also need to be communicated to the students in the class and shared with other Instructors at the same or different levels, and documented in Gulf Language School files.

Class Periods and Teaching Obligations

Each Instructor is assigned to teach a specified number of classes at certain levels throughout the session. Assignments will be made per Instructor's statement of preference, program needs, and as early as enrollment figures allow. Instructors are responsible for teaching every hour that has been assigned to them unless arrangements have been made with the Director in advance for an approved substitute from the teaching staff. Classes need to begin and end on time.

Homework and Examinations

The length and difficulty of homework assignments should be appropriate to the level of most students in each class; a total of about 15 hours per week is considered reasonable. Even the lowest students in a class should not find it necessary to spend much more than this average amount of time on assigned out of class activities.

Instructors will differentiate homework and coordinate their efforts by level. Homework need not be assigned every day; assignments will be useful and relevant both to class materials and to the students' life outside of English classes, and they will let students practice techniques for acquiring language productively. Instructors will regularly solicit feedback from students to ensure that the stated goals are met.

Examinations will provide teacher and students feedback on progress towards course objectives and curricular goals. They will be administered and graded fairly and results returned promptly to the students.

Records of Student Performance

The program has an attendance policy; and all Instructors are obligated to support and administer this policy. They are required to keep accurate records of student attendance, punctuality, diligence and progress, and to communicate these to the

administration as required for attendance records and progress reports. The Gulf Language School has an established policy and guidelines for grades that reflect the general standards of the North American University and the unique features of the Gulf Language School. Instructors are responsible for becoming familiar with the policy and practices of the Gulf Language School and evaluate and grade students in accordance with these guidelines.

Student grading and attendance information is stored in a data-management system called CampusVue as well as Moodle.

All student performance-related information such as grades, test scores, etc. are confidential.

Meeting Student Needs

To succeed at the task of learning English in the program, students must participate fully and regularly in class. Therefore, it is an important part of the teaching job to ensure that all students are active participants in every class and that no student dominates or is uninvolved. For the students to accomplish this goal, the Instructor must act as a facilitator and guide in class activities so that most class time is spent in appropriate practice of the language involving *all* students, even if that is at different levels.

To gauge whether the levels of difficulty are appropriate, the Instructor will pay attention to signals such as the level of absenteeism, participation in class, and completion of homework assignments. In addition, students need to be asked regularly whether the difficulty is too high or too low, and appropriate adjustments need to be made.

Materials

Currently each course has required texts, but other materials are often selected to reflect the goals of that level and to form a sequence with previous and subsequent levels. Instructors are encouraged to communicate with other Instructors about their classes and to share activities and resources, if this does not result in repetition, or interfere with the goals of another class. Specifically, Instructors may not use materials designated for different language skill areas or other class levels.

Development of materials is encouraged; all materials are to be filed in course level files. Copyright for materials developed on paid non-teaching time lies with the GLS at NAU.

Class Activities

Class activities need to be varied, purposeful, and appropriate to the goal of the lesson and the program. Appropriate activities are those that facilitate the acquisition of language and cultural awareness, and that are geared to a university-level or professional audience. Innovation in techniques of presentation is encouraged. To ensure adequate coverage of every language skill area at every level, most of class time should be devoted to activities involving the skill and content area designated for that class period, following the class outline. As a rule, not more than a fifth of any class period should be spent in "free" discussion, unplanned activities, or the screening of videos unless these activities are specifically related to the materials and goals of that class. A few minutes spent in simply talking to students and exchanging ideas is useful for class rapport and morale, but too much of this will be perceived by students as wasting time. The same applies for showing videos.

Any plans for class activities that are to take place outside the classroom must be submitted in writing to the Director by the end of the second week. Written approval must be received before the activity is announced to the class.

Effective Teaching Practices

Intensive English Program

The IEP endorses the academic cognitive language learning and/or task based learning strategies but recognizes that other effective teaching practices can be identified. The effective IEP teaching practices stated below were written and endorsed by the Director in the Fall 2014.

1. The Instructor determines an appropriate objective(s) and teaches to that goal.
2. The Instructor ensures that the learning objectives and activities are at the best possible level of difficulty for the students.
3. The Instructor continually monitors learning during the lesson and adjusts the learning activity or objective as appropriate.
4. The Instructor helps the students to understand the purpose of the lesson and relates it to the student's wants and needs when possible.
5. The Instructor helps the student to be successful and to recognize his or her accomplishments.
6. The Instructor gives the students critical feedback. This may be positive or negative feedback. It should promote learning and should, in no way, be intended to mislead, stigmatize, or embarrass.
7. The Instructor considers the learning styles of the class and provides a variety of learning activities and modes of input.
8. The Instructor helps provide meaning for the content to be learned.
9. The Instructor provides for and encourages the active participation of all the students.

10. The Instructor provides opportunities for students to use and experiment with what they are learning.
11. The Instructor provides guidance as appropriate during the lesson.
12. The Instructor draws from the experiences and backgrounds of the students to make the lesson meaningful.
13. The Instructor respects the student as individuals and helps the students identify their own learning strategies.
14. The Instructor respects the values, attitudes, and beliefs of the students and recognizes the fact of diversity and the value of diversity in culture.
15. The Instructor is consistent and equitable in his or her demand and expectations of the students. At the same time, the Instructor recognizes individual differences.
16. The Instructor makes use of the students' own abilities to learn language from natural interaction.
17. The Instructor maximizes the students' exposure to natural language.
18. The Instructor encourages the students to use English in real and realistic situations.
19. The Instructor is aware that students may be at different developmental stages in the target language.
20. The Instructor expects that errors will occur, accepts them, and uses them.
21. The Instructor realizes the risk factor in language learning and tries to reduce student anxiety.
22. The Instructor makes optimum use of class time.

Faculty and Staff Meetings

The faculty and staff of the GLS and NAU meet following the formal Opening Exercises in September. The General Faculty meets at least once each session and thereafter as needed.

A statement of any item that is to be included on the agenda of a Faculty meeting must be delivered, in writing, to the Office of the Director or designee two days prior to the scheduled meeting. Any related material which is to be circulated to the Faculty with the agenda must be in the Director or designee's office one day prior to the scheduled meeting.

Important Structures of Successful Meetings

Successful meetings use structure. Procedures and structure help groups perform significantly better in meetings. Meeting structures are the solid foundation upon which effective meetings are built. Below is a list of some of the important structures that make a successful meeting.

- A regular time for the meeting is established, or meetings are scheduled for a period. For example, meetings for a given month, quarter, or year are scheduled at one time.
- The meeting leader is prepared.
- Desired outcomes are written.
- Important inputs to the meeting are prepared and brought to the meeting.
- Meeting recorder(s) is selected.
- The meeting format is developed.
- The meeting agenda is prepared and available ahead of time, and is reviewed and modified as needed before the meeting begins.
- Planned participation is used within the first 15 minutes.
- Meeting minutes are recorded.

The meeting is critiqued for continuous improvement.

Meeting format elements. Successful meetings have a format. Knowing what will be happening in the meeting creates a sense of comfort. A format that is the same for every meeting allows the group to quickly take care of critical, mundane business, leaving much of the time to work on important agenda items.

Part 1: Meeting Start-up

- Be sure meeting inputs are prepared and at the meeting
- Introduce any guests or new members to the group
- Verify that a quorum exists
- Review the group's goals and progress on the goals
- Agree on the meeting's desired outcomes
- Finalize the meeting agenda, including asking for any new agenda items
- Prioritize the agenda items with items requiring the most participation coming first; estimate times for each agenda item

Part 2: Meeting Body

- Proceed through the prioritized list of agenda items

- Summarize agreed upon action items and decisions as they are made
- Reports
- Announcements

Part 3: Meeting Wrap-up

- Summarize all action items and decisions
- Plan next meeting; desired outcomes, agenda items, and any meeting inputs
- Identify roles and responsibilities for next meeting; meeting leader, recorder, etc.
- Critique the meeting and overall teamwork

Part 4: Follow-up and Preparation for Next Meeting

- Prepare and distribute minutes of the meeting

Sample Meeting Plan. The following information is a complete example of a meeting plan that incorporates the points discussed above:

1. Determine Roles and Goals for the meeting

Roles:
Leader: *Name*
Recorder: *Name*
Timekeeper: *Name*

Desired Outcomes: problem statement
Information that is needed for the meeting: a summary
Who needs to come/How they will help reach goals: list of attendees

2. Create Meeting Outline and Assign Allotted Times

A. Verify a quorum exists	1 minute
B. Introduce guests if applicable	1 minute
C. Review minutes and follow-up items from last meeting	4 minutes
D. Address the problem statement	25 minutes
E. Reports	2 minutes
F. Draft next meeting's agenda	5 minutes
G. Summarize decisions and assignments	1 minute
H. Critique the meeting	4 minutes

Standards of Performance-Program Development

The general standards for performance of Instructors and Senior Instructors in program development are excellence and leadership. The GLS intends that Coordinators with assignments in one or more areas detailed below assume a high level of responsibility for initiation, development and continued growth in these areas. Coordinators with assigned responsibilities in these areas will be evaluated on their contributions to the IEP and the profession in general. The GLS recognizes that portions of the work below may be assigned to faculty and/or staff who will not have the same level of responsibility for the direction of these areas.

Role of the Coordinators

1. Curriculum Development

- *Syllabi: The* Coordinator collects and determines changes to the syllabi from each faculty member. The Coordinator reconciles significant differences between individual and generic syllabi
- *Curriculum Revision:* The Coordinator takes the lead role in additions, deletions, or changes to courses. The Coordinator initiates or is consulted in additions, deletions, and changes in programs offered primarily by the curriculum area. The Coordinator maintains the integrity of courses, the curriculum, and articulation, interacting with the English Division as needed.
- *Outcomes Assessment:* The Coordinator takes the lead role in overseeing assessment of programs offered primarily by the curriculum. The Coordinator implements and/or monitors assessment of individual courses.

- *Textbook Selection:* The Coordinator supervises textbook selection for each course in the program, interacting with the bookstore and faculty as needed.

2. Staffing

- *Hiring Process:* The Coordinator takes a leading role in selecting, interviewing, and recommending candidates for positions and participates in selecting faculty. If the Coordinator position is vacant the Director will assume this duty.
- *Professional Development:* The Coordinator mentors both new and returning faculty. The Coordinator is a point of contact for faculty questions and concerns; the Coordinator is also a point of contact for questions and concerns about faculty.
- *Evaluation:* The Coordinator evaluates faculty and conducts evaluation/classroom visitation of faculty members at least once per session as well as observing faculty in daily interactions.
- *Evaluation:* The Coordinator does a self-evaluation of his or her performance as a coordinator.
- *Resolution of Faculty Issues:* The Coordinator takes the lead in resolving faculty personnel issues.

3. Service to Students

- *Advisement:* The Coordinator provides information to students on course content and course sequencing.
- *Testing, Assessment, Placement:* The Coordinator oversees proper course placement including necessary testing and assessment or prerequisites.
- *Student-Related Issues:* Serves as one of the primary point of contact for student-related problems.
- *Student-Instructor Conflict*: The Coordinator takes the lead role in resolving student-instructor or instructor-student conflicts.
- *Safety: The Coordinator takes the lead in working with area faculty to* ensure a safe environment in classrooms specific to the program.

4. Service to University

- *General Service*: The Coordinator may be required to attend administrative meetings and to serve on at least one major project per year.
- *Committees:* The Coordinator may be required to serve on a maximum of 2 standing committees in addition to those required by program.
- *Extraordinary Service:* The Coordinator performs other minor or emergency duties as necessary for the proper functioning of the program.
- *Safety:* The Coordinator works with the appropriate director to address/resolve safety issues as related to the area.

Curriculum Development and Instructional Development

The GLS has a mission to provide training to non-native speakers of English to prepare students for academic study at the undergraduate level, and more generally, for personal and professional activities. To this end, the curricula and instructional materials of the IEP will be in a continuous process of development, assessment, evaluation, revision, and renewal to ensure that the needs of the students are met as effectively as possible. Curriculum development will include work for existing programs, as well as proposed programs, generally under the direction and initiation of the Director. Curricula will be appropriate to the students' needs, academically sound and incorporate the current understanding and knowledge of second language teaching pedagogy. Faculty working on curriculum development will be expected to complete work in a timely fashion. Faculty with curriculum development responsibilities will orient other faculty to new curricular change, and work to ensure the implementation of any such change.

Student Testing for Placement, Performance and Proficiency

Coordinators will take a leadership role in developing and/or adapting instruments for appropriate measures of student performance consonant with the GLS's philosophy for purposes of placement, performance, and proficiency. Expertise in the administration of a variety of testing materials (e.g.., ACCUPLACER, Diagnostic Test, etc.) and familiarity with the ESL/EFL literature in the testing field is required, and changes to the GLS's testing measures will reflect current information and practices in the field.

Student Advising and Counseling

Some of the of Gulf Language School students intend to study at the North American University as matriculated students, student advising and counseling to ensure a successful transition from full time IEP status to study to full-time in undergraduate study is a necessary and important service that the NAU provides to its students and the university. The work requires detailed understanding of the rules and regulations related to admissions and study at GLS and NAU; skill at assessing and evaluating student proficiency in English and the requirements of the GLS courses and communicating that assessment to the student and other campus advisors; counseling skills to advise students who need to develop successful strategies to negotiate in the university culture; strong organizational and administrative skills to develop, implement, and monitor tracking of the student; a broad and deep understanding of the IEP in order to develop and recommend policy changes to the Director and implement such changes;

and ability to understand, articulate and uphold the policies of the Gulf Language School and the North American University in the advising of the student.

Media, Resources, and Computer Lab Development

The GLS in its goal to provide the optimal learning environment for students recognizes that not all learning will take place in the classroom under the direction of the Instructor. The GLS recognizes that motivated learners can profit from self-study and will assist the students by providing access and structure for independent learning. The Administrative Assistant in coordination with the Instructors and Coordinators will distribute instructional materials, complement and coordinate with classroom instruction, meet curricular guidelines, enhance learning, and stimulate and involve students. S/he will train students and faculty in the use of the lab, and have the administrative skills to set up and run a smoothly-functioning operation. The Administrative Assistant will ensure that the program is current with the most recent developments in computer technologies and resources.

Evaluation Measures

Documents of Evaluations

Student Evaluation of Teaching - Student Evaluation of Courses and Instructors are viewed by the GLS as one of several important criteria for evaluation, mentoring, and professional development, and therefore can be used by the Director as a partial basis for evaluation. The GLS developed its own student evaluation form that is consistent with the philosophy and standards of the GLS. Any changes in the student evaluation form will follow GLS's procedures for approval and implementation.

Classroom Observation Reports – Faculty are required to have at least one classroom visitation report per academic year, which includes a preliminary meeting to discuss the class, goals and objectives for the course, and specifically the class to be observed, a completed classroom observation report, a review of the Instructor on the strengths and weaknesses of the class, and a post-observation meeting to discuss the report and the self-review. Other informal reports based on partial or impromptu visits may also be included in the evaluation documentation. Standard observation report forms are available for use by the Director and/or the Coordinator.

Instructor Performance Evaluation – In the Fall semester of each academic year, a performance appraisal will be administered by the Director on the Instructor's performance outside the classroom. A meaningful and effective performance appraisal system promotes and enhances on-going, two-way communication between the Director and the Instructors to: establish mutually understood performance expectations/goals; provide feedback on accomplishments and areas in need of improvement; develop a plan for maintaining job performance at a satisfactory level or for improving performance; deal with specific serious performance problems as they occur. The duties outside teaching may include but not limited to record keeping, initiative, dependability, attendance, student advising, meetings, professional relations and orientation, testing, placement when assigned.

Faculty Annual Self-Evaluation Report – As part of the evaluation process, in the Spring semester, faculty will write an annual self-evaluation, summarizing their accomplishments for the year, and discussing their strengths and contributions, as well as difficulties and areas for growth and development. These should be consistent with the previous year's goals and objectives, if relevant. Faculty are encouraged to review this document and address the specific areas of performance and criteria in their self-evaluation. They may wish to append samples of work, including course syllabi, new class materials, presentation handouts, student projects and/or achievements, and, of course, any publications or citations, etc. Faculty working on program development are required to submit semester reports on work in progress. Copies of these may be included in the self-evaluation, as documentation to the annual review. The annual self-evaluation shall be submitted to the Director and a copy placed in the faculty member's personnel file. Deadline for submission is the date indicated on the form.

Reappointment: Criteria and Procedures

(See FAC 101 Annual Performance Review of Faculty Policy and Procedure)

Definitions of Terms

On a scale of 5, the GLS employs the following terminology:

5-Outstanding; over time exceeds all expectations in a uniformly and consistently superior manner
4-Very good; exceeds all expectations in a uniformly and consistently superior manner
3-Average; meets most expectations in a satisfactory way;
2-Fair; meets some expectations in an acceptable manner, but needs improvement in major areas
1-Poor; unsatisfactory; not meeting minimal expectations in major areas

The standard for performance in GLS is excellence in teaching, other instructional duties, university service, program development, and research. The importance each of these areas has in the evaluation will reflect the duties and responsibilities an individual faculty member has in these areas. An Instructor will normally be evaluated on teaching, instructional duties, and university service, and a Senior Instructor will normally be evaluated on teaching, instructional duties, university service, program development and research, and scholarship. The scale allows for a range of very good to outstanding overall in the evaluation.

Average and fair ratings will have the following year to demonstrate improvement to the excellent level. Poor to average evaluations in these areas are not acceptable, and will be rated overall as "unsatisfactory." Faculty with annual appointments receiving an unsatisfactory rating will not be renewed.

Criteria for Instructors

Teaching (including knowledge base, adaptability, flexibility in assignment, levels and skills)
All faculty members will be evaluated based on how well their teaching practices match up to the standards of performance in this document. The standard for teaching is excellence. Faculty members will also be evaluated on their ability to provide valid, in-depth reasons for doing what they do in the classroom in the post observation conference, application, and when possible, of that theory to classroom practices. All faculty members will be evaluated on their ability to teach all levels and skills in the program (as evidenced by classroom visitations and student evaluations) and their flexibility in teaching assignments. Faculty will be evaluated on the appropriateness and interest of the materials they create for instruction; it is expected that they would be of publishable quality.

Other Instructor duties include record keeping, student advising, meetings, professional relations and orientation, testing, placement when assigned.

All faculty members will be evaluated on their ability to perform, in a timely fashion and in a courteous, professional manner, standard and routine duties such as accurate record keeping (attendance, class work, etc.), prompt submission of grade reports and attendance records, participation at meetings, and maintenance of regular office hours. They will also be evaluated on their ability to participate in and develop orientation workshops, meetings, etc. for the students, their ability to test and place students in the program promptly and consistent with the program curriculum (after an opportunity to become acquainted with the program), their ability to communicate to their students well-prepared clear and reasonable expectations, and accurate feedback on progress made, and the ability to construct fair and appropriate testing materials, to give a valid assessment of student's progress towards curricular objectives, and to provide comprehensive, consistent, and fair grade reports which reflect valid assessment.

All faculty members will be evaluated on their performance in upholding other general standards listed above, including the standards for professional conduct.

Gulf Language School and North American University Service
Service is expected of all full-time faculty in the department. Participation in department, college, and university governance is assumed to be part of the job and includes service on committees and special projects, occasional participation in GLS orientation for new students and cultural events and in activities to increase enrollment and campus visibility such as lectures, workshops, panel discussions, exhibitions, and so on. In addition, the position of faculty representative is viewed as participation in university service.

Additional Criteria Coordinators
Coordinators will be evaluated on the three criteria listed above for Instructors.

- Teaching (including knowledge base, adaptability, flexibility in assignment, levels and skills)
- Other Instructor duties (including record keeping, student advising, meetings, professional relations) and orientation, testing, placement when assigned; and
- University service

The standards of performance for Senior Instructors and Coordinators in these criteria are detailed in the previous section. In addition, Senior Instructors and Coordinators will be evaluated on their performance on assigned duties and responsibilities in program development, and their research and scholarship, detailed below:

- Program development
  Coordinators will be evaluated partly, but not entirely, based on how well their program development work matches up to the standards of performance in this document. The standard for program development is excellence. Faculty members will also be evaluated on their ability to provide valid, in-depth reasons for doing what they do in these areas; typically, in reports on progress. They will also be evaluated on their knowledge of current language learning theory and application, when possible, of that theory to their work.
- Research and Scholarship
  The GLS encourages and promotes a rigorous, reflective, and thoughtful approach to teaching practices and program development. The classroom is an excellent laboratory for action research, and faculty are encouraged to take risks, be reflective, and commit themselves to lifelong learning. Faculty are expected to develop new areas of expertise and/or share their areas of expertise and will be evaluated on this. Results of program development (e.g., learning resources, media, testing, curriculum development, advising, etc.) are often the subject of presentations at regional and national

conferences, and it is expected that Coordinators will contribute to the field in the way of presentations and their professional service. All faculty are expected to create appropriate and interesting classroom materials; it is expected that they would be of publishable quality. There are several periodicals devoted to practical articles, including classroom "tops", successful activities, etc. Publication in these newsletters is also encouraged. Lengthy, scholarly articles in refereed journals would only be expected with sufficient release time from normal teaching and program development assignments.

Grievance

In the event a faculty member has a grievance against the GLS or another member of the faculty, it is hoped that such differences can be resolved informally. Grievances of any kind related to conditions of employment, salary, benefits, matters of teaching duties, office space, real or potential conflicts of interest and the like should be settled informally when possible, in discussion between the aggrieved faculty member and the department chair.

If the case is not solved informally, the faculty member can make a written request to the department chair for a formal hearing of the grievance. He or she shall first make certain that the department chair has all the evidence that the faculty member wishes, including any written documents, testimonial, or relevant information whatsoever. The Appellate Committee has been designated to serve as the grievance committee in this process (See Section 5.10 of the GLS Faculty Handbook).

Within ten (10) days, the committee decides on grievance issue. If the decision is not satisfactory to the faculty member, he or she has the right to appeal to the Vice President for Academic Affairs. The same procedure shall be followed there, but no new information can be introduced now. If new information has become available, the committee must have an opportunity to study that. Within ten days (10), the Vice President for Academic Affairs shall report the decision to the faculty member and the department chair. This decision is final.

Sexual Harassment and Discrimination

The success of the Gulf Language School depends on an environment that fosters vigorous thought and intellectual creativity. It requires an atmosphere in which diverse ideas can be expressed and discussed.

The Gulf Language School seeks to provide a setting that respects the contributions of all the individuals composing its community, that encourages intellectual and personal development, and that promotes the free exchange of ideas.

Any behavior, including verbal or physical conduct, that constitutes discrimination against or harassment of any student, faculty, or staff member of the University community in any form is prohibited.

Retaliation is prohibited in any form against a person because he or she complained about conduct reasonably believed to be discrimination or harassment.

For the University policy against discrimination and harassment, including the procedures to be followed if a person believes he or she has experienced harassment, discrimination, or retaliation or is aware of such conduct occurring, see the University's Employee Handbook.

Resolving Faculty/Staff Performance Problems

Introduction

A basic part of a Director's job is obtaining effective results from faculty and staff. The faculty and staff in the program look to the Director for direction and leadership which the Director provides by identifying performance standards, and providing motivation, faculty/staff development, evaluation, training, reward and discipline, if necessary.

Effective discipline is the result of constructive leadership exercised within the framework of a clear and consistent policy. It is inseparable from other aspects of supervision and human relations. Directors are responsible for instructing faculty and staff in what is needed to meet performance standards and rules of conduct. If this is done and problems are recognized and solved early, the need for disciplinary action should be reduced.

Handling disciplinary problems well is a matter of using good judgment and common sense within the context of University policy. The outline that follows is meant to guide you in correcting faculty and staff performance problems through the application of the concept of "Progressive Discipline."

At the onset, a basic expectation should be that satisfactory performance is a minimal expectation. We should apply motivations keyed to the individuals to achieve excellence and we should utilize the techniques of progressive discipline to immediately address performance deficiencies or incidents of misconduct.

These guidelines intend to equip a Director with the means to effectively improve work performance. Only he or she however, can supply the determination and perseverance to see the process through to its logical conclusion.

Progressive Discipline

Progressive discipline is a method of attempting to correct work deficiencies through counseling, warning, reprimand or other forms of remedial action carried out in a manner which is appropriate to the faculty and staff behavior and the circumstances surrounding that behavior.

Problems in a faculty or staff's performance may occur in any job at any time. Progressive discipline provides a constructive method of problem solving for the benefit of both the faculty/staff and the Director.

Progressive discipline need **not** start at the beginning of the disciplinary spectrum. That is, if the situation warrants it, the Director may recommend suspension or even dismissal for a "first offense."

The key to progressive discipline rests with **early recognition and action** rather than "suffering in silence" until the problem becomes grave enough to warrant disciplinary action. Counseling, therefore, becomes essential to the process of correcting deficiencies in faculty/staff performance and should be used as soon as a problem is noticed. Director/Supervisors should maintain written notes or records of such counseling.

In most cases, following constructive counseling, faculty/staffs will modify their work habits or behavior to conform to the expectations and standards set by their supervisor. Conversely, if a faculty/staff does not improve his/her work performance, disciplinary action at an appropriate level is warranted. By not choosing to improve or modify his/her performance, it is the faculty/staff who has brought about the discipline, not the Director/supervisor.

When a faculty/staff's work does show improvement, **reward it**. The setting for that reward should be at least as formal and important as the one in which the deficiencies were pointed out. In most cases, counseling or the early steps of progressive discipline are successful and prevent the need for the case to work its way through the progressive disciplinary system.

There is a significant distinction to be made between incompetence and misconduct. At the earliest stages, both may be dealt with through the steps of progressive discipline. At some point, however, you must deal with continuing performance deficiencies in a service rating. In general terms, this break comes after the warning step, and the warning should indicate specifically that failure to improve will adversely affect the next performance evaluation. Misconduct on the other hand, is more appropriately dealt with utilizing progressively severe discipline, and each stage should reference the potential for suspension and termination if correction does not occur.

Pre-Disciplinary Action

- Counseling

The Ladder of Progressive Disciplinary Action

- Written Warning
- Letter of Reprimand
- Dismissal

The above disciplinary actions are intended to depict the concept of progressive discipline but should not be construed as a hard and fast policy for the management of all types of disciplinary action.

General Principals of Progressive Discipline

- **Reasonable standards of work performance must be established** at the time of initial placement and as needed thereafter.
- Reasonable standards of work performance must be **clearly communicated to all staff**.
- The purpose of discipline is **to correct** faculty/staff's behavior, **not to punish.**
- Faculty/staff discipline must be administered **promptly** to be effective.
- Discipline must be administered **with impartiality**.
- Standards of work performance and University policies must be **consistently maintained**, and faculty/staff discipline must be **consistently enforced.**
- The action taken must be **related to the offense.** The objective and possible effects upon the individual and the program's mission must all be considered.
- All forms of disciplinary actions and warnings must be **carefully documented through written records**.
- **Follow through** is essential to ensure that the action has been effective.

Pre-Disciplinary Intervention

Verbal Counseling Sessions

The verbal counseling session is a meeting held between the Director and faculty/staff to discuss general work performance and specific areas in need of improvement. Frequently, problems which are recognized EARLY can be solved by an informal discussion. **Privacy and sufficient time devoted to the meeting are essential**. It is generally helpful to prepare for the counseling session by outlining specifically the problem areas and developing concrete suggestions for improvement.

A positive approach to the discussion, coupled with constructive counseling, serve as key elements to the verbal counseling session. Documentation of the session on the appropriate counseling form or in a diary is strongly urged. This provides a basis for follow-up at your next meeting with the faculty/staff, and gives you a source of documentation if the problem persists and you need to take further action.

When Used:

At **first indication** that improvement is necessary. Verbal counseling sessions precede written warnings and official disciplinary action(s).

Many times, a Director will feel that because a topic has been mentioned at some time, counseling has occurred the faculty/staff member has been adequately informed. Remember that it is most significant to evaluate what message the faculty/staff has received. A casual conversation, combined with other topics, may not make any impact on the faculty/staff. A private discussion with a closed door and limited interruptions, on the other hand, should fully inform the faculty/staff of your expectations, and permit the exchange of information so critical to effective counseling.

If the faculty/staff does not improve, or the problem is not corrected following counseling, it may be necessary to move to progressive discipline. A general rule of thumb is that if a person has been counseled twice without improvement, it is time to up the ante.

A **letter of direction** may be prepared after a counseling session to clarify or emphasize certain points. This is strictly a communication between the Director and the faculty/staff and the only place that a copy is maintained is in the supervisory file.

Progressive Discipline

Letter of Warning

Warnings are generally considered to be the first step in the ladder of progressive discipline. Warnings should be constructive in both tone and intent but differ from counseling in that the faculty/Staff is put on formal **WRITTEN notice that unless improvement is shown, disciplinary action will be taken.** Oral warnings have not proven to be effective and are difficult to prove in grievance settings. **If it is serious enough to warrant a warning, it is serious enough to put in writing.**

When Used:

When a faculty/staff has been counseled concerning performance deficiencies, and after a reasonable period fails to make sufficient improvement. A written warning may also be issued if the faculty/staff has committed a significant infraction requiring more serious corrective action than counseling.

A warning should always precede a less than good performance evaluation to demonstrate to the faculty/staff the consequences of a lack of improvement. If possible, it is best to reference the problem using the same terminology as on the service rating form. For example, a problem such as a lack of proofreading by a typist should be characterized as problems with "quality of work." This increases continuity for both the Director and faculty/staff throughout the process of progressive discipline.

WARNING FORMAT:

In general, warnings must be clear and concise, non-punitive in tone, and constructive in approach.

Generally, copies of written warnings are given to the faculty/staff and at that time the faculty/staff must be asked to sign the file copy to indicate receipt. If the faculty/staff refuses to sign, the Director **shall** sign to indicate receipt of the refusal.

Since warnings could serve as the basis for further disciplinary actions, or be incorporated into service rating reports, copies of written warnings must be directed to the personnel file. Written warnings must contain the notation, "cc: Personnel File", and the text may include the statement, "A copy of this letter will be placed in your personnel file."

Letter of Reprimand

A letter of reprimand is a letter summarizing an isolated incident of unacceptable work conduct. It may also be used to summarize previous verbal counseling sessions, or warnings, or to point out that unacceptable work performance is continuing.

When Used:

Generally, letters of reprimand are used for an infraction of a University regulation or program policy, where the faculty/staff's actions are viewed as serious but not to the extent requiring dismissal.

Points to Remember for a Letter of Reprimand:

State clearly and concisely that the action being taken is an "Official Letter of Reprimand."

Outline the faculty/staff's inadequacies or offense and include dates and all pertinent facts in the body of the Letter of Reprimand.

If relevant, mention all previous efforts undertaken to correct the situation and the faculty/staff's personnel file.

State in writing that the Letter of Reprimand is being made a part of the faculty/staff's personnel file.

Specify that future disciplinary action will be taken unless there is improvement and specify the measurements for satisfactory performance. Please note that in effect this is a warning as well as a reprimand.

Review the matter fully with the faculty/staff, and provide the opportunity for discussion.

Provide the faculty/staff with a copy of the Letter of Reprimand in the presence of a witness and obtain acknowledgment by having the faculty/staff sign and date the Letter of Reprimand. If the faculty/staff refuses to sign, the director or representative shall sign to acknowledge receipt.

Forward a copy of the signed Letter of Reprimand to the Department of Human Resources Personnel Records for inclusion in the faculty/staff's personnel file.

Letter of Dismissal

DISMISSAL is normally the last step in the disciplinary process and comes after all other remedial measures have been exhausted. A dismissal terminates the Director/faculty/staff relationship completely.

When used:

When all other efforts to correct performance deficiencies have failed, dismissal is appropriate. Clearly, in the case of an ongoing problem, there will have been a significant history of corrective efforts, generally involving most of the progressive discipline steps, before termination becomes a logical course of action. Under some circumstances, dismissal is used for some first offenses of the most serious nature.

Director's Responsibility

The Director is responsible for the uniform application of program policies relating to faculty/staff conduct and discipline. The Director is also responsible for maintaining **standards of work performance** and, when necessary, for issuing specific disciplinary actions.

To ensure that discipline is applied consistently, the Director contemplating disciplinary actions, whether for faculty or staff must consult **IN ADVANCE** with Human Resource. It is the job of the Director to **recommend** a suggested course of action and to consult with Human Resource at the very outset of disciplinary problems. In most cases the Director will conduct the investigatory process in its entirety.

When recommending discipline, the following factors should be considered: the faculty/staff's work history, the effect of the offense on the operations of the program; the seriousness of the offense in light of the faculty/staff's duties and responsibilities, the faculty/staff's level in the department and the effect of the faculty/staff's behavior on other faculty, staff, students, or the public; the circumstances surrounding the offense; and previous measures taken to correct the faculty/staff.

The obligation to provide due process requires that the Director conduct a pre-disciplinary meeting with faculty/staff prior to termination.

At these meetings, the Director shall:

(a) apprise the faculty/staff of the charges against him/her;
(b) explain to the faculty/staff the nature of the evidence regarding the charges against him/her;
(c) provide the faculty/staff with an opportunity to respond.

A good guideline to follow is to take that disciplinary action which may reasonably be expected to correct the problem and maintain general discipline and morale.

Just and Proper Cause for Disciplining a Faculty/Staff

The definition of 'just cause' consists of a set of guidelines or criteria to be applied to the facts of the case. The criteria are set forth below in the form of question and comments.

A **"no"** answer to any one of the questions normally signifies that just and proper cause did not exist. A "no" means that the Director's disciplinary decisions contained one or more elements of arbitrary, capricious, unreasonable, and/or discriminatory action such that the decision constituted a sufficient abuse of managerial discretion to warrant the arbitrator to substitute his judgment for that of the employer.

The guidelines are general rules and cannot be applied with slide-rule precision.

1. Did the director give the faculty/staff **forewarning or foreknowledge** of the possible or probable disciplinary consequences of the faculty/staff's conduct?

Forewarning or foreknowledge may properly have been given orally by management or preferably in writing.

There must have been demonstrable oral or written communication of the rules and penalties to the faculty/staff.

A finding that there was not appropriate communication does not in all cases require a "no" answer to Question No. 1. Certain offenses such as insubordination, coming to work intoxicated, drinking intoxicating beverages on the job or theft of the property of the University or of fellow faculty/staffs are universally recognized, and any faculty/staff in our society may properly be expected to know already the conduct is offensive and punishable.

2. Was the university's rule or managerial order reasonably related to effective, efficient, and safe operations?

If a faculty/staff believes that the rule or order is unreasonable, he or she must nevertheless obey it. The standard principle is "work now, grieve later." The exception to this is a perception that to obey would seriously and immediately jeopardizes personal safety or would be directing the faculty/staff to commit an illegal act.

3. Did the university, before disciplining the faculty/staff, **investigate** to discover whether the faculty/staff did in fact violate a rule or order of management?

The university's investigation must be made **before** its disciplinary decision is made. There may, of course, be circumstances under which management must react immediately to the faculty/staff's behavior.

4. Was the university's **investigation conducted fairly and objectively?**

Generally, the investigation should be conducted by a managerial designee or team who have no direct involvement in the case or who would not be impacted by the outcome.

5. At the investigation did the appointing authority obtain **substantial evidence** that the faculty/staff was guilty as charged?

In an employment setting we do not have to meet a criminal law standard of "beyond a reasonable doubt." However, the evidence must be substantial and directly related to the charge. The heavier the penalty, the stronger the required evidence.

6. Has the director applied its rules, orders, and penalties evenhandedly and without discrimination to all faculty/staffs?

A "no" answer to this question can result in a finding of discrimination and will warrant significant modification of the discipline imposed.

If the university has been lax in enforcing its rules and orders and decides henceforth to apply them rigorously, the university can avoid a finding of discrimination by informing all faculty/staffs beforehand of its intent to enforce hereafter all rules. A clear statement of the specific rules is more effective than a general statement.

7. Was the degree of discipline administered reasonably related to (a) the seriousness of the faculty/staff's proven offense and (b) the record of the faculty/staff's service with the program?

A minor offense does not merit severe discipline unless the faculty/staff has properly been found guilty of the same or other offenses several times. Likewise, a long-term faculty/staff with a good work record deserves more than one with a work history of short duration.

Performance Evaluations

Service ratings are a critical tool for Directors since they offer a unique opportunity to document faculty/staffs' strengths and weaknesses on at least an annual basis. They are referenced in this guide on progressive discipline because ongoing performance problems, such as poor quality of work or a lack of cooperation must be addressed ultimately in a performance evaluation.

The impact of an unsatisfactory rating is very direct. The faculty/staff may be denied his/her annual or merit increment, and two consecutive unsatisfactory ratings may lead to dismissal. Because of the serious consequences of an unsatisfactory rating, Directors must ensure that counseling and a written warning precede an unsatisfactory evaluation. **Directors must have**

relative and supporting documentation before an unsatisfactory rating can be given. This provides the faculty/staff with an awareness of both the need to improve and information about the method to do so.

Before giving a faculty/staff a less than good overall rating, the Director should be able to answer the following questions affirmatively:

- Is the work the faculty/staff is performing in accordance with the job description?
- Have the weaknesses and the reason for them been discussed with the faculty/staff? Has specific counseling occurred and can it be documented? Has the faculty/staff been provided with remedial training, mentoring, and instruction?
- Has the faculty/staff been warned in writing that an unsatisfactory service rating would result if performance did not improve to a certain level, by a specific date? Does the Director have complete counseling notes in the prescribed format?
- Is the rating an objective evaluation based on established performance standards? Were these standards shared with the faculty/staff?
- Does the rating reflect the faculty/staff's performance during the entire rating period rather than just the most immediate past?
- Does the faculty/staff expect a less than good evaluation?

Dealing with Insubordinate Faculty/Staff

Although insubordination is one of the most serious forms of faculty/staff misconduct, the term itself and the methods available to deal with this problem are frequently misunderstood. Acts of insubordination should not be confused with other forms of faculty/staff misconduct. Specifically, an act of insubordination is defined as:
"A faculty/staff's refusal to carry out a direct job-related work order given by an administrator or supervisor of appropriate authority."

Other forms of faculty/staff misconduct including abusive or argumentative actions towards his/her supervisor should be dealt with through disciplinary actions including written warnings and written reprimands and later used as the basis for the issuance of a "Less than Good" service rating report under the general categories of "Ability to Deal with People" or "Cooperation."

Conditions which must be Present for an act of insubordination:

- The order or direction must be clearly communicated by the supervisor;
- The order or direction must have been given by an individual with the authority to give such an order;
- The faculty/staff must have a **clear understanding** that the person giving the order had the authority to do so;
- The order cannot subject the faculty/staff to an unhealthy or unsafe working condition beyond that which would normally be expected of his/her position;
- The order cannot direct the faculty/staff to commit an illegal act; and
- The faculty/staff must have clearly refused to carry out the directive.

Statements which must be made by the Director/Supervisor prior to charging a faculty/staff with an act of insubordination:

Statement A: That the faculty/staff's refusal to carry out the order will be considered as an act of insubordination.

Statement B: The faculty/staff is warned that failure to carry out the directive will be grounds for serious disciplinary action including suspension or dismissal.

Statement C: Following Statements "A" and "B", that the faculty/staff is directed, again, to perform the task.

Usual Order of Events:

1. Faculty/staff refuses to perform task.
2. Supervisor questions faculty/staff to determine reason (s) for refusal.
3. Supervisor evaluates situation, and if decision is made that faculty/staff's concerns do not outweigh need to perform task (s), explains reasons for decision to faculty/staff and, again, directs faculty/staff to perform.
4. Asks faculty/staff if he/she is prepared to perform task.
5. If faculty/staff again refuses, or otherwise indicates unwillingness to perform task, supervisor takes the following steps:
    - States to faculty/staff that refusal to perform will be an act of insubordination;
    - Warns the faculty/staff that failure to perform will subject himself/herself to serious discipline including suspension or dismissal;
    - Once again directs the faculty/staff to perform task; and
    - Follows up to determine if task has been performed.

If the faculty/staff still refuses to perform the task, the supervisor will relieve faculty/staff of duty and confer with appropriate administrative staff and the University's Human Recourse Director.

Depending upon circumstances, the faculty/staff will receive a notice of discipline generally at the level of discharge.

General Points to Consider

A **refusal** to carry out a work order (not to be confused with reasonable questioning and discussion between the Director and faculty/staff) is a demonstration of **poor** cooperation. If a faculty/staff refuses to carry out a directive, but finally concedes, this fact should be recorded by written notes and/or memorandum and incorporated into a service rating report. Repeated offenses, coupled with counseling and warning, may be cause for unsatisfactory service ratings.

A Final Word

Researchers have found that the most fundamental factor in effective supervision is trust and confidence on the part of both parties -supervisor and subordinate- in each other. Trust and confidence are developed by adhering to the standards of consistency, fairness, and reasonableness in all work relationships. That these same principles guide the course of progressive discipline therefore, should come as no surprise.

Staff Performance Management

(See ADM 101. Annual Performance Review of Staff Policy and Procedure)

Overview

The primary goal of performance management is to drive organization performance. Fundamentally, an effective performance management system is an ongoing process, focused on the communication between supervisor and staff, to maximize performance of the individual, to achieve the organization goals.

An effective performance management process includes:

1. Planning and discussing expectations about job responsibilities and Performance Standards
2. Providing ongoing coaching and feedback to support success
3. Evaluate the level of achievement of goals and demonstration of Performance Standards using the Annual Performance Review of Staff Form

Guidelines for Director

Each fiscal year, it is the responsibility of the supervisors to review with staff their performance expectations and goals for the upcoming year, provide feedback and coaching throughout the year, and finally, evaluate their staff's job performance at the end of the year.

Performance Management Forms

There are three forms that support the staff performance management process.

1. Annual Goals Form: can be used to help staff and their supervisors establish goals at the beginning of the appraisal year and criteria on which success may be measured at the end of the appraisal year.
2. Annual Performance Review of Staff Form: to be completed for each staff member by their immediate supervisor – this form is available in two formats; one to evaluate the performance of employees who supervises others, and one to evaluate the performance of employees who do not supervise others.
3. The Staff Self-Appraisal Form: used by all staff as part of the end-of-the-year performance appraisal process. All of these forms are available below as editable Microsoft Word documents.

Administration Annual Evaluation

(See HR 103. Employee Evaluation Policy)

Purposes of Evaluation of Administrators

To promote systematic analysis for the improvement of the institution and to meet the requirements of the Accrediting Commission of Career Schools and Colleges (ACCSC), an evaluation system for the assessment of administrators, has been established at North American University. Generally, the purpose of evaluation of administrators is to assess the quality and substance of administrative performance in the context of the University's mission, vision, and strategic goals. The role of any university administrator is exceedingly complex, diverse, and difficult. Accordingly, the evaluation must reflect the role and scope of administrative duties and expectations while fostering a positive climate for growth in professional competence and leadership.

- Formal evaluation promotes accountability. Formal evaluation makes clear that senior administrators are accountable for their decisions. While administrative decisions are, in part, governed by legal restrictions, ethical obligations, and sociopolitical realities, the actions of senior administrators are integral to the success of the institution and the persons affected by the institution -- students, faculty, staff, the community, governing boards, and supporters.
- Evaluation provides an institutional context for judging performance. The roles of senior administrators are part of a much larger institutional framework, thus they are embedded within the University. The actions taken by them have a grave and potentially enduring effect on how the University operates and what students gain from participation in academic and student activities.
- Evaluation promotes and strengthens effective leadership. While formal evaluation might seem to dilute individual authority and charisma, within an institution that values shared governance, effective leadership is not based on individual strength. Leadership should be based on proven results, and formal evaluation, when appropriately conducted, increases understanding and appreciation for the administrator's tasks and credibility for the outcomes.
- Evaluation provides systematic evidence of effectiveness, thereby reducing capricious judgment. Formal evaluation provides an orderly and structured process for gathering objective evidence about performance. The evaluation should be based on well-defined criteria that include process and outcome data. Systematic methodology clearly specifies who will evaluate, when and how.

Official Email Communication Guidelines

Background

Gulf Language School at North American University has established email as one of the official means of communication with faculty, staff, and students on important academic and administrative matters. This is motivated by the convenience, speed, cost-effectiveness, and environmental advantages of incorporating electronic messaging into traditional communication methods.

Official bulk email is intended for official GLS communications only. It is not to be confused with other electronic mailing lists that are available to everyone on campus or any email lists set up by individual offices and departments.

To support this use of email, GLS provides an official University email account to all faculty, staff, and students to which official University communications are sent.

Purpose of Guidelines

The purpose of these guidelines is to establish the following:

Email is one of the valid mechanisms for official communication with faculty, staff, and students.

Faculty and staff are automatically provisioned an email account on the University's 365 Portal server, which is considered to be their official University email address.

Also note: In situations where staff members do not have access to a computer, it is the responsibility of their supervisor to notify them of official URI email content in a timely manner.

Use of email on University-owned servers is subject to University policies including, but not be limited to, policies ITO 101. Appropriate Use of Information Technology Resources Policy.

Scope

The guidelines apply to faculty, staff, and students of the Gulf Language School. All email users are responsible for reading, understanding, and complying with these guidelines.

Guidelines

Gulf Language School has established email as one of the means of sending official information to faculty, staff, and students.

Official University email communications are intended to meet the needs of the entire campus community or a large subgroup, and are to be used only for the following purposes:

- To notify employees of official business critical to the operation and function of the institution
- To send important information to students regarding academic and financial issues
- To alert the campus to emergency situations and conditions such as:
    - an imminent campus shutdown due to weather conditions
    - discovery of a situation that could jeopardize health and safety

All official University communications will be sent to this official University email address.

Email Use Expectations

Faculty, staff, and students are expected to check their University email on a frequent and consistent basis to ensure that they are staying current with all official communications, some of which may be time-critical.

All email users are expected to maintain their University email account in working order by appropriately managing their mailbox and staying within their disk space quota.

Email Account Termination

Faculty and Staff:

When a faculty or staff member leaves the University, their email account remains active. Emeriti/Scholars accounts also remain active. Any email account not accessed for 6 months is considered abandoned and is subject to deletion.

Any email account can be terminated immediately by administrative request.

Official Bulk Email Messaging

Bulk email conforming to email communication guidelines can be sent to the entire University community or to large subgroups.

As such, official bulk email should be received and read as any other official document since it may affect day-to-day activities and responsibilities, and, in the case of students, pertain to their academic and financial standing.

Senders of official bulk email can expect the email to be accessed in a timely manner by its intended audience.

Appropriate Bulk Email Usage

Bulk email should be pertinent and of interest to the entire University community or to a large subgroup, timely, important, and affect the campus or large subgroup as a whole.
Messages should be non-commercial in nature, directly related to the mission and business functions of the University, and limited in size; attachments may not be used.

Official bulk email is intended for official University communications only. It is not to be confused with other electronic mailing lists that are available to everyone on campus or any email lists set up by individual offices and departments.

Valid official University communications include but are not limited to:

- Messages from the President's Office, the Provost's Office, and other offices and departments that routinely deal with topics of importance and broad interest to the University community
- Notices to employees on official business critical to the operation and function of the institution
- Important information for students regarding academic and financial issues
- Campus alerts on such emergency situations and conditions as power outages, public health and safety matters, weather-related shutdowns, and serious network security problems
- Announcements that do not meet the requirements of urgency, importance, or relevancy, should be posted to electronic mailing lists or relayed through other methods. Examples of inappropriate communications include:
    - Notices of specific interest such as concerts, theatre performances, conferences, symposia, colloquia, and fraternity and sorority events
    - Advertisements for vendors or services
    - Non-emergency announcements of events for which there has already been, or will be, broad-based paper or voicemail distribution
    - Unverified public service announcements such as computer virus alerts and unsafe products
    - Solicitations – financial or otherwise – in support of causes or events

Bulk Email Submission Procedure

To send bulk email to the University community or to a subset group, contact the
Department of Communications/News Bureau.

It is the right of this department to reject any request to send bulk email if the nature of the message is found to be unsuitable and/or does not meet the requirements of an official University communication as stated above.

When Sending Bulk Email

Keep in mind…

- For security reasons, electronic signatures should not be used when sending official University email.
- The process of sending bulk email generates a percentage of bounce-backs to the sender's email account. These emails can easily be mistaken for "junk" and deleted.
- Bulk email may generate a significant amount of responses; senders should check email frequently after the message is sent.
- Bulk emails must be kept short; readers should be directed to a Website or other source for additional information.

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IENG Instructor

III. Placement

Admission Requirements

The Gulf Language School strives to imbue an appreciation of learning for its own sake, to encourage students to become life-long learners, and to adapt readily to the constantly changing environment of the 21st century.

1. To enrich the cultural, intellectual, academic and technological movement in a global society.
2. To meet the needs of the labor market for professionals and technicians by providing manpower whose qualifications are consistent with its expectations.
3. To participate in the continuous development of the community undertaking academic research and field studies.
4. To provide advice and experience to private and government bodies through participation in setting up technology parks.
5. To contribute to the development of manpower capabilities through continuous education programs and rehabilitation.
6. To cooperate with similar institutions at national, regional, and international levels.

NAU accepts applications from individuals who have completed – or are about to complete – their secondary education and who have demonstrated academic achievement and seriousness of purpose. Admission to the North American University is based on evidence of potential for successful study and on available space in the entering admissions class.

Evidence of English competency is required of all undergraduate applicants. This proficiency is demonstrated by one of the following:

- TOEFL (500 PBT, 173 CBT, 61 IBT).
- IELTS (overall band score of 5.0).
- Students who have completed a degree or high school diploma in an English-speaking country
  Anguilla, Antarctica, Antigua and Barbuda, Australia, Bahamas, Barbados, Belize, Bermuda, Botswana, British Indian Ocean Territory, British Virgin Islands, Brunei, Canada, Cayman Islands, Cyprus, Dominica, Falkland Islands, Fiji, Gambia, Ghana, Gibraltar, Grenada, Guyana, India, Ireland, Islas Malvinas, Jamaica, Kenya, Kiribati, Lesotho, Liberia, Malawi, Malta, Marshall Islands, Mauritius, Micronesia, Montserrat, Namibia, Nauru, New Zealand, Nigeria, Pakistan, Palau, Papua New Guinea, Philippines, Seychelles, Sierra Leone, Singapore, Solomon Islands, South Africa, Sri Lanka, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Turks and Caicos Islands, Tuvalu, Uganda, United Kingdom, Vanuatu, Vatican City, Virgin Islands, Western Samoa and Zimbabwe.
- Students with scores in the following tests: SAT Critical Reading (450); ACT English (17); GCE, GCSE, IGCSE (C in English Language); WASC, KCSE, SSCE (C in English language).
- Students who have successfully completed or tested out from the advanced level in the Gulf Language School Intensive English Program. (http://www.gls.edu)
- Two-month remedial course for GLS graduates (http://www.gls.edu)
- International students graduated from Gulf Language School (GLS) in the middle of the semester (Fall or Spring) have an opportunity to start undergraduate program at North American University (NAU). These students must take necessary course work to preserve their full-time student status.

Language Placement Test

Contents of the English Language Placement Test (LPT)

GLS's online English Language Placement Test (LPT) by ACCUPLACER consists of five subtests. These subtests are Language Usage, Listening Comprehension, Reading Comprehension, Sentence Meaning and Essay Writing. The entire English Language Placement Test is designed to be completed within 3 hours. This is sufficient time for most students to complete the test. The LPT is administered to all students who scored below the TOEFL or IELTS benchmarks for admissions.

The test period is scheduled in the following:

Language Usage Test	30 minutes approx.	20 multiple choice questions: measures a student's proficiency in using correct grammar in English sentences. There are five content areas measured on this test: (1 Nouns, Pronouns, Pronoun Case Structure, (2 Sentence Structure, (3 Subject-Verb Agreement, (4 Adverbs, Adjectives, Verbs, and (5 Subordination/Coordination.
Listening Comprehension	30 minutes approx.	20 multiple choice questions: The test measures the ability to listen to and understand one or more people speaking in English. The conversations take place in academic environments such as lecture halls, study sessions, a computer lab, the library, and the gymnasium; and in everyday environments such as at home, shopping, at a restaurant, at a dentist's office, listening to the radio, reading the newspaper, and performing tasks at work.
Reading Comprehension	30 minutes approx.	20 multiple choice questions: The Reading Skills part of ESL tests the student's comprehension of short passages. The sub-test contains brief passages of 50 words or less and moderate length passages of 50 to 90 words. There is a variety of passage content such as the arts, human relationships, physical science, history/social sciences and practical situations. Half of the Reading Skills sub-test contains straightforward comprehension items (paraphrase, locating information, vocabulary on a phrase level, and pronoun reference). The other half assesses inference skills (main idea, fact vs. opinion, cause/effect logic, identifying irrelevant information, author's point of view, and applying the author's logic to another situation).
Sentence Meaning	30 minutes approx.	20 multiple choice questions: The test measures how well students understand the meaning of sentences in English. It assesses the understanding of word meanings in one- or two-sentence contexts. The sentences are drawn from the content areas of natural science, history/social studies, arts/humanities, psychology/ human relations, and practical situations. There are four content areas measured: (1 Particles, Phrasal Verbs, and Prepositions; (2 Adverbs, Adjectives, Connectives Sequence, (3 Basic Nouns and Verbs, and (4 Basic and Important Idioms.
Essay Writing	Maximum 1 hour	A single writing prompt: ESL WritePlacer (English as a Second Language) is offered with the Level of English Proficiency (ESL) tests. It provides a direct measure of the writing skills of students who are not native speakers of English. Because Vocabulary and Sentence Structure are skill areas that non-native speakers need to develop, those dimensions of writing are included in addition to three rhetorical dimensions of writing that apply to both native and non-native writers.

Retesting (LPT)

Retesting is appropriate when there is reason to believe that a score obtained from previous testing does not accurately reflect the examinee's true level of knowledge or skill. Typically, retesting is appropriate in two situations: (1) when factors other than the examinee's ability is believed to have influenced the previous testing and (2) when the scores obtained from earlier testing are no longer believed to reflect the student's current ability.

The Placement Process

Placement Testing

GLS wants all students to be successful in accomplishing their educational goals. Therefore, it is important evaluate your level of preparation in English as part of the registration process. All new international students to GLS and resident students to NAU are required to take the ACCUPLACER exam for English as part of the registration process. Students whose placement scores do not meet the required college level scores for registration in college level English must improve their skills. Skills improvement courses also known as pre-university or college preparatory courses are designed to provide students with the skills to enhance their chances of success in collegiate level courses. Pre-university or college preparatory courses are required but cannot be used for credit towards completion of the bachelor's degree.

Language Placement Testing for International Students

	Placement Benchmarks				
	Reading Comprehension	Listening Comprehension	Grammar	Sentence Meaning	Essay Writing
IENG 0001	21 ≤ 36	21 ≤ 36	21 ≤ 36	21 ≤ 36	0-1
IENG 0002	37≤ 52	37≤ 52	37≤ 52	37≤ 52	≥2
IENG 0003	53≤ 68	53≤ 68	53≤ 68	53≤ 68	≥3
IENG 0004	69≤ 84	69≤ 84	69≤ 84	69≤ 84	≥4
IENG 0005	85 ≤ 100	85 ≤ 100	85 ≤ 100	85 ≤ 100	≥5
IENG 0006	101 ≤ 120	101 ≤ 120	101 ≤ 120	101 ≤ 120	6

Undergraduate Placement Testing for Matriculated Students

Proficiency Test Score	Course Placement
Total Reading Comprehension Score ≤ 79	ENGL R301 Reading Skills
Total Essay ≤ 5	ENGL R300 Basic Writing
Total Reading Comprehension Score ≥ 80 Total Essay ≥ 6	ENGL 1301 Composition & Rhetoric I
Total Elementary Algebra Score < 80	MATH R300 Mathematics
Total Elementary Algebra Score ≥ 80	MATH 1311 College Algebra
Total College Level Math Score < 100	MATH 1311 College Algebra
Total College Level Math Score ≥ 100	MATH 1313 Pre-calculus

Many factors affect performance on the placement test; therefore, during the first week of class all Instructors perform further diagnostic evaluation and students misplaced are moved to the appropriate level if necessary. *

Note: *Instructors may initiate a level change if a new student exceeds the proficiencies for that level.

ACCUPLACER ESL Tests

Overview of ACCUPLACER

ACCUPLACER is a placement system for students entering college. It determines which courses are appropriate for the new students and whether remedial classes are needed. It can also be used to retest student progress and to determine whether current class assignments are appropriate. ACCUPLACER presents the tests in a computer-adaptive mode, which benefits both students and administrators with quick and accurate testing. ACCUPLACER test scores are available immediately and may be supplied to the student and the academic advisor for timely decision making. ACCUPLACER Online provides state-of-the art student placement. Details on the use of computer adaptive technology in conjunction with the Item Response Theory are available in a separate publication.

The ACCUPLACER ESL Proficiency Tests assess the English skills of students who have learned English as a second language or who are native English speakers with limited proficiency.

ESL Language Use Proficiency Statements

The ACCUPLACER Language Use test contains two types of questions: sentence completions, in which students fill in a blank with a word or phrase from the choices given; and questions for which students select the sentence that best combines two discrete given sentences.

Total Right Score of About 55

Students scoring at this level can choose correct grammatical forms when they are controlled by the basic rules of grammar. For example, in simple sentences, they can recognize basic grammatical structures such as subject–verb agreement, pronoun case and form, noun forms (including recognizing subject, case, and number), and verb forms. They can handle questions involving word order, prepositional phrases, and simple clauses

Total Right Score of About 82

Students scoring at this level can handle a variety of complex structures such as comparatives at the phrase level such as "so tall that," relative clauses, structures at the clause level such as "not only…but also," simple subordination, and function at the whole-sentence level.

Total Right Score of About 100

Students scoring at this level can demonstrate the following additional skills:

- recognize the following: irregular verb forms such as "draw/drawn," unusual idioms such as "couldn't get over it," and indirect object structures such as "gave her one"
- handle questions involving transformations of declarative sentences into questions, the conditional mood, and parallelism
- choose appropriate structures to state complex ideas, often in complex sentences using subordination or coordination

ESL Sentence Meaning Proficiency Statements

The Sentence Meaning test assesses English vocabulary knowledge within the context of sentences drawn from the content areas of natural science, history/social studies, arts/humanities, psychology/human relations, and practical situations. Areas tested include particle verbs, basic and important idioms, adverb/adjective phrases, basic nouns, verbs, adjectives, adverbs of frequency, sequence of adverbs, prepositions of direction and place, comparatives, connectives, and commands.

Total Right Score of About 61

Students at this level can demonstrate the following skills:

- handle sentences with simple structures characterized by everyday subjects and simple vocabulary, including common nouns, adjectives, and verbs
- select the appropriate vocabulary in sentences that provide multiple contextual clues

Total Right Score of About 88

Students at this level can demonstrate the following additional skills:

- handle vocabulary in sentences that have compound or complex structures or that present more complex situations than the sentences at the 20th percentile level
- handle the following kinds of vocabulary:
  - two-word verbs
  - adverbs of comparison
  - more extended idiomatic expressions
  - longer descriptions
  - select appropriate vocabulary in sentences that provide a single contextual clue

Total Right Score of About 106

Students at this level can demonstrate the following additional skills:

- handle vocabulary in sentences with complex structures that are characterized by abstract statements or idiomatic expressions
- demonstrate knowledge of idioms that are two-word verbs or the use of idioms to express the appropriate meaning
- deduce the appropriate vocabulary from an entire sentence rather than from specific contextual clues, often in situations where grammar and vocabulary intersect

ESL Reading Skills Proficiency Statements

The Reading Skills test measures comprehension of short passages. The subtest contains brief passages of 50 words or less and moderate length passages of 50 to 90 words.

Total Right Score of About 57

Students at this level can demonstrate the following skills:

- locate information in a passage by answering literal comprehension questions on even the longest passages, if the question posed and the answer to that question are in the same sentence or near each other
- answer questions in which the wording in the answer is like the wording in the passage or uses minimal paraphrasing
- answer some questions requiring small inferences (including questions asking for the main idea of the passage) if the options do not require fine distinctions
- answer questions based on maps and charts

Total Right Score of About 82
Students at this level can demonstrate the following additional skills:
answer questions that require:

- drawing conclusions based on the information presented in the passage
- making inferences from the information presented
- recognize the main idea of a passage even when presented with wrong answer choices mentioned in the passage as supporting information

Total Right Score of About 102
Students at this level can demonstrate the following additional skills:
answer questions that require dealing with a passage or manipulating the information presented in the passage
generalize based on the information in the passage, recognize what was implied, and answer questions about the author's tone and purpose

ESL Listening Proficiency Statements

ESL Listening is a direct measure of the listening skills of nonnative English speaking students. The test measures the ability to listen to and understand one or more people speaking in English. The conversations take place in academic environments such as lecture halls, study sessions, a computer lab, the library, the gymnasium, and the like; and in everyday environments such as at home, at a store, at a restaurant, at a dentist's office, listening to the radio, reading the newspaper, and performing tasks at work.

Total Right Score of About 50–69
Students at this level may show reasonable proficiency in literal comprehension but are likely to encounter difficulty following instructions and may find it difficult to draw inferences. While they may show proficiency in understanding common everyday situations and simple academic situations, they are likely to have difficulty comprehending more complex life situations and many academic situations. Students at this level have a relatively small vocabulary of basic words but may have difficulty beyond that level.

Total Right Score of About 70–89
Students at this level typically are skilled in literal comprehension and can make the more direct inferences but may lack the ability to make more complex inferences and to follow instructions. While they may show proficiency in understanding most everyday situations and common academic situations, they may have difficulty comprehending more complex academic situations, including lectures. Students at this level have a working vocabulary to handle many everyday situations but will have difficulty with more complex or infrequently used words.

Total Right Score of About 90 or Higher
Students at this level can comprehend both literal and inferential meaning of spoken material. They typically show proficiency in understanding everyday situations and all types of academic situations. Students at this level can understand many words and can handle more complex vocabulary.

WritePlacer ESL

WritePlacer ESL is offered with the ESL tests. Using a 6-point scale, it provides a direct measure of the writing skills of students who are not native speakers of English. Because Vocabulary and Sentence Structure are skill areas that nonnative speakers need to develop, those dimensions of writing are included in addition to three rhetorical dimensions of writing that apply to both native and nonnative writers.

In this test, a specific prompt is provided, and examinees are asked to provide a writing sample that responds to the prompt. The test measures whether students need to be placed in an ESL class before beginning regular college work and what level of ESL class the student should be placed in.

WritePlacer ESL Score Descriptions

Score	Description
0	No holistic score—This essay has not been given a holistic score or the five dimensional scores because it is either a blank page, incoherent, insufficient (too short to assess), in a foreign language, or off topic.
1	This writing sample attempts to address the topic but is not effective. There appears to be no pattern of organization of the essay. There is little or no evidence of a main idea, and therefore not enough development and support. While the essay may contain familiar words written correctly, it contains a limited vocabulary with many errors in usage. The writing sample may be confusing due to errors in sentence structure, word usage, grammar, and mechanics.
2	Although this writing sample responds to the topic, the main idea is incomplete or hard to understand. The organization contains errors in logic and may not present an effective sequence of ideas. There are few or no details provided to support or develop the topic. The vocabulary used in the essay is simple, familiar, and may be inappropriate. The writing sample typically contains simple sentences, possibly with short, familiar phrases. The sentences contain frequent errors in structure, word forms, and syntax. There are generally frequent errors in mechanics.
3	This writing sample may respond to the topic by stating the main idea, and the main idea may be partially developed using lists and generalizations. Some organization is present, although there are occasional errors in logic and little relationship within and between paragraphs. The vocabulary used in the essay is simple and familiar but may be inappropriate. Typically, the writing sample will contain some original simple sentences; however, there are significant errors in sentence structure, word usage, syntax, and mechanics.
4	This writing sample is adequate. A main idea is evident, and there is some evidence of development of this idea. The organization of ideas is adequate. The writer's vocabulary is adequate, even though the vocabulary used may be simple and sometimes inappropriate. There is evidence of some control of word usage and grammar as well as sentence structure. The writing sample typically shows reasonably accurate spelling, punctuation, and capitalization, although there may be some errors in mechanics.
5	This is a strong writing sample. The writing sample states a main idea and provides some specific details and examples to support the main idea. Typically, the organization is clear and logical and contains relationships within and between paragraphs that are usually clearly signaled. The choice of vocabulary is sometimes inappropriate. The essay generally shows clarity of expression and provides evidence that the writer can write original sentences and can control most kinds of sentence structures and word forms. Spelling and punctuation are usually correct, although there are occasional errors in mechanics.
6	This is a very strong writing sample. The topic is effectively addressed, and the main idea is apparent. The writing sample maintains a central focus. The essay is effectively organized with a logical sequence of ideas that is typically sustained within and across paragraphs. The writing sample provides specific details and examples to develop the main idea. The vocabulary used is generally well suited to what is expressed, and any errors in choice of words do not confuse the reader. The essay typically contains a variety of sentence structures, correct word usage, and correct grammatical forms. The writing sample is generally free of mechanical errors.

New Student Orientation

The Gulf Language School coordinates the New Student Orientation program for new Intensive English Program. The orientation introduces new students to university programs and services, and provides an opportunity for new students to interact with staff, faculty, and administrators. During orientation, new students also receive academic advisement and register for classes. All new students are required to attend an orientation program prior to enrolling in the Fall or Spring session. Orientation is offered during the months of September, October, January, March, May, and July.

New Student Orientation: Goals and Outcomes

New Student Orientation provides students with information they need before the first week of classes, provides students with information that they will need during the first year of their students' matriculation, and begins the process of relationship building. Outcomes and assessments associated with the goals of the Intensive English Program are outlined below.

Intensive English Program students' commitment to Gulf Language School.

Outcomes

Students will activate and use their e-mail account during New Student Orientation.
Students will leave new student orientation with their NAU ID card.
Students will leave new student orientation with a schedule of classes.
Students will leave new student orientation with the instructions on how to access their MyNAU account.
Students will become familiar with the mission and core values of the North American University and how the Gulf Language School's unique characteristics benefit them.

Assessment

Students will complete surveys that assess satisfaction and learning outcomes. For example, surveys will ask students if they have acquired critical items (e.g., do students have their id card, their schedules, contact information for administration). Surveys will also ascertain if students learned critical information (e.g., where to go for help with writing, where to go for tutoring). Responses will show an acceptable level of satisfaction and learning defined by the New Student Orientation Committee. Future orientation programs will be made based on the results of New Student Orientation survey data.

Forge positive and active relationships among students, *and* among students, faculty and staff.

Outcomes

Students will participate in social activities designed to acquaint students with their peers.
Students will be able to name the director and one staff member that they met during orientation.
Every student will leave New Student Orientation with the link to Student Handbook and Academic Catalog, in which the location and phone number of their director's office is listed.

Assessment

Student surveys will ask questions specific to the outcomes. For example: "The name of my director is _____ *(please fill in the name of your director)*. Responses will show an acceptable level of satisfaction and learning defined by the New Student Orientation Committee. Future orientation programs will be made based on the results of New Student Orientation survey data.

Ensure that students are informed self-advocates who accept personal responsibility for their education.

Outcomes

Students will recognize where to go for critical university services that will help them to stay in the university.
Students will differentiate their responsibilities while in university from their family's most appropriate role in helping them to meet these responsibilities.
Students will leave orientation with *Bulletin* with critical offices and services at the University.
Students will leave campus with a link to the *Student Handbook* that provides critical information about Student Affairs opportunities and services.
Students will leave campus with a link to the *Catalog* listing majors and minors offered at North American University.

Assessment

Student surveys will ask questions specific to the outcomes. For example, "Where would you go to get help writing a paper?" or "If I need tutoring I should visit _____ *(fill in the correct response)*. Responses will show an acceptable level of satisfaction and learning defined by the New Student Orientation Committee. Future orientation programs will be made based on the results of New Student Orientation survey data.

Engage students in productive co-curricular and extra-curricular activities.

Outcomes

Students will leave orientation with a list of clubs and co-curricular activities in which the students might become involved.
Students will leave orientation with a schedule for the *Student Success* programs.

Assessment

Student surveys will ask students if they have lists of activities and schedules of workshops and/or seminars.

Health Insurance

International students must obtain the United Health Insurance Plan for NAC during their studies in GLS. The costs will be billed to the student's tuition account. Exceptions may be made only if the student meets all the student health insurance waiver criteria.

GLS current health insurance is through 7 Corners. 7 Corners uses the Multiplan PPO network. Multiplan has been around for more than 30 years and they have almost 900,000 healthcare providers under contract and an estimated 68 million consumers so you should not have any trouble finding a good doctor, clinic or hospital when necessary.

Students with health insurance can see a doctor in the building. Students can make an appointment ahead of time and can visit a doctor on the second floor between 10am and 3pm from Monday through Friday.

Waiver Criteria

The health insurance premium will be waived for students who provide documented evidence of health insurance coverage (compatible with NAU student health insurance), including evacuation and repatriation, by a United States employer, and for nonimmigrant students sponsored by the United States Government, a foreign government recognized by the United States, or certain international, government sponsored or non-governmental organizations and Fulbright Scholars. Students may submit waiver requests and appropriate documentation to North American College Student Services by the waiver deadline.

Insurance Plan Details

Benefit	**Preferred Provider**	**Out of Network**
Maximum benefit	$500,000 per person, per policy year	
Deductible	$1,000 per policy year	$2,000 per policy year
Coinsurance	80%	60%
Out of Pocket	$10,000	$15,000
Inpatient	80%	60%
Outpatient	80%	60%
Medical emergency	80%	60%
X-ray/ labs/ tests/ procedures	80%	60%
Doctor visits	80%	60%
Prescription drugs	$15/ $35/ $70 co-pays	No benefits
Preventative care	100%	No benefits

	Annual	**Fall 1**	**Fall 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Student	$ 1,500.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00	$ 250.00

Registration

Level Progression

Program level assessment is carried out primarily by Gulf Language School administration. Advancement is determined by the following criteria:

Intensive English Program

Progression from one level to the next level of study is determined at the end of each term. Students are assessed throughout the term, and promotion is confirmed using the following criteria:

First, student must have a minimum grade of 70% in:

1. Graded coursework, i.e. homework, quizzes, class-work, progress tests, etc.
2. Writing Portfolio
3. Extemporaneous Presentation
4. On demand writing sample based on another assigned topic.

Second, students with 70% or better on the last day of class must meet the minimum requirement for the next level (For example, IENG 0004 students need to score ESL Skills test >85 and ESL Essay ≥4 on the Exit Exam), ACCUPLACER ESL Placement Test, an objective, multiple-choice examination that tests grammar, reading and listening comprehension, and a writing sample.

Continuing students are placed by their completion of and proficiencies assigned in the previous level, and in general do not skip levels.

Satisfactory Completion of the Intensive English Program

Satisfactory completion of the IEP course is determined by the following criteria:

1. Student course grade in IENG 0006 results of 'C' or better; and
2. Score In ACCUPLACER ESL ≥80 and Essay ≥6; or
3. Student achievement in the iBT TOEFL of 79.

English Language Proficiency Chart

Gulf Language School—Intensive English Program

Proficiency Test Score	Course Placement
Total Combined Average ESL Score 0 ≤ 20 Total Essay Score < 1	Not Eligible for Admissions
Total Combined Average ESL Score 21 ≤ 36 Total Essay ≤ 1	IENG 0001
Total Combined Average ESL Score 37≤ 52 Total Essay ≤ 2	IENG 0002
Total Combined Average ESL Score 53≤ 68 Total Essay ≥ 3	IENG 0003
Total Combined Average ESL Score 69≤ 84 Total Essay ≥ 4	IENG 0004
Total Combined Average ESL Score 85 ≤ 100 Total Essay ≥ 5	IENG 0005
Total Combined Average ESL Score 101 ≤ 120 Total Essay ≥ 6	IENG 0006

Scoring

Each ESL skills test is scored 0 to 120

Maximum Proficiency Test point is the average of ESL skills scores/Essay total: 120 points /6 points respectively

Proficiency Descriptor Scale for Level Placement: Accuplacer

Written Interpretation of Proficiency Scale

Students take the following online tests:

ESL Language Usage	20 multiple choice measures two types of questions: sentence completions and select the sentence that best combines two discrete given sentences
ESL Reading Comprehension	20 multiple choice: measures comprehension of short passages
ESL Sentence Building	20 multiple choice: assesses English vocabulary knowledge within the context of sentences
ESL Listening Comprehension	20 multiple choice: measures the ability to listen to and understand one or more people speaking in English
WritePlacer Essay	measures writing skills of students who are not native speakers of English

Scoring

Each ESL test is scored 0 to 120

Maximum Proficiency Test point is the average of ESL scores/Essay total: 120 points /6 points respectively

Course Placement Decisions

The Course Placement is determined by the average ESL scores with a minimum Essay score

IENG 0001 Lower Beginning	**IENG 0002** Upper Beginning	**IENG 0003** Lower Intermediate	**INEG 0004** Upper Intermediate	**IENG 0005** Lower Advanced	**IENG 0006** Upper Advanced
Upon completion of IENG 0001, a successful student will be able to read and understand the main ideas and supporting details of short simple readings of approximately 200-300 words; write, edit, and revise 8-10 simple sentences on a topic; listen to and understand simple, slow speech about personal information, basic everyday topics, and things in the immediate context when it contains familiar vocabulary and is frequently repeated; and speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.	**Upon completion of IENG 0002,** a successful student will be able to read and understand the main ideas and supporting details of straightforward texts of multiple paragraphs (300-400 words); write, edit, and revise a unified paragraph of 12-14 sentences on a single topic; listen to and understand simple conversations in routine social situations and known contexts when they contain both familiar and unfamiliar vocabulary and are spoken slowly with repetition; and speak in simple conversations in routine social situations and talk about things not in the immediate context.	**Upon completion of IENG 0003,** a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/ spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (2 paragraphs) and/or deliver formal presentations (2-5 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.	**Upon completion of IENG 0004,** a successful student will be able to summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies (mapping) to identify the author's / speaker's main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/ spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (3 paragraphs) and/or deliver formal presentations (3-6 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.	**Upon completion of IENG 0005,** a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's/speaker's primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text; cite and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays (4 paragraphs) and/or deliver formal presentations (4-6 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar.	**Upon completion of IENG 0006,** a successful student will be able to summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and primary supporting points; add evidence from personal experience and/or observation to support and/or challenge an idea contained within written and/or spoken multi-paragraph texts; synthesize both orally and in writing information obtained from written/spoken texts, interviews, and/or other media; recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts; quote, cite, and document information and sources according to APA and/or accepted oral academic conventions; and produce academic essays of 4 paragraphs) and/or deliver formal presentations (4-7 minutes) using standard American English in which he/she focuses on accuracy in specified target areas of grammar..
Readiness for Academic Study Students entering IENG 0001 typically need **six sessions** of English study before they are ready for undergraduate study.	**Readiness for Academic Study** Students entering IENG 0002 typically need **five sessions** of English study before they are ready for undergraduate study.	**Readiness for Academic Study** Students entering IENG 0003 typically need **four sessions** of English study before they are ready for undergraduate study.	**Readiness for Academic Study** Students entering IENG 0004 typically need **three sessions** of English study before they are ready for undergraduate study.	**Readiness for Academic Study** Students entering IENG 0005 typically need **two sessions** of English study before they are ready for undergraduate study.	**Readiness for Academic Study** Students entering IENG 0006 typically need one session of English before they are ready for undergraduate study.

ESL Language Use Proficiency Statements	**ESL Reading Skills Proficiency Statements**	**ESL Sentence Meaning Proficiency Statements**	**ESL Listening Proficiency Statements**	**WritePlacer ESL Score Descriptions**

The Language Use test contains two types of questions: sentence completions, in which students fill in a blank with a word or phrase from the choices given; and questions for which students select the sentence that best combines two discrete given sentences.

Total Right Score of About 55

Students scoring at this level can choose correct grammatical forms when they are controlled by the basic rules of grammar. For example, in simple sentences, they can recognize basic grammatical structures such as subject–verb agreement, pronoun case and form, noun forms (including recognizing subject, case, and number), and verb forms. They can handle questions involving word order, prepositional phrases, and simple clauses

Total Right Score of About 82

Students scoring at this level can handle a variety of complex structures such as comparatives at the phrase level such as "so tall that," relative clauses, structures at the clause level such as "not only…but also," simple subordination, and function at the whole-sentence level.

Total Right Score of About 100

Students scoring at this level can demonstrate the following additional skills:

- recognize the following: irregular verb forms such as "draw/drawn," unusual idioms such as "couldn't get over it," and indirect object structures such as "gave her one"
- handle questions involving transformations of declarative sentences into questions, the conditional mood, and parallelism
- choose appropriate structures to state complex ideas, often in complex sentences using subordination or coordination.

The Reading Skills test measures comprehension of short passages. The subtest contains brief passages of 50 words or less and moderate length passages of 50 to 90 words.

Total Right Score of About 57

Students at this level can demonstrate the following skills:

- locate information in a passage by answering literal comprehension questions on even the longest passages, if the question posed and the answer to that question are in the same sentence or near each other
- answer questions in which the wording in the answer is like the wording in the passage or uses minimal paraphrasing
- answer some questions requiring small inferences (including questions asking for the main idea of the passage) if the options do not require fine distinctions
- answer questions based on maps and charts

Total Right Score of About 82

Students at this level can demonstrate the following additional skills:

- answer questions that require:
  - drawing conclusions based on the information presented in the passage
  - making inferences from the information presented
- recognize the main idea of a passage even when presented with wrong answer choices mentioned in the passage as supporting information

Total Right Score of About 102

Students at this level can demonstrate the following additional skills:

- answer questions that require dealing with a passage or manipulating the information presented in the passage
- generalize based on the information in the passage, recognize what was implied, and answer questions about the author's tone and purpose.

The Sentence Meaning test assesses English vocabulary knowledge within the context of sentences drawn from the content areas of natural science, history/social studies, arts/ humanities, psychology/ human relation, and practical situations. Areas tested include particle verbs, basic and important idioms, adverb/adjective phrases, basic nouns, verbs, adjectives, adverbs of frequency, sequence of adverbs, prepositions of direction and place, comparatives, connectives, and commands.

Total Right Score of About 61

Students at this level can demonstrate the following skills:

- handle sentences with simple structures characterized by everyday subjects and simple vocabulary, including common nouns, adjectives, and verbs
- select the appropriate vocabulary in sentences that provide multiple contextual clues

Total Right Score of About 88

Students at this level can demonstrate the following additional skills:

- handle vocabulary in sentences that have compound or complex structures or that present more complex situations than the sentences at the 20th percentile level
- handle the following kinds of vocabulary:
  - two-word verbs
  - adverbs of comparison
  - more extended idiomatic expressions
  - longer descriptions
  - select appropriate vocabulary in sentences that provide a single contextual clue

Total Right Score of About 106

Students at this level can demonstrate the following additional skills:

- handle vocabulary in sentences with complex structures that are characterized by abstract statements or idiomatic expressions
- demonstrate knowledge of idioms that are two-word verbs or the use of idioms to express the appropriate meaning
- deduce the appropriate vocabulary from an entire sentence rather than from specific contextual clues, often in situations where grammar and vocabulary intersect.

ESL Listening is a direct measure of the listening skills of nonnative English speaking students. The test measures the ability to listen to and understand one or more people speaking in English. The conversations take place in academic environments such as lecture halls, study sessions, a computer lab, the library, the gymnasium, and the like; and in everyday environments such as at home, at a store, at a restaurant, at a dentist's office, listening to the radio, reading the newspaper, and performing tasks at work.

Total Right Score of About 50–69

Students at this level may show reasonable proficiency in literal comprehension but are likely to encounter difficulty following instructions and may find it difficult to draw inferences. While they may show proficiency in understanding common everyday situations and simple academic situations, they are likely to have difficulty comprehending more complex life situations and many academic situations. Students at this level have a relatively small vocabulary of basic words but may have difficulty beyond that level.

Total Right Score of About 70–89

Students at this level typically are skilled in literal comprehension and can make the more direct inferences but may lack the ability to make more complex inferences and to follow instructions. While they may show proficiency in understanding most everyday situations and common academic situations, they may have difficulty comprehending more complex academic situations, including lectures. Students at this level have a working vocabulary to handle many everyday situations but will have difficulty with more complex or infrequently used words.

Total Right Score of About 90 or Higher

Students at this level can comprehend both literal and inferential meaning of spoken material. They typically show proficiency in understanding everyday situations and all types of academic situations. Students at this level can understand many words and can handle more complex vocabulary.

0 - No holistic score—This essay has not been given a holistic score or the five dimensional scores because it is either a blank page, incoherent, insufficient (too short to assess), in a foreign language, or off topic.

1 - This writing sample attempts to address the topic but is not effective. There appears to be no pattern of organization of the essay; little or no evidence of a main idea, and therefore not enough development and support; the essay may contain familiar words written correctly, it contains a limited vocabulary with many errors in usage; may be confusing due to errors in sentence structure, word usage, grammar, and mechanics.

2 - Although this writing sample responds to the topic, the main idea is incomplete or hard to understand; organization contains errors in logic and may not present an effective sequence of ideas; few or no details provided to support or develop the topic; vocabulary used in the essay is simple, familiar, and may be inappropriate; simple sentences, possibly with short, familiar phrases; sentences contain frequent errors in structure, word forms, and syntax; frequent errors in mechanics.

3 - This writing sample may respond to the topic by stating the main idea, and the main idea may be partially developed using lists and generalizations; some organization is present, although there are occasional errors in logic and little relationship within and between paragraphs; vocabulary used in the essay is simple and familiar but may be inappropriate; contain some original simple sentences; however, there are significant errors in sentence structure, word usage, syntax, and mechanics.

4 - This writing sample is adequate; main idea is evident, and there is some evidence of development of this idea; organization of ideas is adequate; vocabulary is adequate, even though the vocabulary used may be simple and sometimes inappropriate; evidence of some control of word usage and grammar as well as sentence structure; shows reasonably accurate spelling, punctuation, and capitalization, there may be some errors in mechanics.

5 - This is a strong writing sample; states a main idea and provides some specific details and examples to support the main idea; organization is clear and logical and contains relationships within and between paragraphs that are usually clearly signaled; vocabulary is sometimes inappropriate; generally shows clarity of expression and provides evidence that the writer can write original sentences and can control most kinds of sentence structures and word forms; spelling and punctuation are usually correct, although there are occasional errors in mechanics.

6 - This is a very strong writing sample; topic is effectively addressed, and the main idea is apparent; maintains a central focus; effectively organized with a logical sequence of ideas that is typically sustained within and across paragraphs; provides specific details and examples to develop the main idea; vocabulary used is generally well suited to what is expressed; contains a variety of sentence structures, correct word usage, and correct grammatical forms; generally free of mechanical errors.

Diagnostic In-Class Testing

Faculty administer a diagnostic test the first week of class each session to determine both their students' strengths and weaknesses early in the course and the students' appropriateness within the level. The early testing greatly facilitates the instructor's efforts to tailor instruction to the needs of students, or at least help them plan class activities appropriate for the general skill levels of the class. The diagnostic test is used to:

- identify strengths and weaknesses in a learner's knowledge or use of language;
- identify learners inappropriately placed within a level of instruction;
- provide a focus on weaknesses that leads to remediation in further instruction;
- enable detailed analysis and a report of responses to items or tasks; and
- provide feedback that can be acted upon;

The diagnostic tests are:

- based on content covered in instruction—or content soon-to-be covered; and
- less likely to be "authentic" then are proficiency tests; more likely to be discrete-point, focused on specific elements.

Early Warning

Faculty send an Early Warning Form to the Administrative Assistant at least two weeks prior to the Mid-term on students at risk. When a student receives an Early Warning letter from the Administrative Assistant, it means that his/her instructor is sufficiently concerned about the student's progress that the instructor wants to make sure the student is aware of the help and support that is available to him/her to do well, and that the student knows the consequences of continued poor performance. When a student receives an Early Warning letter he/she still has time to make a difference in his/her grades. The Early Warning letter is a student's chance to reassess his/her situation and figure out what he/she needs to do to pass the course. The IEP wants to help the student to pass the course, which is why the Gulf Language Schools attach a list of people and services that can help a student do his/her best. The Administrative Assistant notifies the students in writing and counsels the student on the appropriate steps needed to improve performance. Some common problems include:

1. Not enough time spent studying
   - Students need to spend 2 hours studying? That's 60 hours a week (including class time) for a full-time study load!
2. Too much time in paid employment
   - The Gulf Language School recommends a maximum of 20 hours per week paid work if a student is studying full time.
3. Ineffective study techniques
   - The University runs study-skill seminars at the beginning of each session and can give one-on-one assistance?
4. Not applying for special consideration if sick or otherwise affected
   - There is a way of applying for extensions and deferred exams.
5. Personal and Emotional problems
   - The university has a referral service that's free for students.

Lack of Progress Report

Assessments are provided both during and at the end of a session. Each instructor maintains a process whereby feedback on each assignment, performance, attendance or other form of assessment is provided in a timely manner to the student. Where any form of assessment does not meet at least a satisfactory standard, this shall be discussed between the instructor and the student to determine whether:

- additional learning assistance is required and how this might be provided;
- resubmission or second performance (i.e. fail with right to resubmit) is required and in what timeframe; resubmission/second performance is not to be regarded as an automatic right; the instructor will consider whether there is sufficient justification for allowing the student to resubmit/undertake a second performance and whether this is practicable; where there is any uncertainty, the instructor will consult with the coordinator or director before making a decision; where a student is granted this opportunity, in normal circumstances they can receive only a pass (i.e. 70%);
- additional class work or other work, where practicable, is required to achieve the attendance requirements;
- other appropriate measures to assist the student; or
- the assessment is failed, without the right to resubmit or redo; in these cases, the assignment/performance for a resubmission of work does not apply, however, where the attendance requirement for the subject has not first been achieved.

In assessing any of these options, the instructor and student must consider the structure and nature of the course and the practicalities and limitations of offering the opportunity to resubmit or redo an assessment or undertake additional class work.

The student shall also be advised of the various academic support services available within the university to assist him/her with his/her studies.

At the end of each session, faculty will complete lack of progress report after finals grades are submitted of each student who has failed to meet minimum academic standards and progress requirements for the course.

Academic Dismissal

Applied at the end of the third consecutive session with a grade below 70. Academically dismissed students should remain dismissed for a period of one session and may again seek readmission to Gulf Language School after this period of dismissal.

Appeal Process and Reinstatement

If a student chooses to appeal an academic dismissal, the appeal will be reviewed by the Academic Standards Committee. The Academic Standards Committee may elect to allow the dismissed student to return to GLS as a reinstated student for a period of up to one year (two consecutive regular sessions and the summer). Reinstated dismissed students are only allowed to repeat courses in which grades of NP was earned.

Students are required to participate in the academic support programs as defined by the Administrative Assistant/ Retention Specialist. Failure to comply with the program as defined by the Retention Specialist jeopardizes the student's continued enrollment at Gulf Language School.

If the reinstated student has not increased his/her grade to 70 or above by the end of the reinstatement period, the student will be academically dismissed without appeal.

Continuing Students

Students who have been enrolled at Gulf Language School but whose English placement scores are older than one academic year must re-take the ACCUPLACER Language Placement Text (LPT).

IV. Assessment

Assessment[1]

What exactly is assessment? Assessment is a process of defining a program's mission, developing desired 0utcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements. Assessment is an outstanding tool for faculty and administrators: at its best, it communicates expectations, provides feedback, engages students and staff in achieving desired results, and provides useful information to help improve learning and guide decision making and resource allocation.

Assessment is a teaching and management tool, designed to provide departments and units with quality information on which to improve learning and base organizational decisions. It is a process of defining a program or unit's mission, developing desired outcomes, continuously monitoring progress towards those outcomes, communicating results, and using those results to make improvements.

Assessment is a not a self-study, with a start date and end date; instead, it is a **continuous process of gathering, evaluating, and communicating information and using it to improve learning and institutional effectiveness.** Fig. 1 explains the assessment process in more detail and illustrates its cyclical nature, with the information provided by one assessment cycle used to refine outcomes, assessment tools, learning experiences, and more in the next cycle.

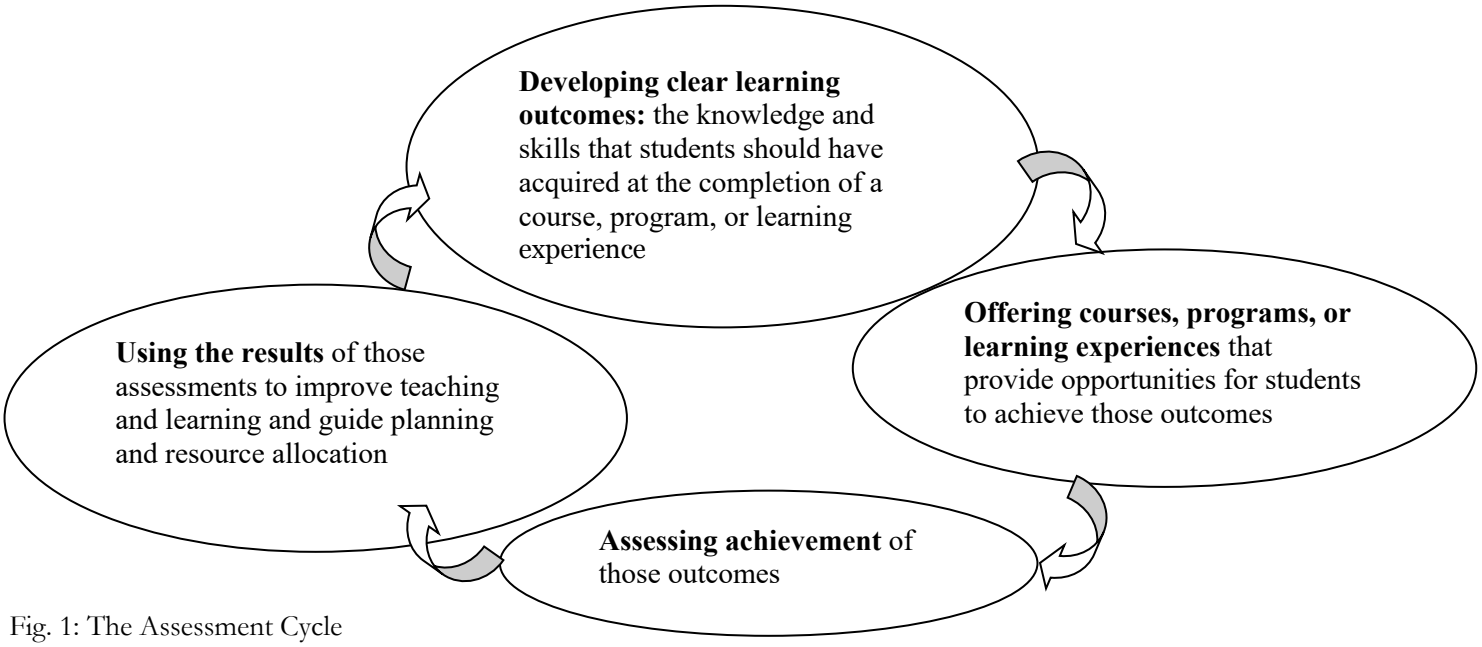

Fig. 1: The Assessment Cycle

The purpose of assessment is to engage the campus community in developing a systematic, ongoing, and transparent process to define goals and measure progress towards those goals, improving student learning and the overall effectiveness of the university. Outcomes assessment can benefit **faculty and students** by:

- Helping clarify the mission of a program and identify the knowledge, skills, values, and perspectives that are critical for students to be taught
- Providing coherence and direction to the program's curriculum
- Ensuring that graduates of the program have acquired all the essential skills and values and have achieved all key outcomes.
- Improving communication, coordination, and cooperation among faculty members in a program or department and across the university
- Providing students with clear expectations that help them understand how faculty will evaluate their work
- Providing students with feedback that helps them understand their strengths and weaknesses and where they need to focus more attention (Suskie 2004)

[1] American University of Cairo. *Assessment:* A Guide to Developing and Implementing Effective Outcomes Assessment. Institutional Planning, Assessment, Research, and Testing (IPART) 2007.

- Providing faculty with better information about what students understand and how they learn so that faculty can adjust their teaching methods, improve their skills as instructors, and build a knowledge base of scholarly research on learning within the discipline.

For **administrators**, assessment results can be used:

- As evidence of quality of teaching for tenure, promotion and salary decisions, grants and other funding, as well as for accreditation from professional associations (Suskie 2004)
- To ensure that general education outcomes are being met and that the University's core values are being integrated into student learning experiences ("Student Learning Assessment" 2003)
- To document the success of a program, department, or institution for employers, donors, government agencies, and accrediting organizations
- To help make informed decisions about budgeting, new programs, personnel decisions, faculty or staff hires, the need to improve or expand services, and more
- To ensure that resources are being allocated in the most effective way possible – where they'll have the greatest impact on helping the university achieve its mission. (Suskie 2004)

Eight Steps to Effective Outcomes Assessment

Step 1: Define the mission of your department or program

Your program's mission serves as the foundation for assessment planning. The mission statement should describe the purpose of the program as well as reflect the mission of the university.

For academic departments, the mission should focus on educational values, areas of knowledge in the curriculum, and careers or future studies for which graduates are prepared. Ideally, it should be stated concisely, in a few sentences.

The following are examples of mission statements:

Example 1: Intensive English Program (University of Mississippi)
The Intensive English Program (IEP) provides English-language instruction to, and promotes global citizenship among, non-native English speakers from The University of Mississippi and surrounding community by offering multi-level, differentiated language instruction, community service initiatives, and cultural activities. Committed to providing innovative and state of the art curricula, classroom materials, and teaching methods to international students, faculty, staff, graduate teaching assistants, and professionals, the IEP supports The University of Mississippi overall mission and its goal of developing a sense of global responsibility.

Example 2: Intensive English Program (University of Central Missouri)

The mission of the Intensive English Program is to provide an intensive program which teaches a broad range of English language and study skills to non-native speakers of English so they can successfully pursue an academic degree program at the undergraduate or graduate level at a U.S. institution of higher education by demonstrating proficiency in reading, writing, grammar, and listening/speaking through a dynamic curriculum and cultural programming which responds to the needs of students.

Example 3: The Writing Center (University of Tennessee)

The mission of the University Writing Center is to assist our students in any stage of the writing process through peer-to-peer consultation and small group instruction

Step 2: Identify the most important outcomes of the department or program

Learning outcomes are the knowledge, skills, values, and attitudes that students gain from a learning experience. They address the following questions:

- What should students know and be able to do when they have finished their program at GLS?
- What knowledge, skills, or attitudes distinguish graduates from your program from other students?
- How do these outcomes tie in with the university's mission and educational goals?

Answering these questions produce statements of learning outcomes or learning goals (the two phrases are used interchangeably). The list does not need to include all learning outcomes, only the most important; more than two and less than eight is ideal.

Learning outcomes need to be specific, clear, and measurable and ideally include knowledge that students acquire, skills that students demonstrate, and attitudes that students develop. Well-defined outcomes are often stated as: "Students will …" or "Upon graduation, students will…"

In addition, when developing outcomes:

• Focus on the ends, not the means -- what students will do after completing the course or program, what the desired "end state" should be.
• Use an "action" verb to describe in an observable way what students should be able to do.
• Try not to be too broad or too specific.

Finally, share outcomes with students and staff. Students learn more effectively when they are given clear goals to help them focus on what's most important, understand how individual assignments or courses fit with the goals of the department, and how this course or program will help prepare them for life or careers after graduation. Program outcomes should be listed on the program's website, and course outcomes should be listed on course syllabi.

Sample Departmental Outcomes

Example 1: Intensive English Program Level 1 St. Michael's College (Student Achievement Assessment Committee (SAAC) 2007)

After successful completion of this course, students will be able to:

1. GRAMMAR – Identify the verb "be" in the simple present tense and recognize articles, adjectives, and nouns surrounding the verb "be" and identify other verbs, negatives, questions, and short answers in the simple present tense as well as some basic imperatives, adverbs and modals at the introductory level.
2. VOCABULARY – Match very simple definitions to basic vocabulary words from familiar themes (i.e. family, places, daily activities, colors, food, clothes, body parts).
3. LISTENING – Recognize main ideas and details from introductory level listening passages.
4. SPEAKING/PRONUNCIATION – Cite basic vocabulary words and sounds with correct intonation, construct basic yes/no questions, and state appropriate oral responses to simple questions. 5. READING/WRITING – Identify grammar and content from introductory level reading passages and construct simple sentences in writing using introductory level grammar and vocabulary

Example 2: Intermediate Academic Writing (Level 2 – IEP 099) Missouri Western State University

After successful completion of this course, students will be able to:

1. Use complex sentence structure and begin using compound-complex sentence structure.
2. Write coherent, well-developed paragraphs of at least 8 to 10 sentences with topic, supporting, and concluding sentences in different rhetorical modes while improving upon previously used modes.
3. Create paragraphs using topic sentences and supporting details to summarize accurately without plagiarizing.
4. Write a 5 to 6-paragraph essay with a coherent thesis statement and paragraph length of 7 to 12 sentences in basic rhetorical modes (e.g., description, comparison/contrast, example, narrative, or process).
5. Produce coherent writing samples under a time constraint, including multiple paragraphs and essays.
6. Self-edit for content, organization, and advanced grammar structures.
7. Use correct word forms, verb tenses, and parts of speech in academic writing.
8. Employ appropriate sentence-level, paragraph-level, and intra-paragraph transitions for academic essays.
9. Select appropriate topics for academic assignments independently.
10. Effectively use the steps of the writing process (e.g., prewriting, outlining, multiple drafts, peer editing, and final products).
11. Develop audience awareness in academic writing.

Example 3: ENGL 0305: Basic ESL Reading Community College of Rhode Island

At the end of the semester, students should be able to:

1. Demonstrate understanding of phonemic awareness, word analysis, and high frequency word recognition.
2. Demonstrate expanded print vocabulary.
3. Demonstrate improved oral fluency.
4. Implement **Before-During-After** reading strategies that build comprehension.
5. Discuss materials and organizational features of various text types.
6. Produce simple sentences and short paragraphs in response to readings.

Step 3: Ensure that students have adequate opportunities to achieve these outcomes

A program's curriculum needs to ensure that all students in the program can achieve these goals before they graduate. Program planners need to ask, "In what courses or experiences do students learn these skills or acquire this knowledge?"

A matrix can be a useful tool to map outcomes with the curriculum and learning experiences to ensure that all students are presented with adequate learning opportunities.

Step 4: Define how you will assess progress towards these outcomes

Assessments don't have to be complicated and, when used well, can be a powerful tool for improvement, providing better information for planning, budgeting, change in curriculum, new programs, staffing, and student support. Student learning assessment data helps us understand what our students are learning, where they might be having difficulty, and how we can change the way we teach and how we can shape our curriculum to help them learn better. Assessment is *not* an evaluation of individual students, faculty or courses.

Start by taking an inventory of the kinds of tools your department or program is already using.

Many departments and programs are already accessing student learning outcomes. These assessments might take the form of capstone courses, theses, papers, individual or group projects, performances, documentaries, presentations, student portfolios, alumni or employer surveys, student opinion surveys, focus groups, standardized tests, entry or exit tests or surveys, reports from internship supervisors, or other measures.

Listed below are direct and indirect measures of student learning. Effective assessment plans must include a mix of direct and indirect methods of assessment.

Direct methods of evaluating student learning provide tangible evidence that a student has acquired a skill, demonstrates a quality, understands a concept, or holds a value tied to a specific outcome. They answer the question, "What did students learn because of this (assignment/project/exam…)?" and "How well did they learn?" Direct methods generally result in student "products" like term papers or performances.

Direct Methods of Assessing Student Learning:

- Places in the curriculum where multiple faculty members examine student work, e.g. progress reading and listening test, presentations, portfolios, multi-draft essay, etc. Scoring guidelines should be used
- Portfolios and e-portfolios, with material showing progression throughout program
- Entry and exit exams
- Homework assignments, examinations and quizzes, essays
- Classroom Assessment Techniques (CATs)
- Standardized tests
- Videotape of oral presentations or performances

Indirect methods provide more intangible evidence, demonstrating characteristics associated with learning but only implying that learning has occurred. When students answer a question correctly, there is direct evidence that he or she has learned. When a student *says* that he or she has an excellent understanding of the topic, there is indirect evidence. While both methods of assessing learning are valuable, indirect evidence is more meaningful when it is tied to direct evidence.

Indirect Methods of Assessing Student Learning:

- Retention and graduation statistics
- Job placement or graduate school acceptance
- Career development over time
- Student perception surveys
- Course evaluations, with questions added regarding learning
- Alumni surveys or focus groups
- Employer surveys or focus groups
- Student activities
- Teaching strategies that promote learning
- Course grades not based on scoring guidelines or not linked to clear learning goals.
- Number of student hours spent on homework
- Number of student hours spent on service learning
- Number of student hours spent on cultural or intellectual activities related to learning outcomes
- Entry and exit student surveys

At the course level, course learning outcomes should be listed on the syllabi, and the course should be structured so that there are multiple opportunities for students to achieve the course outcomes.

Aren't Course Grades Enough? Assessment tries to link student performance to specific learning outcomes. Grades can be an excellent assessment tool, if the performance being graded is linked to a specific outcome. Traditional course grades tend to provide a summary measure of students' performance across many outcomes, which doesn't provide the kind of specific feedback necessary to link student performance to improvement. They can also include factors like attendance, participation, and test-taking skills. Course grades can provide insight, however, into a student's understanding of the course content and can serve as an indirect method of assessment.

What about Course Evaluations? Course evaluations are not a direct measure of student learning because they focus more on student perceptions of the quality of teaching than on learning outcomes.

Some universities have modified their course evaluations to include questions that address student perceptions of learning as well. These kinds of questions would ask students how well they thought they achieved the learning goals of the course. An example of a revised course evaluation that does both is available at http://www.idea.ksu.edu/StudentRatings/ index.html.

Step 5: Develop the assessment plan

Once the mission, learning outcomes and assessment methodologies have been developed, the assessment plan must be completed. See Appendix 6 for a template for an assessment plan at the program level. Program assessment coordinators should use this template to develop their plans and reports or create a text document that provides the same information in a similar format, e.g. assessment measures and benchmarks should be listed for each outcome, along with results and action plans for each outcome.

This template can also be helpful for faculty planning assessment at the course level. Remember, not all outcomes need to be assessed – only those that are the most important. More than two and less than eight is generally a manageable number. In addition, not all outcomes must be assessed each year. Departments and programs can schedule assessment of outcomes over several years, if needed.

Before starting your plan, consider the following:

1. Are your learning outcomes well-stated? Are they measurable? Do they focus on outcomes rather than the process? Are they tied to GLS's institutional learning outcomes?
2. Are all your outcomes being taught? Are they taught in a sensible sequence?
3. Are different sections of the same course sharing the same outcomes? While course content and teaching methods can differ, it often helps to ensure that all sections of the same course share the same learning goals.
4. When and how often will assessment information be collected and shared? With whom will it be shared?
5. How will you use the information? How will it be used to inform the department's decision making? How will it affect course content and sequencing, testing, availability of labs and library resources, faculty-student interaction, course staffing, class size, student advising, and more?

Step 6: Carry out the assessment

Once the plan is developed and submitted, the assessment process needs to be implemented. Remember, for program assessment, the goal is to assess program-level outcomes, not to evaluate individual students or faculty members. The assessment coordinator, or chair of an assessment committee, will manage the program's assessment process and will create a detailed timeline for the assessment cycle. The timeline might include dates for when work will be collected, when results will be tabulated and analyzed across the program, and when faculty will meet to discuss the results of the process and recommend changes.

Items to consider include which courses and learning experiences are better suited for assessment, timelines and schedules, whether all students should be assessed or only a sample, and how to best protect the confidentiality of the students being assessed.

Step 7: Collect, analyze, communicate, and report on your findings

After assessment information is collected, the results need to be analyzed and communicated in useful ways to the faculty, who can consider changes to teaching methods, the curriculum, resource availability and scheduling, course content, and other factors.

At the end of the year, faculty members should complete an assessment report, similar in format to the plan, stating each course's learning outcomes, assessment tools used, results of the assessment, and how the results were used to make changes to help students and improve learning. A template for the report is included in the appendix.

The program's assessment coordinator should collect and tabulate results across the program and/or department and report that information back to the department or program faculty. The program's assessment coordinator should share the

department/program's overall report with the Director and Coordinators, which will provide timely feedback and comments. Departments and programs are encouraged to share their results with all stakeholders.

Assessment results should be used in preparation of departmental budgets and changes to the long-range plans. The results should also be used to review and adjust the department's assessment plans, to improve student learning.

Step 8: Act based on those findings

Assessment results are meant to be used: to improve teaching and inform decision-making and resource allocation. Once assessment results have been collected and analyzed, faculty need to return to the department or program's learning goals – how do the results of the assessment meet those expectations?

Were the standards that were set appropriate? Should performance expectations be changed? What aspects of the assessment process worked well and what changes might make it more effective? What were the most effective assessment tools? Can they be shared and used in other courses or programs?

Examples of some of the changes departments and programs might take include:

- Increasing the credit value of a key course, or divide a course into two courses
- Developing a capstone course
- Requiring students in their last session to complete an independent project
- Developing rubrics with which faculty teams can better review students' projects
- Hiring or re-assigning faculty
- Increasing classroom space
- Adding new courses
- Re-designing the curriculum
- Increasing contacts with alumni
- Improving the website
- Providing training to faculty and staff

Keep track of planned changes to teaching practices, the curriculum, or other aspects of your program based on assessment results, those changes that have already been carried out in response to assessment results, and the impact those changes had on student learning and performance.

Assessment results are important evidence on which to base requests for additional funding, curriculum changes, new faculty lines, and more. Most importantly, the use of assessment results to make these kinds of changes to improve student learning and inform decision-making and planning is the reason why we assess. Even negative assessment results can have powerful, positive impact when they are used to improve the learning process.

Curriculum Matrix

This matrix can be used to assist curriculum planners in developing curricula that provides all students with at least one, and preferably more than one, learning experience to gain the knowledge, skills and values detailed in each outcome.

This matrix can be used to assist in the development of course outcomes and syllabi. Course learning outcomes should be listed at the start of each course syllabus.

Key: "I"=Introduced; "R"=reinforced and opportunity to practice; "M"=mastery at the exit level; "A"= assessment evidence collected

	Learning Outcome #1	Learning Outcome #2	Learning Outcome # 3	Learning Outcome #4	Learning Outcome #5
IENG 0003 & IENG 0004	I	I	I	I	I
IENG 0005	R	R	R	R	R
IENG 0006	M	M	M	M	M

Rubrics/Scoring Guidelines

Rubrics are one of the most powerful tools we have to assess progress toward achievement of specific skills or outcomes.

What is a rubric? A rubric is a criteria-based scoring guideline that can be used to evaluate student performance.

How is it used? It is given to the student at the time the assignment is given, to guide his/her work, and it is used by the person evaluating the assignment as the basis on which to judge the student's work.

Why use scoring guidelines (rubrics)?

1. They help students understand your expectations.
2. They can result in better performance, because they show students what exactly what the faculty member is looking for in an outstanding performance.
3. They make scoring easier and faster, because they give faculty members reminders of what they are looking for and the faculty members don't need to write as many comments.
4. They make scoring more accurate, consistent, and unbiased. Students immediately understand where they did well and where they went wrong, reducing arguments and debates over grades.
5. They give faculty members a better understanding of where students are at in terms of a concept or skill. (Suskie 2004)

When constructing a rubric, it can also be helpful to ask six questions (Huba and Freed 2000):

1. What criteria or essential elements must be present in the student's work to ensure it is high quality? These should distinguish good work from poor work.
2. How many levels of achievement do I wish to have for students, e.g. five levels from outstanding to poor, four levels from exemplary to unacceptable, etc.?
3. For each level, what is a clear description of performance at that level?
4. What are the consequences for performance at each level?
5. What rating scheme will be used? How many points will be assigned to each level and what weight will be given to each of the criteria?
2. What worked well, and how can the rubric be improved for use next time?

Rubrics are especially useful when more than one person will be grading a student's performance, to ensure that all graders are evaluating the performance by the same criteria.

Many faculty members from universities around the world make their rubrics freely available online, to serve as a guide or starting point for other instructors. AUC IPART's Assessment website (http://ipart.aucegypt.edu) has an extensive list of these rubrics by discipline, as well as rubric templates, rubric generators, and guides.

Classroom Assessment Techniques (CATs)

Faculty members can use these to gather feedback about a single lecture or discussion. Results can be shared with students at the next lecture and used to help the faculty member target the gaps in the students' knowledge or understanding of a topic. These can become a regular activity in each class, and some can be adapted to be used online.

The Minute Paper – This is usually administered during the last two or three minutes of class. Instructors ask students to respond to questions like, "What was the most important thing you learned during this class?"

"What important question remains unanswered?" Students write their responses anonymously on a half-sheet of paper or an index card and return them to the instructor. The instructor should provide feedback to the class during the next class period. (See sample below.)

Email Minute – The instructor sends a summary of responses to the minute paper to the class, or distributes the questions in class and asks students to respond through email.

Muddiest Point – This CAT is like the minute paper, except the instructor asks, "What was the muddiest point in ____?" or "What is the one concept covered in today's class that you are still unclear about?" The instructor collects the responses and communicates the results to students during the next class period.

One Sentence Summary – Focusing on a topic, the instructor asks students to summarize the topic in one sentence, answering the questions "who does what to whom, when, where, how and why?" This CAT tests comprehension and encourages students to focus on key questions as they read.

Direct Paraphrasing – The instructor asks students to paraphrase part of a topic. They can also be asked to role-play (e.g. "Assume you are advisor to Harry Truman and have only 5 minutes to press him to consider alternatives to using the bomb on Japan."). Students can be assessed on whether the paraphrasing was accurate, relevant to the intended audience, and effective.

Application Cards – The instructor hands out index cards and asks students to write down at least one real world application for what they have just learned. This generally takes no more than three to five minutes.

Post-Instruction Inventory – Once a new concept has been introduced, students describe how their perceptions or practices have changed.

One of the best sources for assessment tools is Angelo and Cross' book *Classroom Assessment Techniques: A Handbook for College Teachers*.

Sample Minute Paper

Course_____ Date_____

What was the most important thing you learned in class today?

What points are you still unclear about?

How would you rate today's class?
① ② ③ ④ ⑤

Student Portfolios

Portfolios are a tool for students to collect their work that demonstrates progress and achievement and reflect upon their experiences and accomplishments either in a course, a program or throughout their university years.

Graduates can present themselves professionally through their portfolios as they apply for graduate and work opportunities. The types or work generally included in the portfolio are research papers and other reports, multiple choice or essay examinations, self-evaluations, personal essays, journals, computational exercises and problems, case studies, audiotapes, videotapes, and short-answer quizzes. Portfolios are often structured so that the student self-selects the items to be included and may be required to document, for each selection, the reason why the item was selected, strengths and weaknesses, and the achievement or progress it represents.

Portfolio evaluation is a useful assessment tool because it allows faculty to analyze an entire scope of student work in a timely fashion. Portfolios used to assess writing skills, for example, can include a range of assignments that demonstrate progress towards goals and specific skill sets. For language programs, videotapes of students speaking the language in the classroom can be used to demonstrate conversational skills; for professional programs, they can be used to demonstrate proficiency and development of specific skill sets.

Collecting student work over time gives departments a unique opportunity to assess a students' progression in acquiring a variety of learning objectives and can provide valuable information about students' skills, knowledge, development, quality of writing, and critical thinking.

The following websites provide additional information and samples:

- www.elon.edu/students/portfolio/
- www.uwstout.edu/soe/profdev/eportfoliorubric.html
- electronicportfolios.com/portfolios/site2000.html
- www.essentialschools.org/cs/resources/view/ces_res/225
- www.winona.edu/air/resourcelinks/OSU%20portfolio%20rubric.pdf
- www.uvm.edu/%7Ejmorris/rubricep.html
- pages.towson.edu/pryan/201/researchportfoliorubric.htm

Format for Assessment Plan – Program Level

Assessment Plan -- Program Level

Program: **Date:**
Assessment Coordinator: **Ext.** **Email:**

Program Mission Statement:

Program Outcomes	*Is this a student learning outcome? (2-8 max)*	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**When Will Assessment Be Conducted and Reviewed?**	**How Will Results** Be **Used and Communicated?**

Format for Program Assessment Plan (alternative)

Assessment Plan

Academic Program Level

Program: **Date:**
Assessment Coordinator: **Ext.:** **Email:**
Program Mission Statement:

Outcome 1:

Is this a student learning outcome? O Yes O No

Learning Opportunities: *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**

Assessment Methods/Measures: *What courses or experiences provide students with the opportunity to achieve this outcome and how is it measured?*

Targets/Benchmarks:

When Will Assessment Be Conducted and Reviewed?

How Will Results Be Used and Communicated?

Outcome 2:

Is this a student learning outcome? O Yes O No

Learning Opportunities: *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**

Assessment Methods/Measures: *What courses or experiences provide students with the opportunity to achieve this outcome and how is it measured?*

Targets/Benchmarks:

When Will Assessment Be Conducted and Reviewed?

How Will Results Be Used and Communicated?

Example A:

Assessment Report -- Program Level

Program: **B.A., Sociology** **Date: March 1, 2007**
Assessment Coordinator: **Susan Smith** **Ext. 1111** **Email:** smith@somewhere.edu
Program Mission Statement: The mission of the undergraduate program in Sociology is to….

Program Outcomes	*Is this a student learning outcome? (2-8 max)*	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?*	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**When Will Assessment Be Conducted and Reviewed?**	**How Will Results Be Used and Communicated?**
Students who complete this program should have the ability to:						
Communicate ideas in a clear and logical manner in oral presentation	✔	SOC xxx SOC xxx SOC xxx Capstone	Final presentation in the capstone course, graded using scoring guidelines. Alumni survey	At least 80% of final presentations in the capstone course are rated as good or better At least 80% of respondents indicate that they are confident of their ability to express ideas in a clear, coherent manner in oral presentation	Each semester Every two years, beginning 3/07.	All assessment results will be reviewed by faculty during a special faculty meeting at the end of each semester. The results will be used to recommend changes to the curriculum, development of rubrics and other assessment tools, changes to syllabi, etc.
Apply sociological concepts and principles to individual experiences and the social world.	✔	SOC xxx SOC xxx SOC xxx Capstone	A panel of faculty members evaluate graduating seniors' student portfolios developed throughout the program using a rubric. Alumni survey	At least 80% of students' portfolios are rated as good or better in achieving this outcome. At least 80% of respondents indicate that they are confident of their ability to apply sociological concepts.	Each semester Every two years, beginning 3/07.	
Explain the major foundations of modern sociological theory and show how each of these foundations influences current sociological theories.	✔	SOC xxx SOC xxx SOC xxx SOC xxx Capstone	Final exam questions in capstone course, graded using a rubric. Graduating seniors exit interview	At least 80% of senior theses are rated as good or better At least 80% of respondents indicate that they believe this learning outcome was achieved.	Each semester Each semester	

Example B:

Assessment Plan -- Program Level

Program: **Journalism** **Date:**
Assessment Coordinator: **Joe Smith** **Ext.** **Email:**
Program Mission Statement: The mission of the undergraduate program in Journalism is to…

Program Outcomes	*Is this a student learning outcome? (2-8 max)*	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?*	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**When Will Assessment Be Conducted and Reviewed?**	**How Will Results Be Used and Communicated?**
Graduates should be able to:						
Understand and apply the principles and laws of freedom of speech and press, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances.	✔	Capstone course JCM 200 JCM 360 JCM 395	Course-based assessment (research paper and other writing assignments scored using rubrics, midterm and final exam questions relating to this outcome) Senior assessment exam (direct) Alumni survey designed around outcomes (indirect) Departmental review of seniors' performance in capstone course (direct)	75% demonstrate achievement of this outcome on research papers. 75% correctly answer exam questions. 75 % correctly answer questions related to this outcome. (Survey) 75% of alumni answer in top 2 categories for how the program contributed to the development of this outcome. (Capstone) 75% of seniors are judged by review to have sufficiently achieved this outcome.	Every semester	Results of assessments will be reviewed at the end of each semester in a special departmental meeting. Results will be used to make changes to following semester's course assignments. Aggregate results will be posted on department website and on annual assessment report.
Demonstrate an understanding of the history and roles of professionals and institutions in shaping communications.	✔	Capstone course JCM 200 JCM 360	Same as above	Same as above	Same as above	Same as above
Demonstrate an understanding of the diversity of groups in a global society in relationships to communications.	✔	Capstone course JCM 200 JCM 360	Same as above	Same as above	Same as above	Same as above
Understand concepts and apply theories in the use and presentation of images and information.	✔	Capstone course JCM 220 JCM 325 JCM 364	Same as above Student portfolio	Same as above Departmental review of portfolio shows that 75% of students score in the top two categories of the scoring guideline	Same as above	Same as above
Demonstrate and understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.	✔	Capstone course JCM 200 JCM 300 JCM 395	Same as 1st outcome	Same as 1st outcome	Same as above	Same as above

Think critically, creatively, and independently.	✔	All courses, but special emphasis in JCM 381 (internship) and JCM 495 (Great Ideas: Capstone)	Same as 1st outcome Supervisor evaluation of internship (direct)	Same as 1st outcome All JCM students participate in internships, and 75% receive top two category ratings from evaluation.	Same as above	Same as above
Conduct research and evaluate information by methods appropriate to the communications professions in which they work.	✔	Capstone course JCM 218 JCM 300	Same as above Student portfolio	Same as 1st outcome Departmental review of portfolio shows that 75% of students score in the top two categories of the scoring guideline.	Same as above	Same as above
Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.	✔	Capstone course JCM 218 JCM 300	Same as above Student portfolio	Same as 1st outcome Departmental review of portfolio shows that 75% of students score in the top two categories of the scoring guideline.	Same as above	Same as above
Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness.	✔	Capstone course JCM 218 JCM 300 JCM 325	Same as 1st outcome. Student portfolio	Same as 1st outcome Departmental review of portfolio shows that 75% of students score in the top two categories of the scoring guideline.	Same as above	Same as above
Apply basic numerical and statistical concepts.	✔	Capstone course JCM 218 JCM 320	Same as 1st outcome.	Same as above	Same as above	Same as above
Apply tools and technologies appropriate for the communications professions in which they work.	✔	Capstone course JCM 220 JCM 325 JCM 364	Same as 1st outcome. Student portfolio	Same as 1st outcome Departmental review of portfolio shows that 75% of students score in the top two categories of the scoring guideline.	Same as above	Same as above

Format for Annual Assessment Plan – Program Level

Annual Assessment Report -- Program Level

Program: **Date:**

Assessment Coordinator: **Ext.** **Email:**

Program Mission Statement:

Program Outcomes	*Is this a student learning outcome? (2-8 max)*	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?*	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**Results/Findings:**	**Use of Results:** *How were results used to improve student learning, planning, decision-making, and/or resource allocation?*

* Please include samples.

Additional comments**:**

Format for Annual Assessment Plan – Program Level (alternative)

Annual Assessment Report

Academic Program Level

Program: **Date:**
Assessment Coordinator: **Ext.:** **Email:**
Program Mission Statement:

Outcome 1:

Is this a student learning outcome? ○ Yes ○ No

Learning Opportunities: *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**

Assessment Methods/Measures: *What courses or experiences provide students with the opportunity to achieve this outcome and how is it measured?*

Targets/Benchmarks:

Results/Findings:

Use of Results: *How were results used to improve student learning, planning, decision-making and/or resource allocation?*

Outcome 2:

Is this a student learning outcome? ○ Yes ○ No

Learning Opportunities: *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**

Assessment Methods/Measures: *What courses or experiences provide students with the opportunity to achieve this outcome and how is it measured?*

Targets/Benchmarks:

Results/Findings:

Use of Results: *How were results used to improve student learning, planning, decision-making and/or resource allocation?*

Example C:

Assessment Report -- Program Level

Program: **B.S., Civil Engineering** **Date:**

Assessment Coordinator: **Ext.** **Email:**

Program Mission Statement: To provide our students with a fundamental, innovative Civil Engineering education in a way that fosters a lifetime of learning and leadership to address the needs of society.

Are course outcomes listed on syllabi for all courses? ✔ Yes* ☐ No

Program Outcomes	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome?*	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**Results/Findings:**	**Use of Results:** *How were results used to improve student learning, planning, decision-making, and/or resource allocation?*
A graduate of civil engineering:					
1. Can design a component of a civil engineering system, incorporating social, economic, ethical, and contractual considerations.	ENGR162, CE205, CE326, CE490, STS402. All except CE205 are required for CE majors.	Course work and end-of course memos from: Primary design examples will be chosen from each. All graduating students take exit surveys to determine if they feel confident that can design a civil engineering system component. Most CE students take Fundamentals of Engineering exam before graduation.	End of course documents should support student mastery of the material. 90% of the student agree or strongly agree that they can design a CE system component. Students should score above the national average on the related section of the FE exam Exit surveys determine whether students felt confident	End of course memos and student course grades and performance indicate outcome is achieved. Students surveyed in 2001 did not have capstone CE490. Students in 2003 had capstone; students in 2004 had a course and associated design project. Self-confidence decreased from 2001, perhaps because students were more aware of challenges associated with design problems. Student achievement grew from 2% below the national average to 12% above the national average following implementation of capstone.	All assessment results are reviewed by faculty and changes to the curriculum are discussed... The capstone course has continued to evolve and now utilizes the expertise of highly experienced and practicing design engineers. Also, CE205 has been made a required course to ensure that all second-year civil engineers have a design experience….
2. Can develop a major research or design proposal for an engineering problem, complete the analysis, and	TCC401, TCC402, CE490	Course work and end-of-course memos	…End of course documents should support student mastery.	End of course memos and student course grades and	TCC402 and CE490 continue to be modified to

prepare and present the results, while demonstrating an understanding of the role and impact of engineering research and practice on society.		Department thesis assessment. Exit surveys	Students should show proficiency in proposing and completing a major project, and an understanding of the role and impact of engineering on society. Goal is 90% agreement on items regarding ability in developing a research proposal and understanding the relationships between engineering and society.	performance indicate that this outcome is achieved. 76% of theses indicated a reasonable to strong proficiency in proposing and completing a major project, and 80% demonstrated understanding of the role and impact of engineering on society. 87% of respondents say they can develop a major research or design project, while 97% feel they understand the role and impact of engineering research and practice on society.	potentially improve achievement.
3. Will demonstrate both leadership and teamwork capabilities.	ENGR162, CE205, CE490.	Course work and end-of-course memos Exit surveys	…End of course documents should support student mastery. Goal is 90% agreement (agree or strongly agree) that an outcome was achieved.	Based on the end of course memos and student achievement, this outcome is satisfactorily achieved. 2003-2004 survey: At the time of graduation, 96% of respondents agreed or strongly agreed that they had opportunities to demonstrate teamwork and leadership capabilities.	Department will work to improve quantification of teamwork assessment within group projects.

Annual Assessment Report -- Program Level

Program: **Date:**

Assessment Coordinator: **Ext.** **Email:**

Program Mission Statement:

Program Outcomes	*Is this a student learning outcome? (2-8 max)*	**Learning Opportunities:** *What courses or experiences provide students with the (primary) opportunity to achieve this outcome***?**	**Assessment Methods/Measures:** *List the direct and indirect methods you will use to measure how well students are achieving this outcome.*	**Target Levels/ Benchmarks**	**Results/Findings:**	**Use of Results:** *How were results used to improve student learning, planning, decision-making, and/or resource allocation?*

Rubric for Feedback on Program Assessment Plans and Reports

Degree Program: Date:

Feedback on Program Assessment Plans and Reports

Department: : Assessment Coordinator

Degree Program: Date:

Assessment Plan Elements	Best Practice	Meets Standard	Developing	Undeveloped
Student Learning Outcomes	At least two and not more than 10 clear, measurable key learning outcomes are stated, using action verbs and describing what students will know, think and be able to do upon completion of the requirement. These outcomes clearly reinforce university learning outcomes. ☐	At least two and not more than 10 clear, measurable key learning outcomes are stated, describing what students will know, think and be able to do upon completion of the requirement. ☐	Key learning outcomes are stated but are unclear; over-specific; do not use action verbs; and/or do not describe what students will know, think, and be able to do upon completion of the requirement. ☐	Key learning outcomes are not stated. ☐
Teaching/Learning Strategies	Every student has ample opportunity to master each learning outcome, by repeated emphasis and/or "hands-on" learning. ☐	Every student has adequate opportunity to master each learning outcome. ☐	Insufficient information is provided to indicate that students have adequate opportunities to master each outcome, or students are given sufficient opportunities to master some but not all outcomes ☐	Insufficient information is provided. ☐
Assessment Methods	Multiple assessment methods are used for each outcome, including both direct and indirect measures. Assessment methods clearly match the outcome being assessed and provide clear, truthful information about whether an outcome is being achieved. ☐	At least one assessment measure is identified for each outcome. Each assessment method matches the outcome being assessed and provides clear, truthful information. Overall, the program features a mix of both direct and indirect measures. ☐	Assessment measures are identified for some outcomes. In some cases, assessment methods do not match the outcome being measured or do not yield clear and truthful information, and/or there is an imbalance in the mix of direct and indirect measures. ☐	Insufficient information is provided. ☐
Use of Results	Assessment results are shared and discussed with faculty and are used to modify learning outcomes, teaching methods, curricula, and/or assessment strategies. Targets or benchmarks have been established that describe minimum performance standards. Positive assessment results are shared with faculty, students, administrators and other audiences as appropriate. ☐	Assessment results are shared and discussed with faculty and are used to modify learning outcomes, teaching methods, curricula, and/or assessment strategies. ☐	Assessment information is collected, but the results are not shared, discussed and/or used in a systematic way to improve learning. ☐	There is no evidence that Assessment results are shared and discussed or used to improve learning. ☐

Glossary of Assessment Terms

Assessment: A continuous process of gathering, evaluating, and communicating information to improve learning and institutional effectiveness.

Assessment of Student Learning: The third element of a four-part cycle: developing articulated student learning outcomes, offering students opportunities to achieve those outcomes, assessing achievement of those outcomes, and using the results of those assessments to improve teaching and learning and inform planning and resource allocation decisions.[2]

Benchmark: A standard of comparison against which performance can be measured or assessed.

Classroom Assessment Techniques (CATs): Assessment tools that faculty members can use to gather timely feedback about a single lecture or discussion. Examples include the Minute Paper, the One Sentence Summary, and Direct Paraphrasing.

Criteria: An accepted standard, measure, or expectation used in evaluation or making decision-making.

Critical Success Factors (CSFs): Key areas of activity where positive results are necessary for the organization to achieve its goals.

Direct Measures: Measures which are directly tied to performance. In assessing student learning using direct measures, students' work or performance provides information directly linked to students' attainment of knowledge or skills. Direct measures are more reliable indicators of student learning than indirect measures. Examples include classroom and homework assignments, examinations and quizzes, capstone courses, student portfolios, and artistic performances.

E-Portfolio: A portfolio that is maintained online, containing student work in digital format.

Goal: Something the organization wants to achieve; desired outcomes for the organization or program, rather than actions. Goals are related to the institution or department's mission and vision.

Indirect Measures: Measures which are not directly tied to performance and often require inferences to be made about performance. Indirect measures often rely on perception and are less meaningful for assessment than direct measures. They are, however, helpful to corroborate the results of direct measures. Examples include exit surveys, student opinion surveys, alumni surveys, grades not based on scoring guidelines, retention and graduation statistics, career development over time, and student activities.

Institutional Effectiveness: The extent to which an institution has a clearly defined mission and institutional outcomes, measures progress towards achieving those outcomes, and engages in continuous efforts to improve programs and services.

Key Performance Indicators (KPIs): Quantifiable goals that measure performance. These goals should be well-defined, critical to an organization's success, and reflect the organization's mission and goals. KPIs are usually measured against benchmarks.

Learning Outcomes: The knowledge, skills, values, and attitudes that students gain from a learning experience.

Mission: The purpose of an organization or program; its reason for existing. Mission statements provide the strategic vision or direction of the organization or program and should be simple, easily understood, and communicated widely.

Objective: The tasks to be completed to achieve a goal. Objectives are specific and measurable and must be accomplished within a specified time.

Outcomes: Synonymous with goals. Outcomes are tied to the mission and are something that the organization, department, program, or unit wants to achieve. Outcomes should be specific, measurable, use action verbs, and focus on the ends rather than the means.

Portfolio: An accumulation of evidence about individual achievement or progress towards goals. Student portfolios used for assessment purposes may include but are not limited to projects, journals, research papers, creative writing, presentations, and video or recordings of speeches and performances.

Program Review: Periodic self-studies in which departments are asked to present their mission statements; resources, including the number of faculty, faculty qualifications and productivity, teaching load, curriculum, and technology; learning outcomes and assessment measures; the ways in which departments have shared assessment results and used those results to inform departmental decision making; and plans for improving learning.

Qualitative Data: Data that cannot be measured or expressed in numerical terms and relates to or is based on the quality or character of something. Qualitative data describe or characterize something using words rather than numbers. Examples of qualitative data include surveys, focus groups, and feedback from external reviewers.

[2] Assessing Student Learning and Institutional Effectiveness: Understanding Middle States Expectation. Middle States Commission on Higher Education, 2005.

Quantitative Data: Data that is capable of being measured or expressed in numerical terms. Examples of quantitative data include test scores, grades, certification exam results, and graduation and retention rates.

Rubric: A criteria-based scoring guideline that can be used to evaluate performance. Rubrics indicate the qualities the judge/reviewer will look for in differentiating levels of performance and assessing achievement.

Access to Student Records

Federal Family Educational Rights and Privacy Act (FERPA) of 1974, as Amended

The Federal Family Educational Rights and Privacy Act of 1974, as amended, and its implementing federal regulations affords to persons who are currently, or were formerly, in attendance at the University as registered students a right of access to their "educational records" that contain information directly related to such persons. Persons who unsuccessfully applied for admission to the University are not covered by the Act. An unsuccessful applicant for admission to one of the schools or divisions of the University is not considered to be a "student" of that school or division even if the applicant is in attendance at another school or division of the University.

The Act also restricts the persons to whom the University may disclose a student's education records without the student's written permission.

Records Covered.

"Educational records" of a student include records, files, documents, and other materials regularly maintained by the North American University that contain information directly related to a student and that are maintained in connection with the student's attendance at the University.

There are a number of types of records that are specifically excluded from the scope of the Act. For example, a student is not entitled to examine the following:

1. Records maintained personally by faculty members that are not available to others.
2. Records that are created or maintained by a physician, psychologist, or other recognized professional or paraprofessional that are created, maintained, or used only in connection with the provision of treatment to the student and are not available to anyone other than persons providing such treatment. Thus, for example, a student does not have the right under FERPA to inspect records maintained by the University Health Service or the Counseling and Psycho Logical Service. Such records, however, can be personally reviewed by a physician or other appropriate professional of the student's choice, and a student may have a right to inspect such records under other laws.
3. Records, such as those that might be maintained by the University's legal counsel, the confidentiality of which is protected by law.
4. Records containing financial information about his or her parents, such as information submitted in connection with an application for financial aid.

V. Curriculum Guidelines

Mission Statements

Mission of Gulf Language School (Revised 2017)

The mission of the Gulf Language School (GLS) is to provide quality, innovative lifelong learning opportunities to a diverse student population by extending the educational resources of the North American University.

Mission of Intensive English Program (Revised 2017)

The mission of the Intensive English Program (IEP) is to provide quality language instruction to nonnative speakers of English with an emphasis on the language skills necessary for academic or professional success.

Intensive English Program

The IEP is uniquely positioned to deliver a high-quality research-based curriculum to move students along a continuum of language acquisition in preparation for academic study in English. To this end, the program relies upon the scholarship and expertise of faculty and staff within the department who contribute to the formulation, evaluation and delivery of a dynamic educational and social experience in a multicultural environment, and who acknowledge IEP students as valuable informants in an ongoing process of refining ESL pedagogy. To ensure that this process continues to enhance the IEP students' learning experience, the program is committed to providing professional development opportunities to both faculty and staff. The IEP is dedicated to fostering an international perspective within the Gulf Language School community as well within the communities from which its learners come.

The IEP curriculum Gulf Language School is based on research (e.g., Carson, Chase & Gibson, 1993) that shows that students preparing for university academic study learn best when what they are taught closely resembles the academic demands of regular university classes. Because this concept is directly applicable to non-native English speakers, the English for Academic Purposes (EAP) curriculum for pre-matriculated ESL students can be defined as an academic task-based curriculum using authentic academic content. The curriculum includes academic tasks (such as essays and formal presentations) parallel to those found in North American University classes as well as pedagogic tasks (such as grammar and vocabulary)) that assist students in developing their language and study skills.

Every course in the program will be based on academic and socio-cultural contexts to support students' preparation for study at a U.S. university. The IEP will follow an integrated skills curriculum. The term *integrated skills* mean that a course is designed around an academic or social context, and that the language skills (listening, reading, writing and speaking, with the sub-skills of pronunciation and grammar) are embedded within each unit of the course. Students will be placed into levels based on ACCUPLACER ESL test scores and background in English study before attending NAU.

<u>Facts about students and undergraduate work</u>

1. GLS IEP students tend to have a fairly high level of English language fluency. That is, most IEP students can "survive" in day-to-day English activities.
2. "Survival" English is not sufficient for success in an English-language medium academic environment. That is, being able to get along in daily life is not enough to pass college classes conducted in English.
3. Success in the academic environment requires discipline and commitment on the student's part. That is, students need to have self-control and responsibility to get a college degree.

Because the IEP recognizes these facts, our program has been designed to facilitate student success in a university atmosphere.

<u>Facts about IEP courses and coursework</u>

1. The IEP is not a language program in the traditional sense. That is, while language development and improvement in English are part of each level of our program, our primary goal is not just to help people talk better in English.
2. IEP writing and speaking assignments are designed to mirror requirements typical of undergraduate work. That is, the IEP essays and presentations offer practice with actual college skills.
3. The IEP program is a carefully sequenced set of courses designed to build students' critical and self-discipline skills incrementally. That is, each course in the IEP builds on the previous level and prepares students for the next level not only regarding their ability to read, write, listen, and speak but also about their ability to manage their time and fulfill their responsibilities as adult learners.

IEP assessment of student progress will be proficiency-based. Passing to the next level will be based on achievement in IEP courses and on proficiency scores on tests, documented in a portfolio process. As courses within the program are tightly integrated, instructors will meet on a regular basis to assess student progress.

The IEP curriculum at Gulf Language School offers academic English courses from beginning to advanced levels of proficiency. The lowest level is for students who possess a basic knowledge of English. The highest level is for students who are almost ready to begin their degree study. Two courses (Speaking/Writing and Listening/Reading are offered at each level of the IEP (a total of 20 hours in class each week). The Speaking and Writing courses meet for ten (10) hours/weekly; the Listening and Reading courses meet for ten (10) hours/weekly. To comply with federal student visa regulations, international students enrolled in Intensive English Programs must attend 20 hours of courses per week, making them full-time students.

IENG 0001 Lower Beginner English Level 1	Introductory Writing and Speaking skills	Introductory Listening and Reading Skills	Extensive Reading
IENG 0002 Upper Beginner English Level 2	Introductory Writing and Speaking skills	Introductory Listening and Reading Skills	Extensive Reading
IENG 0003 Lower Intermediate English Level 3	Writing and Speaking skills for Academic Purposes	Listening and Reading Skills for Academic Purposes	
IENG 0004 Upper Intermediate English Level 4	Writing and Speaking skills for Academic Purposes	Listening and Reading Skills for Academic Purposes	
IENG 0005 Lower Advanced English Level 5	Writing and Speaking skills for Academic Purposes	Listening and Reading Skills for Academic Purposes	
IENG 0006 Upper Advanced English Level 6	Writing and Speaking skills for Academic Purposes	Listening and Reading Skills for Academic Purposes	

Curriculum Statement

The Gulf Language School has an ongoing process for curriculum review and revision which formally involves the Intensive English Program faculty and considers the stated academic expectations and assessments of student performance. The curriculum is the formal plan designed by the Gulf Language School to carry out its mission statement as well as to meet its expectations for academic achievement. It connects its beliefs and expectations of what students should be able to know and do to the instructional practices utilized in the classroom or co-curricular activities. The success of the connection is contingent on the faculty's commitment to continuous review, evaluation, and revision of the curriculum leading to improved student learning.

The IEP curriculum is predicated on four interrelated and interdependent foundational components:

1. the acquisition of language skills;
2. the acquisition of learning skills;
3. the delivery of suitable and appropriate instructional material; and
4. the utilization of suitable and appropriate teaching methodologies and pedagogies.

Pedagogical Format and Benefit of the Intensive English Program

The pedagogical format will consist of lectures, group discussions, and experiential exercises. Through these interactive opportunities, program participants will take away actionable ideas and solutions. The program format is designed for an active learning experience. The focus of instruction at the lower level is on general English in an academic setting. As language proficiency increases, IEP course becomes more academic in nature. By IENG 0003, coursework begins to simulate fully academic, credit-bearing courses.

Portfolios help teachers and students to assess the writing growth and are instrumental in identifying student strengths and weaknesses. By compiling portfolios, students grow to understand that reading, writing, and thinking are inextricably linked. Because students are responsible for producing finished pieces for evaluation, they more willingly put forth their best efforts. This method gives students a chance to reflect on their learning and promotes the metacognition that they must develop to become self-directed learners. The Instructors learn a lot from portfolios in the way in which portfolios provide a framework for classroom activities and discussion. For instance, Instructors learn how well students understand their own writing process, what students already know and what they need from Instructors, how students have become increasingly aware of the demands of different genres and writing situations, what students assume about writing, how writers change over time, how students use similar techniques in different writing situations, and what standards students use to judge good writing. Instructors also learn a lot about their own teaching. By reflecting on the way students contribute to conversations about writing and on their own conversations about writing, Instructors learn what classroom strategies/ teaching methods work best, understand what they *really* value in writing, develop their own teaching portfolios, make informed changes to their teaching style and technique, and share successful teaching strategies. A portfolio and *critical self-reflection*, therefore, pedagogical benefits for students and Instructors, helping set and achieve goals – for students as writers, and for Instructors as educators.

Comparative Teaching Methodologies for the Intensive English Program[3]

Teaching English as a Foreign or Second Language is a science, and like all sciences, it has a set of underlying principles upon which it is based. However, unlike the better-known sciences such as biology, chemistry and physics, TEFL/TESL is not quantifiable to the point of being either objective or equation based in its approach. Therefore, TEF/TESL, like psychology and sociology, must rely on subjectivity to formulate its principles. These principles, in turn, define the relationships that exist between either the teacher and the student or the student and other students.

To teach English effectively, an EFL/ESL teacher must subscribe to one (or more) of the current approaches to teaching English as a foreign language and incorporate its language-learning strategies and techniques into each of his or her lessons.

What follows are descriptions of five of the principle approaches to teaching English as a foreign (second) language. Without doubt, the reader will have experienced one or more of these approaches in his or her own classroom learning history. Though there is no one correct approach, most teachers usually find themselves more comfortable using one or the other of the approaches listed and described. Though there is nothing overtly wrong with this, it must be remembered that students differ greatly, not just in age but also in mentality, thus they may respond differently to any given approach to language teaching. Because of different learning styles, the effective teacher must be prepared to adapt his or her teaching to the needs and preferences of each class. Our advice is for the Instructor with respect to the approaches listed below to find the methodology appropriate. That said, the Instructor should experiment with and/or adapt his/her style of teaching. In the end, the Instructor may discover that the best approach is eclectic in nature and includes bits of this and bits of that.

To give some depth of understanding as to the evolution of ideas that has marked the emergence of newer and different approaches to language teaching, the following methodological approaches are listed in chronological order.

Direct Method: Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the "dawn" of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create "communicative" competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more like first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely Listening and Speaking, more spontaneous use of the language, and developing the ability to "think" in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method - for instance using L1 as the language of instruction, memorizing grammatical rules and lots of translation between L1 and the target language.

The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the American Charles Berlitz, whose schools and "Berlitz Method" are now world-renowned.

Still, the Direct Method was not without its problems. As Brown (1994:56)[4] points out, "(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use." By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of "scholastic" language learning orientated around reading and grammar skills. But the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audio-lingual Method" expanded from starting half way through the 20th century.

Audio-Lingual Method: The next "revolution" in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations. The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioral psychology went on to become what is known as the Audio-lingual Method (ALM).

This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching "linguistic patterns" in combination with "habit-forming". This method was one of the first to

[3] Kane, John. "Comparative Teaching Methodologies." Language Link. 1997. Language Link Corporation. 18 Dec 2007 <http://jobs.languagelink.ru/TEFL/methodologies.php#top>.
[4] Brown, H. Douglas. Principles of Language Learning and Teaching rd Edition. Upper Saddle River, NJ: Prentice Hall, 1994.

have its roots "firmly grounded in linguistic and psychological theory" (Brown 1994:57)[5], which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

Another factor that accounted for the method's popularity was the "quick success" it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and "over-learning" of language patterns and forms, students and teachers were often able to see immediate results. This was both its strength and its failure in the long run, as critics began to point out that the method did not deliver in terms of producing long-term communicative ability.

The study of linguistics itself was to change, and the area of second language learning became a discipline. Cognitive psychologists developed new views on learning in general, arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors, that learners were able to produce language forms and patterns that they had never heard before. The idea that thinking processes themselves led to the discovery of independent language "rule formation" (rather than "habit formation") and that affective factors influenced their application paved the way toward the new methods that were to follow the Audio-lingual Method.

Communicative Approach: All the "methods" described so far are symbolic of the progress foreign language teaching ideology underwent in the last century. These were methods that came and went, influenced or gave birth to new methods - in a cycle that could only be described as "competition between rival methods" or "passing fads" in the methodological theory underlying foreign language teaching. Finally, by the mid-eighties or so, the industry was maturing in its growth and moving towards the concept of a broad "approach" to language teaching that encompassed various methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves. It would be fair to say that if there is any one "umbrella" approach to language teaching that has become the accepted "norm" in this field, it would have to be the Communicative Language Teaching Approach. This is also known as CLT.

The Communicative approach does a lot to expand on the goal of creating "communicative competence" compared to earlier methods that professed the same objective. Teaching students how to use the language is considered to be at least as important as learning the language itself. Brown (1994)[6] aptly describes the "march" towards CLT:

"Beyond grammatical discourse elements in communication, we are probing the nature of social, cultural, and pragmatic features of language. We are exploring pedagogical means for 'real-life' communication in the classroom. We are trying to get our learners to develop linguistic fluency, not just the accuracy that has so consumed our historical journey. We are equipping our students with tools for generating unrehearsed language performance 'out there' when they leave the womb of our classrooms. We are concerned with how to facilitate lifelong language learning among our students, not just with the immediate classroom task. We are looking at learners as partners in a cooperative venture. And our classroom practices seek to draw on whatever intrinsically sparks learners to reach their fullest potential."

CLT is a generic approach, and can seem non-specific at times in terms of how to go about using practices in the classroom in any sort of systematic way.

Over the past three decades, there have been some important changes in the way people think and learn about language. This has led to the development of an approach called "communicative language teaching" (CLT). Communicative language is not a single, narrowly defined methodology; rather, it is based on a set of related principles that are widely accepted among language teachers today. This methodology was adopted by the Intensive English Program at Gulf Language School

Central to the communicative approach is the perception that language is not just a system of rules, but "a dynamic source for the creation of meaning" (Nunan, 1989)[7]. CLT tends to place more importance on the needs of learners as they use the language than on the abstracted study of the language itself. Grammar is not ignored in the communicative classroom, for students need to be able to use the grammar effectively for others to be able to understand them. However, CLT de-emphasizes language *knowledge* (being able to recite a rule) in favor of language *use* (being able to construct a correct sentence in a meaningful context).

The shift in emphasis from the language itself to the language needs of the learner in an environment has led to greater flexibility in the syllabus and an increased focus on language *tasks*. Tasks are the activities that give rise to language. Ideally, these resemble the kinds of situations that learners would encounter in real life as they attempt to communicate in a second language. Therefore, for a group of students whose goal is to work in hotels where there are many English-speaking guests, an appropriate task might be to role-play a situation between a hotel desk clerk and a visitor wishing to book a room. While not all language tasks can be

[5] Brown, Douglas H. 1994. Teaching by Principles. An Interactive Approach to Language Pedagogy. Prentice Hall.
[6] Brown, Douglas H. 1994. Teaching by Principles. An Interactive Approach to Language Pedagogy. Prentice Hall.
[7] Nunan, David. Designing Tasks for the Communicative Classroom . Cambridge, UK: Cambridge Press, 1989.

so directly related to student needs, at the least tasks in the CLT classroom provide opportunities for students to express their individual interests and involve the natural use of language in realistic situations.

Those who write about communicative methodology (e.g. Brumfit)[8] tend to draw a clear distinction between *fluency* and *accuracy*. With activities designed to promote fluency (e.g. free discussion or making daily entries in a journal), the main purpose is to get students to use the language. When students engage in this type of activity, the teacher does not usually intervene to make corrections – in fact, to do so may be counterproductive. However, in activities where there is a focus on accuracy (for example, students are asked to make a sentence using a structure), such teacher intervention is appropriate.

Finally, CLT tends to view success in terms of whether students have developed certain well-defined *skills*. According to adherents of this approach, successful language learners are those who can a) manipulate the linguistic system, b) distinguish between the forms mastered and the communicative functions that they perform, c) use feedback to judge their success, and d) recognize the social meanings of language forms (Littlewood, 1981)[9].

The benefit of the communicative method is centered in helping a learner develop *skills and abilities*: oral interaction, oral expression, hearing and reading comprehension, and writing expression. This is very important to state, because learners could know by memory several verb tenses and have plenty of vocabulary, but if they haven't had a chance to practice English in contextualized, practical and everyday situations, it's almost impossible that he or she could maintain a simple conversation. Learning a language isn't only about acquiring knowledge, it also should do with knowing how to use that knowledge. It's about understanding and being understood. The communicative approach as a language teaching method focuses on language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or find out**.**

In most cases our learners have been studying English language at least since they were in high school. Maybe they used to complain about the fact that, despite hours and hours of study, in the end they could not use the language at all.

Well, it wasn't their fault. It was the consequence of a traditional approach to language teaching with an enormous emphasis on grammar. At the time, it was thought that the grammatical rules of a language were its most important aspect. And because of that, students were forced to memorize hundreds of verb tenses and word lists. But you never learned how to use the language.

The writing and reading skills were also given precedence under the traditional method in detriment of the listening and speaking ones. As a result, the overall communicative competence of the students was very poor. Think about this: after several years of studying were the students able to follow a film or a television program in that language? Did they feel comfortable speaking English? Or did they panic at the thought of having to travel and encountering native speakers? This is what having a poor communicative competence means, and it is typical of 'traditional' students.

Task-Based Instruction[10]: In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form (Nunan, 1989).

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

Cognitive Academic Language Learning Approach[11]: The Cognitive Academic Language Learning Approach (CALLA) approach was designed to provide comprehensible instruction for English Language Learners (ELLs) in ESL or bilingual programs. CALLA integrates language development, content area instruction, and explicit instruction in learning strategies. With content as the primary focus of instruction, academic language skills can be developed as the need for them emerges from the content.

CALLA was designed to meet the academic needs of three types of students:

[8] Brumfit, C. 1984. Communicative methodology in language teaching: The roles of fluency and accuracy. Cambridge: Cambridge University Press.
[9] Littlewood, William. Communicative Language Teaching. Cambridge, UK: Cambridge Press, 1981.
[10] Nunan, David. Designing Tasks for the Communicative Classroom . Cambridge, UK: Cambridge Press, 1989.
[11] Chamot, A. U., & O'Malley, J. M. The CALLA Handbook: Implementing the Cognitive Academic Language Learning Approach. Reading, MA: Addison-Wesley. 1994.

- ESLs who have developed social communicative skills through beginning ESL classes or exposure through English-speaking environments, but have not yet developed academic language skills appropriate to their level;
- Students who have acquired academic language skills in their native language and initial proficiency in English, but who need assistance in transferring concepts and skills from their first language to English; and
- Bilingual students who have not yet developed academic language skills in either language.

The basic framework for CALLA is built upon the following concepts:

- Learning is an active and dynamic process;
- Learning can be grouped into three types of knowledge: declarative (knowledge of facts), procedural (knowledge of "how to" do things), metacognitive (relate current learning tasks to past knowledge and learning procedures);
- Declarative and procedural knowledge are learned in different ways and retrieved from memory in different ways;
- Instructors should learn to recognize declarative and procedural knowledge in content materials, identify strategies used by students, and influence strategy use; and
- Students can take control over their own learning and develop independent learning skills.

Program Design for the Intensive English Program

The Gulf Language School at North American University has developed a special preparatory program in Intensive English Program for students who qualify for admission into the University but whose English Language skill falls below the minimum TOEFL score (500) needed for University studies. The Program is designed to increase the language skills of students and empower them to succeed in University studies. This preparatory Intensive English year (or session) is part of a five-year (or four and a half year) program of study towards the desired degree. It is intended to provide the student not only with the necessity skills in the English language but also in study skills, note taking, and other learning methods for success in the University. Instruction is offered at beginning level (IENG 0001-0002), intermediate level (IENG 0003-0004), and advance level (IENG 0005-0006). Students in all courses receive 20 total hours of instruction per week.

An outline of the program follows:

IENG 0001- IENG 0006	
Listening	4 hours/per day/ per week
Reading	
Speaking	
Writing	

Curriculum Outline

The curriculum, which includes coursework, co-curricular activities and other educational experiences, is the program's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the program's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify the academic expectations for which it is responsible.
2. The curriculum shall be aligned with the university academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
    - prescribe content;
    - integrate relevant program learning expectations;
    - identify course specific learning goals;
    - state instructional strategies;
    - state assessment techniques including the use of program rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
    - be appropriately integrated;
    - emphasize depth of understanding over breadth of coverage.
6. The program or university shall provide opportunities for all students to extend learning beyond the normal course offerings and the campus.

7. There shall be effective curricular coordination and articulation between and among all academic areas within the program or university.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the program's academic expectations and course specific learning goals.
10. The university shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Curriculum Planning

Developing a curriculum proposal:

What is the current situation?

- What is the instructor doing right, what could be improved in terms of?
  - cohesiveness of program
  - recruitment and retention of students
  - efficiency of teaching / learning process
  - communication, collaboration among course Instructors
  - student learning outcomes
  - the learning environment
  - assessment procedures
  - responding to diversity among students
  - use of learning resources
  - methods and methodology
  - Look at data, collect some data.
  - Reflect on experiences

What are the alternatives?

1. Open to new ideas, explore possibilities for innovations
   - self-directed learning
   - cooperative learning / teamwork
   - problem-based learning
   - education for critical thinking
   - resource-based learning
   - interdisciplinary study
   - outcomes-based education
   - experiential learning
2. Attend workshops, engage in extensive professional research, exchange of ideas
3. Participate in professional development
4. Develop appropriate workshops relevant to departmental needs

(Note: The Gulf Language School does not believe in focusing narrowly on what is already being done in our program. Real innovations are basic principles used appropriately in a specific situation. Many really good ideas haven't yet been used in the program--it's up to the Instructor to figure out how to do it. At this stage, become familiar with alternatives, and consider whether they might suit needs identified above.)

What is meant by a systematic approach to curriculum development?

Become familiar with key steps in instructional design/planning.

- borrow a book, attend a workshop, read a flyer

GOAL: To identify a clear rationale for change, some notion of what to change to, an idea of the procedure to be used to implement the change, and achieve some "buy-in" in the department. Keep it focused, purposeful. Any educational change will automatically affect many other aspects of the educational system. Small is manageable, more likely to lead to real, sustained

change, change that can be built upon. Later, the Instructor can start the process over again: what are we doing well, what can we do better...etc.

Implementing a curricular change

Must go through the curriculum development and implementation process

- Systematically (instructional design)
- Specifically (teaching methods and materials, assessment procedures)
- Collectively (communication among all parties)

The Director and Coordinators can help by *facilitating* this process.

- Can keep the Instructor on track (devise simple, straightforward exercises to go through to ensure that all the key concerns are addressed), as outside person not in the middle of departmental politics.
- Can provide details about specific teaching methods (e.g. how to teach diverse student body).
- Can share case studies (in library) of others who have done similar things: help the Instructor avoid or prepare for likely obstacles.

Monitoring the change/assessing the impact

- Assess ripple effect of change: is re-training of faculty necessary? must other parts of curriculum be changed?
- Assess student response to change
- Assess faculty response to change
- (Write it up so colleagues can learn from the experience??)

The Director and Coordinators can help devise assessment procedures for evaluating the impact of the change, and can do some of the assessment ourselves e.g. speak with students, faculty, and can help plan training sessions for Instructors.

Research in the Intensive English Program

The Gulf Language School at North American University makes and has from its inception made every effort to engage with and make extensive use of research into language acquisition, composition, reading, listening, speaking, assessment, and teaching methodologies in an attempt to actualize the Mission Statements of both the University and the Program and the outcomes of each level of instruction while recalling at all times that writing in all the above-named areas constitutes theory and not unassailable facts or truths. Curricular decisions in the IEP as well keep ever-present in mind the nature of GLS students: their cultural background, their educational experience, and their psychological makeup. If the IEP can be said to embrace one over-arching theoretical line of thinking, it is Diane Larsen- Freeman's "Principled Eclecticism" (2000) which "encourages instructors to consider carefully the different trends and ideas that have occurred historically, and to choose those that most closely fit the needs of a particular classroom or individual student" (Maggie Sokolik, "Writing," Practical English Language Teaching, David Nunan, ed., McGraw Hill Contemporary, New York, 2003, p. 91).

The decision to move a portfolio system of evaluating reading and writing in the IEP demonstrates "Principled Eclecticism" in action in GLS's IEP. The portfolio system as articulated by Peter Elbow and Pat Belanoff ("Portfolios as a Substitute for Proficiency Examinations," College Composition and Communication, Vol. 37, No. 3 (Oct, 1986), 336-339, JSTOR, 31 Oct 2005, http://www.jstor.org) comprises two norming or sessions, one at midterm, the other at the close of term. Their midterm norming session involves teachers presenting drafts of student work to other teachers who vote on whether a student's work is passing or not; this is the only feedback given by outside readers now. Teachers who disagree with a reader's evaluation can request a second reader. At end of term, students submit a 4-piece portfolio containing an expressive "personal piece," an essay on some academic topic, an analysis-of-text piece, and a one-draft-only in-class essay. The end-of-term norming session requires that each portfolio be evaluated by two readers. While most evaluations are considered the final word on a student's passing or failing that course, there is a chance for additional revision if the failure has resulted from the poor quality of only piece of writing.

Under the Elbow/Belanoff system, students "choose their best writing" (p. 337) for inclusion in the final portfolio. Letting the students decide what to include in a portfolio, according to most discussions of portfolio evaluation, whether for language-based or other courses, appears to be the norm: "A portfolio," says Geoff Brindley ("Classroom-based assessment," Practical English Language Teaching, David Nunan, ed., McGraw Hill Contemporary, New York, 2003), "contains a collection of student work selected by the student that demonstrates their efforts, progress, or achievement over a period of time" (p. 318).

Upon choosing to use portfolio evaluation for reading and writing courses, GLS's IEP considered other "realities" and adapted the concept to fit the program's needs. Certain adaptations focused on the pieces of writing to be included in portfolio and therefore affected the design of the writing assignments in the various reading and writing courses; other adaptations came because of experience in the field in general and in the Middle East/Gulf Region/Kuwait in particular. All adaptations were,

and continue to be, the result of carefully balancing researched and respected theories with the judgment of trained professionals with, in some cases, upwards of 25 years in the field and in the region:

1. Expressivist writing has fallen into disfavor and does not clearly and directly prepare the student for the academic tasks that are required of him/her at the undergraduate level and that our Mission Statement plainly indicates is our primary purpose.

   > Cherry Campbell: "Successful academic writing involves, among other things, the ability to integrate information from previous researchers in relevant areas of study." ("Writing with others' words: using background reading text in academic compositions," 1987, p. 211)
   >
   > Muchiri, Mulamba, Myers, Nodoloi: "Much of the work of teaching composition critically is making students aware of the tricks of language, the way academic language is different from everyday language…." ("Importing Composition: Teaching and Researching Academic Writing Beyond North America, 1995, p. 365)

   For these reasons, we opted to minimize the role of expressivist writing in portfolio assignments and clearly tie any such writing to activities which aid in preparing students to enter the general discourse community of the academy.

2. Further working to minimize the role of expressivist writing and further influencing the design of the IEP writing assignments has been the recognition that both Presentation-Practice-Production and Task-Based-Learning strategies are highly effective means of producing students who are able to integrate into the academic community at the undergraduate level by having them focus on very particular skills and operations that are required of undergraduate students in any liberal arts program.

   > Jane and Dave Willis:
   >
   > *Presentation*
   > The teacher highlights a form for study. The form is contextualized in some way to make the meaning clear. Learners are encouraged to produce the target form under careful teacher control until they produce it with some consistency.
   >
   > *Practice*
   > The teacher begins to relax control. Perhaps learners are encouraged to ask each other questions to elicit a response of the appropriate form or perhaps pictures are used to elicit the response.
   >
   > *Production*
   > When the teacher feels reasonably confident that learners can produce the required form the lesson moves on to the production stage, sometimes called the free stage. This usually takes the form of a roleplay or discussion or problem-solving activity in which the target form has a likelihood of occurrence. The important thing here is that learners are no longer working under close teacher control. The focus at this stage is said to be on language use. Learners are engaged in the negotiation of meaning in a context which requires the use of the target form. (Challenge and Change in Language Teaching, 2003, p. v)

   Kathleen Graves: "In task-based approaches, language is learned through negotiation with other learners in problem-solving or task-management situations that focus on meaning, rather than form, not through learning prespecified grammar, functions or notions. Tasks can range from discussing effectiveness of an advertisement and reporting on the discussion to designing an original advertisement. ("Coursebooks," Practical English Language Teaching, 2003, p. 2007)

   For these reasons, and with these theories in mind, the IEP reading and writing faculty chose to create a group of assignments for inclusion in the portfolio that require the student to perform specific, discrete tasks such as summarizing a multi-paragraph article, comparing facts or rhetorical devices between two thematically-linked multi-paragraph articles, responding to published criticism of a work of fiction or film adaptation, and so forth. To execute the various components of the writing assignments to be included in the portfolio, instructors take the student step-by-step through the process of creating each discrete component.

3. A student who can use his/her own discretion in the selection of pieces to be included in the final portfolio will invariably "cherry-pick" the portfolio's contents and naturally select only those items which show the student at his/her best. This is no doubt a fact of academic life worldwide. In the Middle East/Gulf Region/Kuwait, students are well known to utilize the services of outsiders, frequently professionals, in creating work that they submit as their own.

Knowing this to be the case, and despite the prevalence of published thinking that endorses the opposite view, the IEP has taken measures to prevent such practices by, firstly, exerting its decision-making prerogative in deciding that the program, not the student, will decide what is to be included in the portfolio. Secondly, IEP instructors keep meticulous records and files of actual student work at all stages of the writing process in the execution of each portfolio piece.

Curriculum Review: Guidelines for Instructors and Coordinators

Philosophy

The philosophy of the Gulf Language School is to provide everyone with the opportunity to achieve his or her goals. We know that each student brings unique experiences, abilities and objectives to the class. This program is designed to maximize the potential of everyone. Our faculty and staff put their energies into a "learning-centered" philosophy that emphasizes individual student success.

The instructor is advised to write down beliefs, assumptions, and values related to the IEP program and teaching. The Instructor should consider philosophy within the context of this university: e.g.

- students should learn to be critical thinkers
- the program is essentially one of training students for undergraduate discourse
- faculty have a responsibility to encourage independent student learning
- there is a set of information which is the core of the

The Instructor might begin this process by examining the mission statement, by 'brainstorming' as a group, by considering professional program accreditation requirements, or by asking individual faculty to respond. However, the department should come to a consensus on the philosophy.

Students

Review the characteristics of the students typically seen at this university and more specifically those of the students in this program. List common characteristics, as well as those that are instrumental in determining the nature of the courses: e.g.

- students are highly motivated and determined to get good grades
- students speak English as a second language
- there are many 'mature' students in the program
- many students only seem to be present to 'get credit'

Goals and Objectives

List the goals and objectives of the program (goals are more general; objectives are more specific). This list should include the knowledge, skills, and attitudes or values that the instructor expects the students to have when they leave the program and the university: e.g.

- students will be able to critically review research articles in the discipline
- students will be able to write, edit, and revise an essay using proper APA formatting
- students will be able to analyze and compare theories
- students will be able to create a modern dance routine

Structure and Sequencing

Review each individual course in the program to determine its contribution to the goals and objectives. Also consider which course leads into other courses - the sequence in which students take the courses and/or are required to take the courses. Try to develop a 'flow chart' or a hierarchical diagram which illustrates the interrelationships among courses in the program and how they lead to program goals.

This analysis might reveal gaps, redundancies, or illogical sequences in the program (for example, program goals that are not addressed through specific courses; unnecessary prerequisites, etc.). If so, changes in course syllabi should be discussed at this point.

Instructional Strategies

Each faculty member should list the instructional strategies (methods and materials) they use: e.g.

- lecture and questioning
- group work
- computer simulations
- library readings
- textbook and assigned readings

These strategies should be analyzed as to the degree to which they:

- the needs of the described student population;
- and match the nature of the university and program goals and objectives.

The primary consideration here is whether the methods and materials are in alignment with the learning expectations -- if students are expected to learn to **perform** something, the strategies must provide the opportunity for 'performance'; if students are expected to integrate ideas or become critical thinkers, the strategies must provide the opportunity for students to integrate and be critical.

Evaluation of Learning

Each faculty member should list the techniques by which they evaluate student learning e.g.

- essays
- multiple choice tests/short answers/essay questions
- performance in the library
- presentations
- portfolio

As with strategies, these techniques should be analyzed as to the degree to which they:

- Meet the needs of the described student population;
- Match the instructional methods and materials used and;
- Match the program goals and objectives, as well as the goals of the university.

A general rule is that one must 'test what is taught'. Evaluations should not only reflect the content of the course and program, but also the nature and type of expected learning. One cannot measure proficiency at tennis with a multiple-choice test. Similarly, one cannot measure critical thought with short answer tests.

Evaluation of Instruction

How is the effectiveness of instruction in the courses and program evaluated? This is as much a part of the curriculum as evaluation of learning. These techniques should be listed: e.g.

- student ratings of instruction
- review of student work
- anecdotal comments, letters, and records
- peer review of course outlines

The department should ensure that all aspects of the program are regularly and systematically reviewed for making changes and improvements in the program.

Setting Goals

OUTCOME	QUESTION ANSWERED	FUNCTION	EXAMPLE
Aim	Why is the course being taught	Gives shape and direction for the course	To provide students with an introduction paragraph writing
Goal	What will the student be able to do because of taking the course	Provides scope for the course	At the end of the course will be able to write, revise, and edit a paragraph
Objective	What will the student be able to do because of the lesson or experience	Provides direction for specific teaching and learning activities	At the end of the course will be able to differentiate between a cause/effect and persuasion argument
Outcome	What a student should learn as the result of a period of specified and supported study	Provides practical application	At the end of this course will be able to summarizes multi-paragraph articles accurately (identifying the author's primary mode of discourse, main idea, and primary supporting points).

Suggestions for thinking about goals

- statements should be short and begin with a verb
- in general, two or three goals are enough to express the intentions of the course
- goals are typically referred to as knowledge, skill or attitude

TYPE	DEFINITION	EXAMPLE at the end of this course students should be able to...
Knowledge (cognitive)	Refers to intellectual development	List, classify, apply, analyze, construct, argue...
Skills (psychomotor)	Refers to development of physical skills	Perform, grasp, handle, operate...
Attitude (affective)	Refers to the development of emotions, attitudes and values	Appreciate, accept, challenge, share, support...

Suggestions for matching teaching and learning strategies to goals

Knowledge goals (based on Bloom's Taxonomy)

Levels	Definition	Goals	Teaching Strategy
KNOWLEDGE	The ability to remember and recall information and facts without error or alteration	List Memorize Order Duplicate Lecture Readings	Lecture Readings
COMPREHENSION	The ability to understand what is being communicated and to make use of the material without necessarily relating it to other material	Classify Describe Discuss Explain	Lecture Summarizing question and answer laboratory work group discussion
APPLICATION	The ability to abstract, relate or apply general ideas to explain specific situations	Apply Choose Employ Interpret	discussion role play examples case studies group/individual projects
ANALYSIS	The ability to break down information into its constituent parts such that each part is understood and/or relationships are explicit	Analyze Compare Contrast Calculate	questions - (compare, contrast, what if, why) group discussion critiques
SYNTHESIS	The ability to put together past to form a whole. Working with pieces and parts to create new patterns or structures.	Construct Create Develop Formulate	essay writing presentations group discussion
EVALUATION	The ability to make judgments about the value of information and the degree to which information satisfies certain criteria	Argue Assess Judge Defend	written/oral critiques position papers debates evaluation
SKILLS (relates to physical skill development)	The ability to exhibit actions which demonstrate fine motor skills such as the use of precision instruments or gross motor skills such as the use of body in dance or athletic performance	Perform Grasp handle operate	laboratory work work in the gym work in the studio

ATTITUDES (relates to emotions, attitudes and values)	The ability to exhibit behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others	appreciate accept challenge share support	team projects group discussions position papers

Differentiate Outcomes versus Objectives

Objectives statements can vary in form and nature – they can range from general 'curriculum' objectives, to more specific 'learning' objectives, to even more specific 'behavioral' objectives. They may be expressed as intentions on the part of the instructor (e.g. 'The objectives of this unit are to …'), or as desired outcomes ('By the end of this unit you should be able to….'). It is the latter form – the outcome statement – that has the most power in informing teaching and learning, whether it be called a 'learning outcome', 'learning objective', or some other name. An outcome statement clarifies intention. It is squarely focused on the student and is performance-oriented, beginning with an action verb (e.g. 'demonstrate', apply' etc.) and signaling the desired level of performance. A learning outcome is thus an unambiguous statement of what the learner is expected to achieve and how he/she is expected to demonstrate that achievement.

Objectives are the primary building blocks of good curriculum design. They support the learning outcome in that each is a small step in arriving at *what the learner is supposed to know or can do.* Objectives:

- define specific outcomes or competencies to be achieved in terms of skills, content mastery, attitudes, or values
- form the basis upon which to select or design instruction materials, content, or techniques
- provide the basis for determining or assessing when the instruction purpose has been accomplished
- provide a framework within which a learner can organize his efforts to complete the learning tasks

Well-written objectives are carefully worded. They include qualifiers to restrict the conditions and terms under which the objectives are met. For example:

Objective = Conditions + Performance + Criteria	
Conditions:	given "x" … without "y" …
Performance:	the learner will (verb)…
Criteria / Standards:	accuracy / quality quantity time constraints

Learning outcomes are derived from objectives - they represent the translation of objectives into specific, tangible, attainable terms. They are also statements of intention but precise ones. It is reasonable to assume that students will learn something through doing our topics. We can convey to them **what they will learn** by stating learning outcomes. Outcomes reflect what students will be able to do or accomplish. Examples of the sort of lead statements that can precede a list of learning outcomes are:

- It is expected that because of work in this topic, student will:
- It is expected that on completion of this topic student will have:
- On completing this topic students will be able to:

Bloom's Taxonomy of Educational Objectives can be used as a tool to help formulate statements of objectives and outcomes. The taxonomy presented here identifies six levels of thinking (and associated cognitive processes) that students will engage in when asked to do things (for example, in class or in assignments). In the table, Bloom's objectives (expressed in topic aims) are linked to the sorts of learning expected of students. In other words, what students will be able to do.

Objectives	**Outcomes**
Remember	Recognize, recall, identify, retrieve, name
Understand	Interpret, paraphrase, translate, represent, clarify Exemplify, instantiate, illustrate Classify, categorize, subsume Summarize, abstract, generalize Infer, extrapolate, interpolate, predict, conclude

	Compare, contrast, match, map Explain, construct models
Apply	Execute, carry out Implement, use
Analyze	Differentiate, discriminate, select, distinguish, focus Organize, outline, structure, integrate, find coherence, parse Attribute, deconstruct
Evaluate	Check, test, detect, monitor, coordinate Critique, judge
Create	Generate, hypothesize Plan, design Produce, construct

Developing a Course Syllabus

Basic Background Information

- title, number, year, session
- name, location, office address, office hours (appointment or drop in?)
- contact numbers: phone, fax, email

Prerequisites

- knowledge, skills, experience

Aim (Purpose or Rationale)

- introduction to subject matter and how course fits with college or departmental curriculum
- why course is important to students

Learning Outcomes(s)

- what a student will gain because of taking the course

How the Course Is Organized

- explain why topics are organized in a certain way

Provide a Course Calendar or Schedule

List Format or Activities

- required versus recommended
- estimate of student workload

State How Students Will Be Evaluated

- list assignments, essays and exams
- nature (expected length), deadline dates
- describe grading procedure

Specify Resources to Be Used

- one text versus a series of readings
- other resources

Discuss Course Policies

- attendance/ makeup exams/ late work

VI. Gulf Language School

Intensive English Program

Curriculum Overview by Skill

Reading

Reading instruction in the IEP has one primary purpose: to provide the student with a battery of discrete yet interrelated skills that will enable him/her to engage effectively and responsibly with both academic and non-academic texts common of entry-level undergraduate coursework. Through regular practice of the skills both separately and, as additional skills are introduced, cumulatively via learning situations requiring self-generated responses to both single paragraphs and multi-paragraph essays, and through application of the skills to texts used for writing assignments, the student will systematically develop and improve overall ability to comprehend college-level English-language texts and thereby increase reading speed and academic vocabulary.

Writing

Writing instruction in the IEP has one primary purpose: to provide students with the entry-level academic writing ability necessary for success in introductory undergraduate courses. Through a carefully articulated sequence of multi-paragraph assignments that will enable the student to gain understanding and appreciation of writing processes (both his/her own and those of others), the student will at each level of instruction write an on-demand essay and produce a portfolio of finished writing that demonstrate increasing acquisition of composition skills required of writers in the academic community while continuously refining grammatical and mechanical competence.

Listening and Note-taking

Listening instruction in the IEP has one primary purpose: to improve the student's ability to effectively comprehend and assess oral English-language activities typical of the entry-level undergraduate academic environment. This goal will be achieved through regular practice involving interactive listening activities that (a) require both selecting correct answers from a limited field and supplying answers to open-ended questions, that (b) range from conversations and interviews to complex academic lectures of varying lengths, and that (c) increase and enhance academic vocabulary.

Note-taking instruction in the IEP has one primary purpose: to enhance the student's ability to extract important data and ideas from both written and oral academically-oriented texts. This goal will be achieved by providing students with a battery of strategies and opportunities to practice these strategies under the supervision and guidance of the Instructor. Note-taking strategies emphasized will include but are not limited to outlining, mapping, and modified Cornell and will be applied to both short passages and to lecture-length texts presented live and/or via audio and video.

Speaking

Speaking instruction in the IEP has one primary purpose: to assist the student in learning to communicate effectively and successfully in public speaking and social contexts common to the academic environment at the introductory undergraduate level. Via pair work, group work, and one-to-one conferences with the instructor, the student will at each level be guided through the process(es) and performance of both impromptu/extemporaneous and planned/rehearsed presentations of consistently increasing length focusing on various structures and purposes including narrative, informative, and persuasive. Throughout the program, the student will progressively improve the ability to make observations, express opinions, and argue effectively and appropriately while enhancing speaking fluency and accuracy**.**

Vocabulary

Vocabulary is an essential and integral part of every language skill. Student acquisition and development of the English language vocabulary is integrated into all the courses of the Intensive English Program. Vocabulary instruction will focus initially on high frequency vocabulary in use in everyday academic English and will then emphasize more advanced academic vocabulary. Most significantly, by the time the student completes the Intensive English Program he or she will be familiar with much of the academic vocabulary that is commonly used and that is necessary for success in university coursework.

Grammar

The goal is to integrate grammar into the four language skills: reading, writing, listening, and speaking. The purpose is to develop grammatical accuracy in academic writing and speaking and to increase comprehension in academic listening and reading. The emphasis is placed on understanding the form, meaning, and use of grammatical structures.

Course Descriptions

The GLS curriculum emphasizes independent language learning, and academic preparation; the language component of the curriculum focuses on listening, speaking, reading, and writing with integrated vocabulary and grammar.

A) Core Courses (20 hours per week)

These courses are offered at 6 different levels of proficiency in an 8-week session; students study Listening and Reading Skills (LR) and Speaking and Writing (SW), each a 10-hour block per week.

- **Lower Beginning English IENG 0001, Level 1,** an integrated skills approach is used in each class. In these levels, the students receive a strong foundation in four academic language skill areas: listening, speaking, reading, and writing. Instructors work together to provide learning experiences which integrate these four language skills in every class.

  1) IENG 0001 Lower Beginning English Level 1 [20.0.0]
  This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER.

- **Upper Beginning English IENG 0002, Level 2,** an integrated skills approach is used in each class. In these levels, the students receive a strong foundation in four academic language skill areas: listening, speaking, reading, and writing. Instructors work together to provide learning experiences which integrate these four language skills in every class.

  1) IENG 0002 Upper Beginning English Level 2 [20.0.0]
  This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text materials to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a well-developed coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0001.

- **Lower Intermediate English IENG 0003, Level 3,** an integrated skills approach is used in each class. In these levels, the students receive a strong foundation in four academic language skill areas: listening, speaking, reading, and writing. Instructors work together to provide learning experiences which integrate these four language skills in every class.

  1) IENG 0003 Lower Intermediate English Level 3 [20.0.0]
  This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-4 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing in order to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0002.

- **Upper Intermediate English IENG 0004, Level 4,** an integrated skills approach is used in each class. In these levels, the students receive a strong foundation in four academic language skill areas: listening, speaking, reading, and writing. Instructors work together to provide learning experiences which integrate these four language skills in every class.

1) IENG 0004 Upper Intermediate English Level 4 [20.0.0]
This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0003.

- **Lower Advanced IENG 0005, Level 5,** Communication Skills and Reading/Writing, students build on the strong foundation achieved in the integrated skills classes. At these levels students develop strong reading skills to increase comprehension, and vocabulary. In writing, students learn how to compose paragraph leading to essays in different rhetorical modes. Communication skills are refined to the point that students can discuss topics and make oral presentations.

  1) IENG 0005 Lower Advanced English Level 5 [20.0.0]
  This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-5 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0004.

- **Advance English IENG 0006, Level 6**, students are exposed to materials/assignments which equip them with the skills necessary for success in the college/university environment. In these levels students are expected to understand and take notes on lectures, participate in discussions, make presentations, preparing a writing portfolio, do library and internet research and produce research based essays.

  1) IENG 0006 Upper Advanced English Level 6 [20.0.0]
  This course refines listening, speaking, reading and essay writing skills needed for success in an academic environment. This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, expand vocabulary, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas to create essays of 3-5 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0005.

B) Modules (4 hours per week)

- Modules may change from year to year to comply with the needs of students.

SAMPLE IENG 0005 CLASS SCHEDULE

	Mon	Tues	Wed	Thurs	Fri
9:00 AM - 10:40 AM	Speaking & Writing	Speaking & Writing	Speaking & Writing	Speaking & Writing	Speaking & Writing

11:00 AM - 12:40 PM	**Listening & Reading**	**Listening & Reading**	**Listening & Reading**	**Listening & Reading**	**Listening & Reading**

Special Features

- **Academic Focus**
  - English for Academic Purposes
- **Important Features**
  - Experienced, full-time faculty with MA degrees in ESL, Linguistics, ENG, or related fields
  - Concurrent university courses for qualified students
  - Student-centered curriculum
  - Computer-based learning materials
  - TOEFL waiver after completing the IEP course
  - Portfolio Assessment
- **Special Services**
  - Access to university facilities & activities as well as use of university computers and internet
  - Assistance with admission for qualified students
  - Academic advising and university placement assistance
  - Tutoring Center
  - Writing Center

Program Goals

The Intensive English Program is designed to support students who need to improve their English language skills to the level required to study in University.

Standards

Committed to providing the highest quality in curriculum offerings and the best possible services, GLS supports and complies with the standards for intensive English programs as stipulated by the *Commission on English Language Program Accreditation* (CEA).

Curriculum Statement

From its inception, GLS's IEP goals have been to not only increase the language skills of students but also the learning skills to empower students for success at the undergraduate level. Fostering personal growth and academic readiness has been important to GLS IEP while improving students' linguistic and academic skills. This preparatory program is intended to provide the student not only with the necessary skills for English language but also in study skills, note taking, and other learning methods for success in the University.

Learning at GLS's IEP is a cooperative, education for academic purpose study which relies on active student participation and the formation of valuable academic skills. Each teacher accepts the challenge of establishing an educational and stimulating environment where students can readily take in new ideas and take risks in practicing what they have learned. Teachers serve as mentors dedicated to promoting the linguistic proficiency, academic success, writing development, and critical thinking.

GLS's IEP teachers are selected for their knowledge and competence in the field of English Language, their extensive cross-cultural experience, and their unqualified commitment to their students. The quality and integrity of the program rely on the creativity and devotion of skillful practitioners. The curriculum is a guide intended to provide needed structure and consistency and is formulated to allow teachers maximum freedom and control of their classes. Teachers are encouraged to use a variety of methods and approaches to mold their classes in accordance with their personal pedagogical outlooks, the needs of the individuals in the class, and the fundamental principles and goals of GLS's IEP.

The objectives and teaching practices at GLS's IEP are predicated on English for Academics approach to prepare students to gain sufficient mastery of the English Language to enter the degree programs of the University and to excel as students. The purpose of the Intensive English Program is to train non-native speakers in specific uses of English for academic, technical, or professional purposes. The main goal of the Intensive English Program is to increase students' language competence to a level suitable for study in University courses taught in English. A second goal is to enhance the students' academic skills for them to succeed in their first and successive years of education. The courses are designed to enable students to enhance their language

skills to become effective, fully participating members of the academic or professional community both during their time on campus and beyond.

The GLS curriculum provides structure and sets standards for how we help students learn. It defines the Reading, Writing, Listening, Speaking and academic skills and competencies that students must acquire to achieve success in their post-ESL endeavors and describes content, goals, competencies, materials and strategies for each level and class. The curriculum is a dynamic, evolving statement that reflects GLS/IEP philosophy about the nature of learning and teaching and serves as a practical guide for achieving the stated goals. It is intended to assure reliable preparation for students and an orderly, consistent progression from level to level. The principles on which the curriculum is predicated are elaborated on below.

Instructional Methodologies of IEP

Classes Are Student-Centered

- everyone is respected
- the learning needs of the students' academic come first
- students are encouraged to become independent learners
- individual learning styles and preferences are recognized, appreciated and accommodated

Students Are Best Served Through Humanistic, Holistic Approaches

- linguistic and cross-cultural growth are inter-related and inter-dependent
- lessons integrate linguistic, cross-cultural, and academic skills
- students are encouraged to examine their own strengths and weaknesses and their own individual styles of learning

The Focus Is on the Academic Learning

- teachers help students "discover" principles and relationships, and develop "inner criteria" for correctness
- studies are targeted towards Academic Liberal Arts needs and prepare students for future studies.
- students learn through "doing" (experiential learning)
- success is measured by what students can "do" communicatively and what they "know" cognitively
- covering specified materials in a textbook constitute the path for learning

Content-Integrated Skill Based Approach

- Reading, writing, listening, and speaking skills are combined in every class
- Course content is the vehicle through which language skills are integrated and taught
- Topics in every class are unified under various themes

Student-centered learning places the learner above every other concern and consideration. Factors such as students' needs, educational backgrounds, cultural conditioning, idiosyncratic learning styles, and personal circumstances all play a role in how (and how well) students learn, and therefore, are of consequence to how we teach. GLS's IEP program of teaching is based on being flexible and responsive. Classroom instruction focuses on the students' academic applications. Textbooks are tools used as the base for study but do not constitute the whole instruction of a class. Students must rely on themselves as active learners to be successful. (Stevick, 1980 & H.D. Brown, 1980)

Holistic learning refers both to teaching to the whole person and the integration of skills and materials within a given activity. These two ideas complement each other. Just as we cannot ignore the whole character of the learner, neither can we ignore the unified nature of language itself and teach such skills as grammar or pronunciation in isolation and without regard to real communication. Aiming towards holistic learning requires us to recognize the complex human nature of the learner as well as the intricate, abstruse nature of language as a medium of communication. A communicative, experiential approach promotes interaction between whole learner and whole language. The utilization of theme-based tasks is one way to emphasize the communicative use of language and allows us to present the different threads of language and of culture in a unified, contextualized, integrated manner. (Encounter: Journal for Holistic Education, Alcott, Montessori & John P. Miller)

Task-Based Instruction and Cognitive Academic Language Learning in IEP

Writing assignments in the IEP require an even integration of both task-based instruction and the cognitive academic language learning approach in that students must be guided toward attaining specific declarative knowledge, particularly of terminology, prior to being set on a path toward producing pieces of writing that demonstrate specifically articulated abilities. For example, before a student can attempt to compose the Extension/Expansion Essay, he/she must first be instructed in the specific contextual meanings of the terms extension and expansion. With that declarative knowledge in place, the student can then embark upon creating a product that fulfills the requirements of that assignment. The creating of the Extension/Expansion product is conducted in a collaborative laboratory environment wherein the instructor guides and oversees and the students

work with one another in the composing of similar yet distinctive final products. This integrated method is utilized in the production of all pieces of writing comprising the portfolio, and as the course progresses, the metacognition component of the cognitive academic language learning approach is activated in that students are referred to, and are required to recall, terminology and processes from previous assignments and apply them to the subsequent tasks.

How Instructional Technologies Assist in the IEP

Instructional technologies assist in achieving IEP goals and objectives in multiple ways. Support materials that accompany texts provide both interactive and non-interactive supplementary exercises that serve to consolidate material, concepts, and skills covered in class related to reading, writing, listening, speaking, grammar, and vocabulary. Other independent instructional technologies contribute to the program in accordance with their stated purposes: NAU Library data bases provide not only resources for student use but opportunities to practice information-locating techniques; video/DVD versions of adapted novels provide the basis for comparative analysis. Computers as well are widely used both in and out of the classroom: instructors project exercises, reading passages, model essays, and student samples of writing via Microsoft Office; instructors regularly communicate with students via email regarding their status in a course and respond to emailed drafts with suggestions for revision and editing.

How Different Learning Materials Contribute to Student Learning and the Achievement of Program Goals and Support Activities Outside the Classroom

The Townsend Press/John Langan series of reading texts approaches the instruction of reading by focusing on discrete reading skills that students apply to the reading and writing tasks of the sequence of IEP reading and writing courses and that they can apply to any content area or discipline following completion of the IEP program. By consciously learning to identify a writer's purpose, tone, mode of discourse, main idea, and primary supporting points, students acquire a heuristic that they use to compose the summary paragraph for each major writing assignment; this heuristic they can subsequently apply to the comprehension and summarizing of texts in subsequent courses beyond IEP and beyond the University. Similarly, by consciously learning to distinguish between fact and opinion, to make inferences, and to evaluate the relevance of evidence, students develop critical thinking skills that they use to discover, analyze, and discuss information as required by the comparison/contrast assignments, the corroboration/refutation assignment, and the synthesis component of the literary analysis assignment. These critical thinking skills are required of students in post-IEP courses and enable students to excel in higher-level thinking and analysis situations beyond the University.

The Townsend Press series of vocabulary texts, designed to correspond directly to the reading skills series, offers students the opportunity to better comprehend the material in the reading series and to build and moreover to own high-frequency academic vocabulary they will encounter and be expected to use in post-IEP coursework and professional situations beyond the University.

The Penguin Graded Readers/Townsend Press Readers introduce students to the canon of English-language fiction via adapted versions of respected and/or successful texts. The readers provide students with exposure to fiction narratives containing themes that are at once broadening, in that they delineate lifestyles often alien to that of the local culture and experience, yet universal, in that they address such non-culture-specific themes as honor, integrity, ambition, and judgment. Students use the readers to complete the comparison/contrast assignments (juxtaposing two texts, one text and a film adaptation) and to develop critical thinking skills that they will be required to apply in subsequent literature courses and that they can apply in fiction-reading and/or film-viewing situations beyond the University.

The Wilson/Glazier Least You Should Know About English series of English-skills texts provides students with extensive practice in the correction of frequently-appearing errors in composition (spelling, grammar, punctuation). With its minimal use of terminology and cogent explanations, the series heightens students' awareness of essential problems and of the need to prevent or correct these problems. Students apply the correction techniques prescribed by the series toward producing portfolio pieces that are free of serious grammatical and mechanical errors. The ability to apply these correction techniques is expected in subsequent course work and English writing beyond the University.

The in-house-generated writing assignment worksheets have been designed to take students through all stages of the writing process in aid of completing assignments to be included in the portfolio. While the IEP assignment worksheets are of no direct use to students in terms of later University assignments or in writing activities beyond the University, the process they require of students to engage in while completing IEP assignments provides students with a heuristic that serves them in any writing situation they encounter post-IEP.

Content-integrated-skill based approach.

Content-integrated-skill-based-learning is a term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. In content-based

instruction, students practice all the language skills in a highly integrated, communicative fashion while learning content such as science, mathematics, and social studies. Content-based language instruction is valuable at all levels of proficiency, but the nature of the content might differ by proficiency level.

Benchmarks

ACCUPLACER	IENG 0001	IENG 0002	IENG 0003	IENG 0004	IENG 0005	IENG 0006
Writing	21 ≤ 36	37≤ 52	53≤ 68	69≤ 84	85 ≤ 100	101 ≤ 120
ESL Skills	1	≥2	≥3	≥4	≥5	6

Grading System

Pass/No Pass. All passing work (A+ to C–) is given the uniform grade of Pass (P). Work below C– is considered not passing, and is given a grade of No Pass (F). Grades of P and F are recorded on the student's permanent record and reflected on the official transcript.

Passed - P	100-70
Not Passed - F	< 70
I	Incomplete
W	Withdrawn

Curriculum Mapping

IENG 0001 Lower Beginning English Course

Name of Course IENG 0001 Lower Beginning English Course Program: Intensive English Program

Program Outcome: Students completing the language program will demonstrate the ability to comprehend written and spoken university-level materials

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
1. Students will develop grammatical accuracy through a variety of written and oral grammar exercises and activities. (page 6.) Students will practice **reading** for understanding (page 32)			1. Read and understand the topic of short lower-beginning level readings of 200-300 words. (page 7.)	
	Reading for Understanding The student will read a series of articles in classroom practice and for assessment in Standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Understand vocabulary in the context of a sentence. 3. Demonstrate beginning level writing responses to reading comprehension wh-questions and Y/N questions. 4. Recognize logical relationships among elements of a sentence. 5. Using inference skills to understand texts. (page 32)	Reading for Understanding Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English.		Reading for Understanding -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities	1.		3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to	

by practicing the behaviors of effective, active listeners**.** (pg. 106)			respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	
	Listening for Understanding The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 2. Listen to passages for information to answer Y/N questions. 3. Listen to passages for information to answer wh-questions. 4. Demonstrate aural comprehension of spoken discourse in video segments and express main ideas in class interaction. 5. Use newly acquired vocabulary in classroom activities.	Listening for Understanding Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"		Listening for Understanding -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Writing: sentence structure to paragraph. students will learn the basics of good sentence writing beyond simple subject verb sentences.	Writing: sentence structure to paragraph. The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures. 2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct	Writing: sentence structure to paragraph. Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.	2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	Writing: sentence structure to paragraph -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)

	paragraph organization and transitions. 6. Create titles for a paragraph.			
Students will practice **conversing** on a variety of topics.	<u>Speaking:</u> Students will practice **conversing** on a variety of topics. 1. Speak on a variety of topics in social and work-related contexts. 2. Demonstrate through-to-face conversation understanding of simple questions and answers in Standard English. 3. Participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions, including questions about possessive nouns and possessive adjectives. 4. Describe a sequence of events in the past dealing with personal life.	Activities include but are not limited to: participating in question/answer dialogues such as introducing one's self and/or someone else, obtaining information, or expressing an opinion. Both interlocutors may need to ask questions to clarify meaning or ask for confirmation of understanding. Other speaking activities will be aimed at error correction and increased accuracy with opportunities to practice language freely.	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.	<u>Speaking (Conversation):</u> -Timed, speaking conversation with instructor (question/answer dialogue) requiring an ability to not only answer questions, but generate questions relevant to the topic/conversation. (Conversation Exam 5% of final grade)
	<u>Reading for Understanding:</u> The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Demonstrate beginning level writing responses to reading comprehension questions, including Y/N and wh-questions. 3. Recognize logical relationships among elements	<u>Reading for Understanding:</u> Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh-* questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them	1. Read and understand the topic of short lower-beginning level readings of 200-300 words. (page 7.)	<u>Reading for Understanding</u> -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	of a sentence, such as time and order 4. Understand vocabulary in the context of a sentence	and apply them. Write in complete sentences adhering to the rules of standard American academic English		
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities by practicing the behaviors of effective, active listeners**.**	<u>Listening for Understanding:</u> The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Identify statements by different speakers; place events or dialogues in sequence. 2. Demonstrate aural comprehension of spoken discourse in video segments and express main ideas in class interaction. 3. Use newly acquired vocabulary in classroom activities.	<u>Listening for Understanding</u> Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	<u>Listening for Understanding</u> -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
<u>Writing: sentence structure to paragraph.</u> students will learn the basics of good sentence writing beyond simple subject verb sentences. Pgs. 256, 257	<u>Writing: sentence structure to paragraph.</u> The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures. 2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct	<u>Writing: sentence structure to paragraph.</u> Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.	2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	<u>Writing: sentence structure to paragraph</u> -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)

	paragraph organization and transitions. 6. Create titles for a paragraph.			
Students will practice demonstrating something by making, doing, or repairing something. You will not simply inform about something, but rather show the entire process by doing it.	Speaking: The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Gain experience speaking before a group. 2. Supporting the main steps through demonstration, description, and explanation 3. Provide specific reasons for doing something the way you do it.	Speaking: Activities include but are not limited to: Introducing a "how-to" presentation with a question. Describing the process and where the process is used. listing materials needed. Explaining each step and its purpose. Showing (doing) each step. Showing the outcome/result of the process. Giving a short review of the process, and summarizing entire presentation.	6. Deliver formal presentation of 2-3 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	Speaking: Demonstration Presentation -Timed formal presentation ("how-to" process presentation). (Demonstration Presentation Test 5% of final grade)
2. Students will use simple phrases and short sentences to respond correctly to classroom instruction, questions and statements. (pg. 6)	Reading for Understanding The student will read a series of articles in classroom practice and for assessment in Standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Understand vocabulary in the context of a sentence. 3. Demonstrate beginning level writing responses to reading comprehension wh-questions and Y/N questions. 4. Recognize logical relationships among elements of a sentence.	Reading for Understanding Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English.	1. Read and understand the topic of short lower-beginning level readings of 200-300 words. (page 7.)	Reading for Understanding -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	5. Using inference skills to understand texts.			
Students will practice **reading** for understanding	Reading for Understanding: The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Demonstrate beginning level writing responses to reading comprehension questions, including Y/N and wh-questions. 3. Recognize logical relationships among elements of a sentence, such as time and order 4. Understand vocabulary in the context of a sentence	Reading for Understanding: Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English	1. Read and understand the topic of short lower-beginning level readings of 200-300 words.	Reading for Understanding -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities by practicing the behaviors of effective, active listeners**.** (pg. 106)	Listening for Understanding The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Listen to passages for information to answer Y/N questions. 2. Listen to passages for information to answer wh-questions. 3. Demonstrate aural comprehension of spoken discourse in video segments and express main ideas in class interaction.	Listening for Understanding Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	Listening for Understanding -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	4. Use newly acquired vocabulary in classroom activities.			
3. Students will listen for and respond correctly to content in listening materials and activities.	Listening for Understanding: The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Identify statements by different speakers; place events or dialogues in sequence. 2. Demonstrate aural comprehension of spoken discourse in video segments and express main ideas in class interaction. 3. Use newly acquired vocabulary in classroom activities.	Listening for Understanding Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context	Listening for Understanding -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities by practicing the behaviors of effective, active listeners**.** (pg. 106)	Listening for Understanding The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Listen to passages for information to answer Y/N questions. 2. Listen to passages for information to answer wh-questions. 3. Demonstrate aural comprehension of spoken discourse in video segments	Listening for Understanding Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	Listening for Understanding -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	and express main ideas in class interaction. 4. Use newly acquired vocabulary in classroom activities.			
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities by practicing the behaviors of effective, active listeners**.** (pg. 106)	Listening for Understanding: The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Identify statements by different speakers; place events or dialogues in sequence. 2. Demonstrate aural comprehension of spoken discourse in video segments and express main ideas in class interaction. 3. Use newly acquired vocabulary in classroom activities.	Listening for Understanding Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	Listening for Understanding -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
4. Students will develop basic vocabulary through a variety of contextual exercises and activities.	Reading for Understanding The student will read a series of articles in classroom practice and for assessment in Standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Understand vocabulary in the context of a sentence. 3. Demonstrate beginning level writing responses to reading comprehension wh-questions and Y/N questions.	Reading for Understanding Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of	1. Read and understand the topic of short lower-beginning level readings of 200-300 words.	Reading for Understanding -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	4. Recognize logical relationships among elements of a sentence. 5. Using inference skills to understand texts.	vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English.		
Writing: sentence structure to paragraph. students will learn the basics of good sentence writing beyond simple subject verb sentences.	Writing: sentence structure to paragraph. The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures. 2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct paragraph organization and transitions. 6. Create titles for a paragraph.	Writing: sentence structure to paragraph. Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.	2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	Writing: sentence structure to paragraph -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)
Students will practice **conversing** on a variety of topics.	Speaking: Students will practice **conversing** on a variety of topics. Pg. 188 1. Speak on a variety of topics in social and work-related contexts. 2. Demonstrate through-to-face conversation understanding of simple questions and answers in Standard English. 3. Participate in simple conversations dealing with basic survival needs and using Yes/No questions and	Activities include but are not limited to: participating in question/answer dialogues such as introducing one's self and/or someone else, obtaining information, or expressing an opinion. Both interlocutors may need to ask questions to clarify meaning or ask for confirmation of understanding. Other speaking activities will be aimed at error correction and increased accuracy with opportunities to practice language freely.	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.	Speaking (Conversation): -Timed, speaking conversation with instructor (question/answer dialogue) requiring an ability to not only answer questions, but generate questions relevant to the topic/conversation. (Conversation Exam 5% of final grade)

	Wh-questions, including questions about possessive nouns and possessive adjectives. 4. Describe a sequence of events in the past dealing with personal life			
	<u>Reading for Understanding</u>: The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Demonstrate beginning level writing responses to reading comprehension questions, including Y/N and wh-questions. 3. Recognize logical relationships among elements of a sentence, such as time and order 4. Understand vocabulary in the context of a sentence.	<u>Reading for Understanding:</u> Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English	1. Read and understand the topic of short lower-beginning level readings of 200-300 words.	<u>Reading for Understanding</u> -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Students will extend their abilities to **listen** effectively in a variety of situations for a variety of purposes and extend their abilities by practicing the behaviors of effective, active listeners**.**	<u>Listening for Understanding:</u> The student will listen to a series of passages in classroom practices and for assessment in standard American English in which he/she: 1. Identify statements by different speakers; place events or dialogues in sequence. 2. Demonstrate aural comprehension of spoken discourse in video segments	<u>Listening for Understanding</u> Activities include but are not limited to: making predictions about what will happen. Asking questions before listening to lecture. Making connections between the lecture and anything happening in the world right now. Visualizing what is happening in the lecture. Writing down unfamiliar words/sequences of events. Answering questions such as, "what helped you understand the lecture?"	3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context.	<u>Listening for Understanding</u> -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	and express main ideas in class interaction. 3. Use newly acquired vocabulary in classroom activities.			
<u>Writing: sentence structure to paragraph.</u> students will learn the basics of good sentence writing beyond simple subject verb sentences.	<u>Writing: sentence structure to paragraph.</u> The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures. 2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct paragraph organization and transitions. 6. Create titles for a paragraph.	<u>Writing: sentence structure to paragraph.</u> Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.	2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	<u>Writing: sentence structure to paragraph</u> -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)
Students will practice demonstrating something by making, doing, or repairing something. You will not simply inform about something, but rather show the entire process by doing it.	<u>Speaking:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Gain experience speaking before a group. 2. Supporting the main steps through demonstration, description, and explanation	<u>Speaking:</u> Activities include but are not limited to: Introducing a "how-to" presentation with a question. Describing the process and where the process is used. listing materials needed. Explaining each step and its purpose. Showing (doing) each step. Showing the outcome/result of the process. Giving a short review of the process, and summarizing entire presentation.	6. Deliver formal presentation of 2-3 minutes which conform to standard American English usage and in which specified areas of grammar are accurate	<u>Speaking: Demonstration Presentation</u> -Timed formal presentation ("how-to" process presentation). (Demonstration Presentation Test 5% of final grade)

	3. Provide specific reasons for doing something the way you do it.			
5. Students will engage in conversation/discussion on a variety of everyday topics including relevant personal information and experiences. Students will practice **conversing** on a variety of topics.	<u>Speaking:</u> Students will practice **conversing** on a variety of topics. 1. Speak on a variety of topics in social and work-related contexts. 2. Demonstrate through-to-face conversation understanding of simple questions and answers in Standard English. 3. Participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions, including questions about possessive nouns and possessive adjectives. 4. Describe a sequence of events in the past dealing with personal life.	<u>Speaking:</u> Activities include but are not limited to: participating in question/answer dialogues such as introducing one's self and/or someone else, obtaining information, or expressing an opinion. Both interlocutors may need to ask questions to clarify meaning or ask for confirmation of understanding. Other speaking activities will be aimed at error correction and increased accuracy with opportunities to practice language freely.	<u>Speaking:</u> 3. Listen to and understand simple, slow speech related to basic everyday situations, including relevant personal information to respond to Y/N and wh-questions. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities.	<u>Speaking:</u> <u>Speaking (Conversation):</u> -Timed, speaking conversation with instructor (question/answer dialogue) requiring an ability to not only answer questions, but generate questions relevant to the topic/conversation. (Conversation Exam 5% of final grade)
6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details.	<u>Reading for Understanding</u> The student will read a series of articles in classroom practice and for assessment in Standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Understand vocabulary in the context of a sentence. 3. Demonstrate beginning level writing responses to reading comprehension wh-questions and Y/N questions.	<u>Reading for Understanding</u> Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students	<u>Reading for Understanding</u> 1. Read and understand the topic of short lower-beginning level readings of 200-300 words.	<u>Reading for Understanding</u> -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

	4. Recognize logical relationships among elements of a sentence. 5. Using inference skills to understand texts.	to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English.		
	Reading for Understanding: The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Apply a variety of strategies to decode unknown words. 2. Demonstrate beginning level writing responses to reading comprehension questions, including Y/N and wh-questions. 3. Recognize logical relationships among elements of a sentence, such as time and order 4. Understand vocabulary in the context of a sentence	Reading for Understanding: Activities include but are not limited to: reading short readings and eliciting the details needed to answer questions and to respond to sentence completion about the readings. Identifying key vocabulary and using the vocabulary in the context of writing responses. Ask and answer *wh*- questions. Respond to sentence completion questions following the logic of an idea expressed in a sentence of a short-reading. Exposing students to multiple and various forms of vocabulary, such that the student will be able to understand them and apply them. Write in complete sentences adhering to the rules of standard American academic English.	Reading for Understanding 1. Read and understand the topic of short lower-beginning level readings of 200-300 words.	Reading for Understanding -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
8. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors.				
Writing: sentence structure to paragraph. students will learn the basics of good sentence writing beyond simple subject verb sentences.	Writing: sentence structure to paragraph. The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures.	Writing: sentence structure to paragraph. Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and	Writing: sentence structure to paragraph 2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	Writing: sentence structure to paragraph -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)

	2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct paragraph organization and transitions. 6. Create titles for a paragraph.	dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.		
<u>Writing: sentence structure to paragraph.</u> students will learn the basics of good sentence writing beyond simple subject verb sentences.	<u>Writing: sentence structure to paragraph.</u> The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1. Demonstrate ability to draft basic sentence structures. 2. Build on the basic elements to expand sentence. 3. Craft a topic sentence with one main idea. 4. Support one main idea with examples and details with explanations that relate to the main idea. 5. Write, edit, and revise one paragraph using correct paragraph organization and transitions. 6. Create titles for a paragraph.	<u>Writing: sentence structure to paragraph.</u> Activities include but are not limited to: Internalizing the basic elements of a sentence (Subject, verb, object). Expanding sentences because of a working knowledge of independent and dependent clauses and compound structures. Building complex sentences with transitional phrases such as *however, then, additionally*, etc. Crafting a paragraph with a title, topic sentence, and supporting details.	2. Write, edit, and revise 6-8 simple sentences on a topic to form a paragraph.	<u>Writing: sentence structure to paragraph</u> -Timed, common progress writing examinations (essays). (Progress Writing Tests 20% of final grade)

IENG 0002 Upper Beginning English Course

Name of Course IENG 0002 Upper Beginning English Course Program: Intensive English Program

Program Outcome: Students completing the language program will demonstrate the ability to comprehend written and spoken university-level materials

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
1. Students will improve grammatical accuracy through a variety of written and oral grammar exercises and practices. 2.Students will use simple phrases and short sentences to respond correctly to classroom instructions, questions and statements. 3. Students will listen for and respond correctly to content in listening materials and activities. 4. Students will expand basic vocabulary through a variety of contextual exercises and activities. 5. Students will engage in conversation/ discussion on a variety of everyday topics including relevant personal information and experiences. 6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details. 7.Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors. (Page 6)			Student will be able to: 1. Read and understand the main ideas and key supporting details of low-intermediate texts of multiple paragraphs (300-400 words). 2. Write, edit, and revise a unified paragraph of 12-14 sentences on a single topic. 3. Listen to and understand basic conversations related to everyday social situations and contexts. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Participate in simple conversations related to familiar social situations. 6. Speak about topics or situations outside the immediate context. (Page 7)	
Reading: Mapping Note-taking Students will practice the mapping method of note-taking (page 30)	Reading: Mapping Note-taking The student will read a series of articles in classroom practice and for assessment in which he/she: 1. Extracts crucial points from the content of a multi-paragraph article.	Reading: Mapping Note-taking Activities include but are not limited to: Pick out the Topic, main idea, and Context Summarize with short phrases and keywords	Reading: Mapping Note-taking Student will be able to: 1. Read and understand the topics, main ideas and key supporting details of upper beginning texts of single and	Reading: Mapping Note-taking -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade)

	2. Use mapping note-taking techniques to make notes more clearly (page 20)	Note important facts and vocab words Put into your own words Real-time habits – organization, abbreviation, attention to key concepts, instructor cues Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes	multiple paragraphs (300-400 words). 2. create notes using mapping.	-Timed, common progress reading examinations, which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) - Grammar quizzes to focus on correctness - Vocabulary quizzes to reinforce Vocab retention -Class work activities and homework. (ungraded)
Listening: Mapping Note-taking Students will practice the mapping method of note-taking (page 83)	Listening: Mapping Note-taking The student will listen to a series of lectures in classroom practices and for assessment in standard American English in which he/she: **1-**Extracts crucial points from the content of a lecture. **2-**Uses mapping note-taking strategies to take notes more clearly	Listening: Mapping Note-taking Activities include but are not limited to: Pick out the Topic, main idea, and Context from lectures. Summarize with short phrases and keywords Note important facts and vocab words Put into your own words Real-time habits – organization, abbreviation, attention to key concepts, instructor cues Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes	Listening: Mapping Note-taking Student will be able to: 1. Listen and understand the topics, main ideas and key supporting details of upper beginning lectures (300-400 words). 2. Very quickly create notes using mapping 3- Students will systematically develop and improve overall ability to comprehend college-level English-language lectures. Increase listening comprehension because of gaining quicker access to an author's ideas	Listening: Mapping Note-taking -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations, which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 20% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) - Grammar quizzes to focus on correctness - Vocabulary quizzes to reinforce Vocab retention -Class work activities and homework. (ungraded)

Listening: Topic Students will identify the topic of short lecture (page 98)	Listening: Topic The student will listen to short lectures in classroom practices and for assessment in standard American English in which he/she: 1-Provides self-generated responses that identify the topic of a text. 2- Identifies an appropriate statement of topic from a field of choices (Page 98)	Listening: Topic Activities include but are not Activities include but are not limited to: 1-Listening to short lectures and identifying the topic 2- Practice Topic identification usage to emphasize correctness in answers (Capital letter, Present tense, and Possessive)	Listening: Topic 1. Students will systematically develop and improve overall ability to comprehend college-level English-language lectures. 2. Increase listening comprehension because of gaining quicker access to an author's ideas 3. Easily identify the author's topic	Listening: Topic 1- Two-timed, common progress listening examinations, which focus on skills and knowledge. These timed examinations contain open-response items for Topic and other elements (MI) Progress Reading Tests 20% of final grade) 2- Topic identification quizzes (10% of final grade) 2--Class work activities and homework. (Class work 5% of final grade)
Listening: Main Idea Students will identify, formulate, and defend statements of main idea. 1 sentence of identification or formulation, 1-2 sentences of explanation	Listening: Main Idea The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated main idea of a lecture or presentation. 2. Explains what has led him/her to conclude that this is the stated main idea of a lecture or presentation. 3. Provides self-generated statements of main idea that accurately reflect the implied main idea of a lecture or presentation. 4. Explains what has led him/her to conclude that this is an accurate inference of main idea	Listening: Main Idea Students will listen to short lectures and: 1. Identify stated main idea sentences. 2. Practice Main Idea identification 3. Usage for correctness in answers (Capital letter, Present tense, and Possessive) 4. Practice wrong answers to emphasize correct responses	Listening: Main Idea 1. Students will systematically develop and improve overall ability to comprehend college-level English-language lectures 2. Increase listening comprehension because of gaining quicker access to an author's ideas 3. Easily identify the author's MI	Listening: Main Idea 1. One common Main Idea Reading Quiz focusing on both stated main idea, (10%) 2. Two Progress Listening Tests that will include other listening skills in addition to identification of main idea. (20%)
Writing	Writing	Writing	Writing	Writing

Students will learn the basics of good sentence writing beyond simple subject verb sentences. (page 122)	The student will write sentences in classroom practices and for assessment in standard American English in which he/she: 1- Demonstrate ability to draft basic sentence structures; and 2- Build on the basic elements to expand sentence. 3- Write a structured paragraph (page 122)	1-Students will practice creating and editing sentences 2- Learn and practice A-Subject-Verb pattern B- Subject-Verb-Adverb pattern C- Subject verb agreement correctness practice	1-build simple basic sentence structures 2- expand using adjectives, objects, and prepositional phrases to build compound and complex sentence structures 3- develop their critical-thinking skills 4- write descriptive and narrative sentences to develop a paragraph 5- Wh questions 6- Create a mapping process to prewrite	Write a paragraph with a minimum of five-structured sentences that include a main idea sentence, primary supporting sentences (including evidence), and a concluding sentence.
Conversation Students will practice conversing on a variety of topics. (page 170)	Conversation The students will: 1. Speak on a variety of topics in social and work-related contexts. 2. Demonstrate through-to-face conversation understanding of simple questions and answers in Standard English. 3. Participate in simple conversations dealing with basic survival needs and using Yes/No questions and Wh-questions, including questions about possessive nouns and possessive adjectives. 4. Describe a sequence of events in the past dealing with personal life.	Conversation	Conversation 1- Use the right words in the right order with the correct pronunciation. 2- Know when clarity of message is essential 3- focus on expressing yourselves well in English 4- concentrate more on production skills, and less on factual content 5- less likely to insist on literal translations from their mother tongue.	Conversation Students will respond to a 3-4-minute topic discussion with the instructor.
Reading Outlining Note-taking Students will identify the topic of single, and multi-paragraphs.	Reading Outlining Note-taking The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Extracts crucial points from the content of multi-paragraph articles.	Reading Outlining Note-taking Activities include but are not limited to: Pick out the Topic, main idea, and Context from lectures. Summarize with short phrases and keywords Note important facts and vocab words Put into your own words	Reading Outlining Note-taking Student will be able to: 1. Read and understand the topics, main ideas and key supporting details of upper beginning texts of single and multiple paragraphs (300-400 words). 2. Very quickly create note-taking.	Reading Outlining Note-taking -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations, which focus on skills and knowledge. These timed examinations contain open-response items. (Progress

	2. Uses outlining note-taking strategies to take notes more clearly.	Real-time habits – organization, abbreviation, attention to key concepts, instructor cues Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		Listening Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) - Grammar quizzes to focus on correctness - Vocabulary quizzes to reinforce Vocab retention -Class work activities and homework. (ungraded
Reading Primary Supporting Points Students will identify an author's primary supporting points (page 186)	Reading Primary Supporting Points The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1- Provides self-generated responses that identify the stated primary supporting points of a text. (page 186)	Reading Primary Supporting Points 1- Read both single paragraphs and essays/articles of multiple paragraphs and identify the principal supporting examples or reasons. 2- Practice PSP's and explanation usage to emphasize correctness in answers (Capital letter, Present tense, and Possessive)	Reading Primary Supporting Points 1- develop and improve overall ability to comprehend college-level English-language texts 2- increase reading speed because of gaining quicker access to an author's ideas. 3- separate a writer's signaling devices from the important content 4- apply and develop paraphrasing/summarizing skills and gains greater appreciation for the need to address all an author's content. 5- Easily identify the author's PSP's	Reading Primary Supporting Points 1-One Common Primary Supporting Points Reading Quiz focusing on primary supporting points only, (10%) 2- One Progress Reading Test that will include other reading skills in addition to primary supporting points. (must identify primary supporting points in one multi-paragraph article and explain your answers.)
Listening Outlining Note-taking Students will practice the outlining method of note-taking. (page 224)	Listening Outlining Note-taking The student will listen to a series of lectures in classroom practices and for assessment in standard American English in which he/she: 1- Extracts crucial points from the content of lectures.	Listening Outlining Note-taking Activities include but are not limited to: Pick out the Topic, main idea, and Context from lectures. Summarize with short phrases and keywords Note important facts and vocab words Put into your own words	Listening Outlining Note-taking 1-Listen and understand the topics, main ideas and key supporting details of upper beginning texts of single and multiple paragraphs (300-400 words) 2- very quickly create note-taking. 3- Students will systematically develop and improve overall	Listening Outlining Note-taking -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations, which focus on skills and knowledge. These timed examinations contain open-response items. (Progress

	2- Uses outlining note-taking strategies to take notes more clearly (Page 224)	Real-time habits – organization, abbreviation, attention to key concepts, instructor cues Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes	ability to comprehend college-level English-language lectures. Increase listening comprehension because of gaining quicker access to an author's ideas	Listening Tests 20% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) - Grammar quizzes to focus on correctness - Vocabulary quizzes to reinforce Vocab retention -Class work activities and homework. (ungraded)
Listening Primary Supporting Points Students will identify a speaker's primary supporting points (page 246)	Listening Primary Supporting Points The student will listen to a series of short and long lectures in classroom practices and for assessment in standard American English in which he/she: 1- Provides self-generated responses that identify the stated primary supporting points of a lecture.	Listening Primary Supporting Points 1- Listen to short and longer lectures, and identify the principal supporting examples or reasons. 2- Practice PSP's and explanation usage to emphasize correctness in answers (Capital letter, Present tense, and Possessive)	Listening Primary Supporting Points 1- develop and improve overall ability to comprehend college-level English-language texts 2- increase listening speed because of gaining quicker access to an author's ideas. 3- separate a writer's signaling devices from the important content 4- apply and develop paraphrasing/summarizing skills and gains greater appreciation for the need to address all a lecture's content. 5- Easily identify the author's PSP's	Listening Primary Supporting Points 1-One Common Primary Supporting Points Listening Quiz focusing on primary supporting points only, (10%) 2- One Progress Listening Test that will include other reading skills in addition to primary supporting points. (must identify primary supporting points in one short lecture and explain your answers.) --Timed, common tri-weekly quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. Instructor-created quizzes (Quizzes 5% of final grade) --Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 10% of final grade) --Class work activities and homework. (Class work 5% of final grade)
Paragraph	Paragraph	Paragraph	Paragraph	Paragraph

Students will practice adding evidence from personal experience to develop a paragraph. (Page 256)	The student will write an essay in standard American English in which he/she: 1- Composes a paragraph with sentences which display a developing syntactical maturity and whose meaning is not impaired by excessive grammar, usage and proofreading errors. 2- Demonstrates ability to generate, select, fully develop, and relate his or her ideas by supporting his or her general ideas (as expressed in the main idea sentences) with adequate specific ideas: examples, illustrations, statistics, reasons, anecdotes, etc. (Page 256)	1-Students will practice creating and editing sentences 2- Learn and practice A-Subject-Verb pattern B- Subject-Verb-Adverb pattern C- Subject verb agreement correctness practice	1-build simple basic sentence structures 2- expand using adjectives, objects, and prepositional phrases to build compound and complex sentence structures 3- develop their critical-thinking skills 4- write descriptive and narrative sentences to develop a paragraph 5- Learn transition signals 6- Create an outline to prewrite 7- Correct formatting of an essay (Header, Heading, indent and conclusion)	Write a paragraph with a minimum of five-structured sentences that include a main idea sentence, primary supporting sentences (including evidence), and a concluding sentence.
Students will practice presenting information on a process while performing the process or simulating or visually presenting the process (page 298)	The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Gains experience speaking before a group. 2. Supports the main steps through process, description, and explanation 3. Provides specific reasons for doing something the way you do it. (Page 298)	Students will practice the process presentation elements, and how to divide the steps 1-Learn vocabulary which is connected to process presentation. 2-Practice the introduction, Body and Conclusion elements to present a cohesive process presentation.	Students will build your speaking, listening, information gathering, and critical thinking abilities. 1- Use the right words in the right order with the correct pronunciation. 2- Know when clarity of message is essential 3- focus on expressing yourselves well in English	You will prepare and deliver a 4-5-minute presentation in which you show the audience how to do something

IENG 0003 Lower Intermediate English Course

Name of Course IENG 0003 Lower Intermediate English Course Program: Intensive English Program

Program Outcome: Students completing the language program will demonstrate the ability to comprehend written and spoken university-level materials

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of both written and spoken multi-paragraph texts. Students will practice synthesizing orally and in writing information from a variety of spoken and written texts. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. Students will practice accurately attributing information orally and in writing from written and spoken texts according to APA and/or other accepted academic conventions. Students will compose and deliver sentences that are free of serious grammatical and mechanical errors. 6.Students will practice interviewing and reporting on the personal experiences of others. <u>Reading: Mapping Note-taking</u> Students will practice the mapping method of note-taking.	<u>Reading: Mapping Note-taking</u>	<u>Reading: Mapping Note-taking</u>	<u>Reading: Mapping Note-taking</u>	<u>Reading: Mapping Note-taking</u>

	The student will read a series of articles in classroom practice and for assessment in which he/she: 1. Extracts critical ideas from the content of a multi-paragraph article. 2. Uses mapping note-taking techniques to take notes more clearly. _____	Activities may include these: Identify main ideas. Summarize with key words. Note important facts and words. State in student's own words. Organize a coherent, complete mapped outline. _____	Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's/speaker's main idea and primary supporting points. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media. Recommend a course of action related to the ideas contained in written and/or spoken texts. Cite and document information and sources according to APA and/or other academic conventions. Produce academic essays of two-to-three paragraphs and/or deliver formal presentations of three-to-four minutes, which conform to Standard American English usage and in which specified areas of grammar are accurate.	1. Complete outline of correct format with full content of topic, background, main idea, primary supporting points, and conclusion. 2. Indication of type(s) of conclusion. 3. Use of symbols and abbreviations throughout the outline. 4. Full, correct responses to the general and specific questions over the assigned article. 5. Use of correct grammar, punctuation, and spelling in the outline and questions.
<u>Listening: Mapping Note-taking</u> Students will practice the mapping method of note-taking.	<u>Listening: Mapping Note-taking</u> The student will listen a series of lectures in classroom practice and for assessment in which he/she: 1. Extracts critical ideas from the content of a multi-paragraph lecture. 2. Uses mapping note-taking techniques to take notes more clearly. _____	<u>Listening: Mapping Note-taking</u> Activities may include these: Identify main ideas. Summarize with key words. Note important facts and words. State in student's own words. Organize a coherent, complete mapped outline. _____	<u>Listening: Mapping Note-taking</u> 1.Summarize and paraphrase spoken multi-paragraph lectures accurately, using note-taking strategies to identify the speaker's main idea and primary supporting points. 2.Add evidence from personal experience and/or observation to support an idea contained within spoken multi-paragraph texts.	<u>Listening: Mapping Note-taking</u> 1. Complete outline of correct format with full content of topic, background, main idea, primary supporting points, and conclusion. 2. Indication of type(s) of conclusion. 3. Use of symbols and abbreviations throughout the outline.

Informative Presentation Students will practice interviewing and reporting on the personal experiences of others.	Informative Presentation 1. Accurately paraphrase and cite an idea from a source. 2. Report one narrative example that supports a cited author's thinking derived from the personal experience of an individual not in the class. 3. Conclude with a restatement of task and the findings.	Informative Presentation 1. Read the original article. 2. Paraphrase the writer's opinion and cite the source (by APA). 3. Interview another person and write her/his story. 4. Compose presentation with summary of original article; support a point in the article by the story of the interviewee. 5. Present (orally) to class the speech in its full form.	3.Synthesize both orally and in spoken information obtained from texts, interviews, and/or other media. 4.Recommend a course of action related to the ideas contained in the spoken presentation. 5.Cite and document information and sources according to APA and/or other academic conventions. Informative Presentation 1. Read an essay and paraphrase the writer's main idea and primary supporting points from that essay. 2. Select a point from that essay and use a story from her or his own experience to support that point. 3. Present that material in a three-minute speech to a selected audience. 4. Using APA criteria, conform that oral presentation to the specified format for the speech.	4. Full, correct responses to the general and specific questions over the assigned article. 5. Use of correct grammar, punctuation, and spelling in the outline and questions. Informative Presentation The student will be evaluated as to how well he or she follows the criteria of citing the source of the essay, paraphrasing the main idea and primary supporting points, present a thesis of intent, using a personal experience to extend the writer's point, use a statement of relevance as a conclusion, and restate the purpose of the presentation.
Extemporaneous presentation Students will practice responding to a brief prompt with a minimum of preparation.	Extemporaneous presentation 1. Accurately paraphrase and cite an idea from a source. 2. Indicate an understanding of the writer's argument by addressing the relevance of supporting evidence. 3. Provide an example from personal experience or observation that supports or challenges the author's main idea. Reading: Outline Note-taking	Extemporaneous presentation 1. Read the original article. 2. Paraphrase the writer's opinion and cite the source (by APA). 3. Interview another person and write her/his story. 4. Compose presentation with summary of original article; support a point in the article by the story of the interviewee. 5. Present (orally) to class the speech in its full form. Reading: Outline Note-taking	Extemporaneous Presentation 1. Read an essay and paraphrase the writer's main idea and primary supporting points from that essay. 2. Select an idea and use a story from her or his own experience to support that idea. 3. Present that material in a three-minute speech to a selected audience. 4. Using APA criteria, conform that oral presentation to the specified format for the speech. Reading: Outline Note-taking	Extemporaneous Presentation The student will be evaluated as to how well he or she follows the criteria of citing the source of the essay, paraphrasing the main idea and primary supporting points, present a thesis of intent, using a personal experience to extend the writer's point, use a statement of relevance as a conclusion, and restate the purpose of the presentation

Reading: Outline Note-taking Students will practice the outlining method of note-taking.	The student will read a series of articles in classroom practice and for assessment in which he/she: 1. Extract critical ideas from the content of a multi-paragraph article. 2. Use outline note-taking techniques to take notes more clearly.	Activities may include these: 1.Identify main ideas. 2.Summarize with key words. 3.Note important facts and words. 4.State in student's own words. 5.Organize a coherent, complete outline.	1.Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's main idea and primary supporting points. 2.Add evidence from personal experience and/or observation to support an idea contained within written multi-paragraph texts. 3.Synthesize both orally and in writing information obtained from written texts, interviews, and/or other media. 4.Recommend a course of action related to the ideas contained in written texts. 5.Cite and document information and sources according to APA and/or other academic conventions. 6.Produce academic essays of two-to-three paragraphs and/or deliver formal presentations of three-to-four minutes, which conform to Standard American English usage and in which specified areas of grammar are accurate.	Reading: Outline Note-taking 1. Complete outline of correct format with full content of topic, background, main idea, primary supporting points, and conclusion. 2. Indication of type(s) of conclusion. 3. Use of symbols and abbreviations throughout the outline. 4. Full, correct responses to the general and specific questions over the assigned article. 5. Use of correct grammar, punctuation, and spelling in the outline and questions.
Listening: Outline Note-taking Students will practice the method of outlining the same as with the reading practice but listen to a lecture rather than reading a text.	Listening: Outline Note-taking (the same requirements and directions as with the reading practice)	Listening: Outline Note-taking (the same requirements and directions as with the reading practice)	Listening: Outline Note-taking (the same requirements and directions as with the reading practice)	Listening: Outline Note-taking (the same requirements and directions as with the reading practice)
Essay of reaction Students will practice responding to an author's ideas.	Essay of reaction Students will… 1.Summarize a multi-paragraph article accurately (identifying the writer's main idea and primary supporting points).	Essay of reaction Students will… 1.Read an assigned original article and identify the main idea, primary supporting points.	Essay of reaction 1.Write an essay of response to a selected original essay. 2.Summarize the original essay by paraphrasing the writer's main	Essay of reaction 1.The essay will be evaluated by two or more IEP instructors as to both format and content.

	2.Paraphrase, cite, and document information and sources according to APA conventions. 3.Conclude by indicating recognition of the applicability of an idea or observation contained in the multi-paragraph article.	2. Summarize the author's main idea and primary supporting points (with transitions and stems) in an introductory paragraph. 3.Choose a primary supporting point by which to support with a personal experience. 4.Formulate a thesis of intent to support the chosen primary supporting point in agreement/disagreement with the writer of the original essay. 5.Write of that experience in support of the primary supporting point; use a statement of relevance (as a conclusion) to connect the personal experience to the primary supporting point.	idea and primary supporting points. 3.Write a thesis of intent to indicate the idea of the writer with which the student agrees or disagrees. 4.Provide and write of a personal experience in support of the primary supporting point selected for consideration. 5.Provide a past-tense account as confirmation of the writer's idea with details to elaborate on the story. 6. Close the essay with a statement of relevance, connecting the account given to the selected primary supporting point.	2. Target areas of language will also be used in the evaluative process, considering such parts of syntax, punctuation, capitalization, and orthography. 3.The final grade will consist of achievement in both the correct format, along with APA standards for writing, and the content of the essay.

IENG 0004 Upper Intermediate English Course

Name of Course: IENG 0004 Upper Intermediate English Course Program: Intensive English Program

Program Outcome: Students completing the language program will demonstrate the ability to comprehend written and spoken university-level materials

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of both written and spoken multi-paragraph texts. (page 6)			1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's or speaker's main idea and primary supporting points. (page 7)	
<u>Reading: Outline Note-taking</u> Students will practice the outline method of note-taking (page 28)	<u>Reading: Outline Note-taking</u> The student will read a series of articles in classroom practice and for assessment in which he/she: 1. Extracts crucial points from the content of multi-paragraph articles. 2. Use outlining note-taking techniques to take notes more clearly (page 28)	<u>Reading: Outline Note-taking</u> Activities include but are not limited to: -Pick out key ideas -Summarize with short phrases and keywords -Note important facts and vocab words -Put into your own words -Real-time habits – organization, abbreviation, attention to key concepts, instructor cues -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		<u>Reading: Outline Note-taking</u> -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests combined are 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
<u>Listening: Outline Note-taking</u> Students will practice the outlining method of note-taking (page 74)	<u>Listening: Outline Note-taking</u> The student will listen to a series of lectures in classroom practices and for assessment in standard American English in which he/she: 1. Take away important points from the content of lectures	<u>Listening: Outline Note-taking</u> Activities include but are not limited to: -Pick out key ideas -Summarize with short phrases and keywords -Note important facts and vocab words -Put into your own words		<u>Listening: Outline Note-taking:</u> -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain

	2. Uses outlining note-taking strategies to take notes more clearly (page 74)	-Real-time habits – organization, abbreviation, attention to key concepts, instructor cues -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		open-response items. (Progress Listening Tests combined are 15% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded) <u>Reading: Cornell Note-Taking:</u> -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests combined are 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded) <u>Listening: Cornell Note-Taking:</u> -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests combined are 15% of final grade)
<u>Reading: Cornell Note-Taking:</u> Students will practice the Cornell method of note-taking. (page 220)	<u>Reading: Cornell Note-Taking:</u> The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Takes away important crucial points from the content of multi-paragraph articles. 2. Uses Cornell note-taking strategies to take notes more clearly. (page 220)	<u>Reading: Cornell Note-Taking:</u> Activities include but are not limited to: -Pick out key ideas -Summarize with short phrases and keywords -Note important facts and vocab words -Put into your own words -Real-time habits – organization, abbreviation, attention to key concepts, instructor cues -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		
<u>Listening: Cornell Note-Taking:</u> Students will practice the Cornell method of note-taking. (page 266)	<u>Listening: Cornell Note-Taking:</u> The student will listen to a series of lectures in standard American English in which he/she: 1. Takes away important crucial points from the content of a lecture.	<u>Listening: Cornell Note-Taking:</u> Activities include but are not limited to: -Pick out key ideas -Summarize with short phrases and keywords -Note important facts and vocab words -Put into your own words		

	2. Uses Cornell note-taking strategies to take notes more clearly. (page 266)	-Real-time habits – organization, abbreviation, attention to key concepts, instructor cues -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		-Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. (page 6) <u>Writing: Essay of Comparison and Contrast:</u> Students will practice analyzing the similar and different ways nonfiction writers approach a topic or theme. (page 114) <u>Speaking: Persuasive Presentation:</u> Students will practice responding to one opinion posed by the writer of an article to achieve a specific outcome. (page 205)	<u>Writing: Essay of Comparison and Contrast:</u> The student will write an essay in standard American English which he/she: 5. Concludes by indicating recognition of the applicability of an idea or observation of one or more authors by providing relevant personal evidence from personal experience/observation for that recognition (page 114) <u>Speaking: Persuasive Presentation:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates organizational skills in which he/she: 1. Paraphrases and cites an opinion from a source accurately 2. Indicates agreement or disagreement with this statement	<u>Writing: Essay of Comparison and Contrast:</u> Activities include but are not limited to: -Identifying a single idea from one of two articles -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence <u>Speaking: Persuasive Presentation:</u> Activities include but are not limited to: -Identifying a single idea from one of two articles -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation	2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts. (page 7)	<u>Writing: Essay of Comparison and Contrast:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led revision sessions and pair/group workshops (ungraded) -Instructor created quizzes (10% of final grade) -A completed, properly formatted typed essay to be turned in at midterm (10% of final grade) -A final, revised version to be turned in as part of a portfolio at the end of the term (20% of final grade) <u>Speaking: Persuasive Presentation:</u> -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentation (ungraded) -Instructor created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)

	3. Provides examples from personal experience or observation that supports the opinion. 4. Acknowledges the counter-argument to the opinion. 5. Concludes with reaffirmation of opinion. (page 205)	-Anticipating and briefly articulating a reasonable counter-argument to their own opinion		
Writing: In-Class Essay: Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as those articles used as core articles for Extension and Comparison/Contrast. (page 314)	Writing: In-Class Essay: The student will write an essay in standard American English which he/she: 3. Develops a descriptive/narrative example derived from personal observation or experience that (a) supports an idea within the essay or that reinforces the author's thinking OR (b) differs from the author's thinking in one significant way. (page 314)	Writing: In-Class Essay: Activities include but are not limited to: -Identifying a single idea from an article -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence		Writing: In-Class Essay: -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led practice sessions and pair/group workshops (ungraded) -Instructor-created quizzes (10% of final grade) -A completed, properly formatted hand-written essay to be written within a time limit in class at the end of term (10% of final grade) -Essay is also used as part of a portfolio at the end of the term (20% of final grade)
Speaking: Extemporaneous Presentation: Students will practice responding to a brief prompt with a minimum of preparation. (page 340)	Speaking: Extemporaneous Presentation: The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 2. Indicates an understanding of the writer's argument by addressing the relevance of supporting evidence. 3. Provides an example from personal experience/observation	Speaking: Extemporaneous Presentation: Activities include but are not limited to: -Identifying a single idea from a short paragraph -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence		Speaking: Extemporaneous Presentation: -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentations based on example prompts (ungraded) -Instructor-created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)

	that supports or challenges the author's main idea. (page 340)			
3. Students will practice synthesizing information, orally and in writing, from a variety of written and spoken texts. (page 7) <u>Reading: Main Idea:</u> Students will identify and defend statements of main idea. (page 36) <u>Listening: Main Idea:</u> Students will identify, formulate, and defend statements of main idea. (page 100)	<u>Reading: Main Idea:</u> The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated main idea of a text. 2. Explains what has led him/her to conclude that this is the stated main idea of a text. (page 36) <u>Listening: Main Idea:</u> The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated main idea of a lecture or presentation. 2. Explains what has led him/her to conclude that this is the stated	<u>Reading: Main Idea:</u> Activities include but are not limited to: -Practice locating stated main idea sentences using single paragraphs and multi-paragraph articles -Practice summarizing and paraphrasing stated main ideas in a way that shows understanding of meaning and connection to the whole text <u>Listening: Main Idea:</u> Activities include but are not limited to: -Practice locating stated main ideas sentences using spoken and recorded lectures -Practice summarizing and paraphrasing stated main ideas in a way that shows understanding of meaning and connection to the whole lecture	3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. (page 7)	<u>Reading: Main Idea:</u> -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests combined are 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded) <u>Listening: Main Idea:</u> -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests combined are 15% of final grade) -Instructor-created listening quizzes which focus on skills and

	main idea of a lecture or presentation. (page 100)			knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
<u>Reading: Primary Supporting Points:</u> Students will identify an author's primary supporting points and will paraphrase important information regarding primary supporting points. (page 240)	<u>Reading: Primary Supporting Points:</u> The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated primary supporting points of a text. 2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points. (page 240)	<u>Reading: Primary Supporting Points:</u> Activities include but are not limited to: -Practice locating key supporting ideas within single paragraphs and multi-paragraph articles -Practice summarizing and paraphrasing supporting ideas in a way that shows understanding of meaning and connection to secondary support		<u>Reading: Primary Supporting Points:</u> -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests combined are 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
<u>Listening: Primary Supporting Points:</u> Students will identify a speaker's primary supporting points and will paraphrase essential information regarding primary supporting points. (page 305)	<u>Listening: Primary Supporting Points:</u> The student will listen to short (single-paragraph) and longer (multi-paragraph lectures and presentations) in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated primary supporting points of a lecture.	<u>Reading: Primary Supporting Points:</u> Activities include but are not limited to: -Practice identifying key supporting ideas within spoken or recorded lectures -Practice summarizing and paraphrasing supporting ideas in a way that shows understanding of meaning and connection to secondary support		<u>Listening: Primary Supporting Points:</u> -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests combined are 15% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade)

Writing: Essay of Comparison and Contrast: Students will practice analyzing the similar and different ways nonfiction writers approach a topic or theme. (page 114) Speaking: Persuasive Presentation: Students will practice responding to one opinion posed by the writer of an article to achieve a specific outcome. (page 205) Writing: In-Class Essay:	2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points. (page 305) Writing: Essay of Comparison and Contrast: The student will write an essay in standard American English which he/she: 1. Summarizes two multi-paragraph articles accurately (identifying the authors' main idea, and primary supporting points). 2. Paraphrases, cites, and documents information and sources according to APA conventions. 3. Compares the similarities between the purpose, emphasis, tone, order, or information of the two articles. 4. Contrasts the differences between the purpose, emphasis, tone, order, or information of the two articles. (page 114) Speaking: Persuasive Presentation: The student will prepare and deliver a short individual presentation in standard American English that demonstrates organizational skills in which he/she: 1. Paraphrases and cites an opinion from a source accurately (page 205)	Writing: Essay of Comparison and Contrast: Activities include but are not limited to: -Picking out main and supporting ideas from two articles -Practicing summarizing and paraphrasing key ideas -Considering similarities and differences in areas of Purpose, Order (Mode), Emphasis, and Tone between two articles -Explaining those similarities and differences using paraphrasing and summarizing Speaking: Persuasive Presentation: Activities include but are not limited to: -Identifying a single idea from one of two articles -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Anticipating and briefly articulating a reasonable counter-argument to their own opinion		-Class work activities and homework. (ungraded) Writing: Essay of Comparison and Contrast: -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led revision sessions and pair/group workshops (ungraded) -Instructor created quizzes (10% of final grade) -A completed, properly formatted typed essay to be turned in at midterm (10% of final grade) -A final, revised version to be turned in as part of a portfolio at the end of the term (20% of final grade) Speaking: Persuasive Presentation: -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentation (ungraded) -Instructor created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade) Writing: In-Class Essay: -Assignments designed to build essay structure before drafts as

Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as those articles used as core articles for Extension and Comparison/Contrast. (page 314) <u>Speaking: Extemporaneous Presentation:</u> Students will practice responding to a brief prompt with a minimum of preparation. (page 340)	<u>Writing: In-Class Essay:</u> The student will write an essay in standard American English which he/she: 1. Summarizes a multi-paragraph article (identifying the author's main idea and primary supporting points). (page 314) <u>Speaking: Extemporaneous Presentation:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Summarizes and paraphrases information from a source accurately. (page 340)	<u>Writing: In-Class Essay:</u> Activities include but are not limited to: -Identifying a single idea from an article -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence <u>Speaking: Extemporaneous Presentation:</u> Activities include but are not limited to: -Identifying a single idea from a short paragraph -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence		class work or homework (ungraded) -Instructor-led practice sessions and pair/group workshops (ungraded) -Instructor-created quizzes (10% of final grade) -A completed, properly formatted hand-written essay to be written within a time limit in class at the end of term (10% of final grade) -Essay is also used as part of a portfolio at the end of the term (20% of final grade) <u>Speaking: Extemporaneous Presentation:</u> -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentations based on example prompts (ungraded) -Instructor-created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)
4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. (page 7) <u>Speaking: Persuasive Presentation:</u> Students will practice responding to one opinion posed by the	<u>Speaking: Persuasive Presentation:</u> The student will prepare and deliver a short individual	<u>Speaking: Persuasive Presentation:</u> Activities include but are not limited to:	4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts. (page 7)	<u>Speaking: Persuasive Presentation:</u>

writer of an article to achieve a specific outcome. (page 205) <u>Writing: In-Class Essay:</u> Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as those articles used as core articles for Extension and Comparison/Contrast. (page 314)	presentation in standard American English that demonstrates organizational skills in which he/she: 2. Indicates agreement or disagreement with this statement 3. Provides examples from personal experience or observation that supports the opinion. 4. Acknowledges the counter-argument to the opinion. 5. Concludes with reaffirmation of opinion. (page 205) <u>Writing: In-Class Essay:</u> The student will write an essay in standard American English which he/she: 4. Concludes by offering a relevant recommendation. (page 314)	-Identifying a single idea from one of two articles -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Anticipating and briefly articulating a reasonable counter-argument to their own opinion <u>Writing: In-Class Essay:</u> Activities include but are not limited to: -Identifying a single idea from an article -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence		-Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentation (ungraded) -Instructor created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade) <u>Writing: In-Class Essay:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led practice sessions and pair/group workshops (ungraded) -Instructor-created quizzes (10% of final grade) -A completed, properly formatted hand-written essay to be written within a time limit in class at the end of term (10% of final grade) -Essay is also used as part of a portfolio at the end of the term (20% of final grade)
5. Students will practice attributing information orally and in writing from written and spoken texts according to APA,			5. Cite and document information and sources according to APA and/or accepted oral academic conventions. (page 7)	

and/or accepted oral academic conventions. (page 7) <u>Writing: Essay of Comparison and Contrast:</u> Students will practice analyzing the similar and different ways nonfiction writers approach a topic or theme. (page 114)	<u>Writing: Essay of Comparison and Contrast:</u> The student will write an essay in standard American English which he/she: 2. Paraphrases, cites, and documents information and sources according to APA conventions. (page 114)	<u>Writing: Essay of Comparison and Contrast:</u> Activities include but are not limited to: -Identifying information from two different articles -Practice incorporating information into sentences and a reference page		<u>Writing: Essay of Comparison and Contrast:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led revision sessions and pair/group workshops (ungraded) -Instructor created quizzes (10% of final grade) -A completed, properly formatted typed essay to be turned in at midterm (10% of final grade) -A final, revised version to be turned in as part of a portfolio at the end of the term (20% of final grade)
<u>Speaking: Persuasive Presentation:</u> Students will practice responding to one opinion posed by the writer of an article to achieve a specific outcome. (page 205)	<u>Speaking: Persuasive Presentation:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates organizational skills in which he/she: 1. Paraphrases and cites an opinion from a source accurately. (page 205)	<u>Speaking Persuasive Presentation:</u> Activities include but are not limited to: -Identifying information from two different articles -Practice citing said information orally in spoken sentences		<u>Speaking: Persuasive Presentation:</u> -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentation (ungraded) -Instructor created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)
<u>Writing: In-Class Essay:</u> Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as those articles used as core articles for Extension and Comparison/Contrast. (page 314)	<u>Writing: In-Class Essay:</u> The student will write an essay in standard American English which he/she: 2. Cites a source accurately according to APA in-text conventions. (page 314)	<u>Writing: In-Class Essay:</u> Activities include but are not limited to: -Identifying information from two different articles -Practice incorporating information into sentences		<u>Writing: In-Class Essay:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led practice sessions and pair/group workshops (ungraded) -Instructor-created quizzes (10% of final grade) -A completed, properly formatted hand-written essay to be written

				within a time limit in class at the end of term (10% of final grade) -Essay is also used as part of a portfolio at the end of the term (20% of final grade)
6. Students will practice composing and delivering sentences and statements that are free of serious grammatical and mechanical errors. (page 7) <u>Writing: Essay of Comparison and Contrast:</u> Students will practice analyzing the similar and different ways nonfiction writers approach a topic or theme. (page 114)	<u>Writing: Essay of Comparison and Contrast:</u> The student will write an essay in standard American English which he/she: 1. Summarizes two multi-paragraph articles accurately (identifying the authors' main idea, and primary supporting points). 2. Paraphrases, cites, and documents information and sources according to APA conventions. 3. Compares the similarities between the purpose, emphasis, tone, order, or information of the two articles. 4. Contrasts the differences between the purpose, emphasis, tone, order, or information of the two articles. 5. Concludes by indicating recognition of the applicability of an idea or observation of one or more authors by providing relevant personal evidence from personal experience/observation for that recognition. (page 114)	<u>Writing: Essay of Comparison and Contrast:</u> Activities include but are not limited to: -Identifying information from two different articles -Picking out main and supporting ideas from two articles -Practicing summarizing and paraphrasing key ideas -Considering similarities and differences in areas of Purpose, Order (Mode), Emphasis, and Tone between two articles -Explaining those similarities and differences using paraphrasing and summarizing -Making corrections and crafting sentences that are grammatically correct in all the above activities	6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 4-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate. (page 7)	<u>Writing: Essay of Comparison and Contrast:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led revision sessions and pair/group workshops (ungraded) -Instructor created quizzes (10% of final grade) -A completed, properly formatted typed essay to be turned in at midterm (10% of final grade) -A final, revised version to be turned in as part of a portfolio at the end of the term (20% of final grade)

<u>Speaking: Persuasive Presentation:</u> Students will practice responding to one opinion posed by the writer of an article to achieve a specific outcome. (page 205)	<u>Speaking: Persuasive Presentation:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates organizational skills in which he/she: 1. Paraphrases and cites an opinion from a source accurately 2. Indicates agreement or disagreement with this statement 3. Provides examples from personal experience or observation that supports the opinion. 4. Acknowledges the counter-argument to the opinion. 5. Concludes with reaffirmation of opinion. (page 205)	<u>Speaking Persuasive Presentation:</u> Activities include but are not limited to: -Identifying information from two different articles -Practice citing said information orally in spoken sentences -Identifying a single idea from one of two articles -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Anticipating and briefly articulating a reasonable counter-argument to their own opinion -Using proper grammar when presenting in all the above activities		<u>Speaking: Persuasive Presentation:</u> -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentation (ungraded) -Instructor created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)
<u>Writing: In-Class Essay:</u> Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as those articles used as core articles for Extension and Comparison/Contrast. (page 314)	<u>Writing: In-Class Essay:</u> The student will write an essay in standard American English which he/she: 1. Summarizes a multi-paragraph article (identifying the author's main idea and primary supporting points). 2. Cites a source accurately according to APA in-text conventions. 3. Develops a descriptive/narrative example derived from personal observation or experience that (a) supports an idea within the essay or that reinforces the author's thinking OR (b) differs from the	<u>Writing: In-Class Essay:</u> Activities include but are not limited to: -Identifying information from two different articles -Practice incorporating information into sentences Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence -Using practiced skills to craft grammatically correct sentences in all the above activities		<u>Writing: In-Class Essay:</u> -Assignments designed to build essay structure before drafts as class work or homework (ungraded) -Instructor-led practice sessions and pair/group workshops (ungraded) -Instructor-created quizzes (10% of final grade) -A completed, properly formatted hand-written essay to be written within a time limit in class at the end of term (10% of final grade) -Essay is also used as part of a portfolio at the end of the term (20% of final grade)

<u>Speaking: Extemporaneous Presentation:</u> Students will practice responding to a brief prompt with a minimum of preparation. (page 340)	author's thinking in one significant way. 4. Concludes by offering a relevant recommendation (page 314) <u>Speaking: Extemporaneous Presentation:</u> The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Summarizes and paraphrases information from a source accurately. 2. Indicates an understanding of the writer's argument by addressing the relevance of supporting evidence. 3. Provides an example from personal experience/observation that supports or challenges the author's main idea. (page 340)	<u>Speaking: Extemporaneous Presentation:</u> Activities include but are not limited to: -Identifying a single idea from a short paragraph -Practice summarizing and paraphrasing said idea -Expressing agreement or disagreement and supporting it with evidence from one's own life or observation -Stating the relevance of one's evidence -Using proper grammar when presenting in all the above activities		<u>Speaking: Extemporaneous Presentation:</u> -Assignments designed to structure presentations as class work or homework (ungraded) -Pair work and in-class practices of presentations based on example prompts (ungraded) -Instructor-created quizzes (10% of final grade) -A final presentation before the class, evaluated by instructors (5% of final grade)

IENG 0005 Lower Advanced English Course

Name of Course: IENG 0005 Lower Advanced English Course Program: Intensive English Program

Program Outcome: Students completing the language program will demonstrate the ability to comprehend written and spoken university-level materials

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of both written and spoken multi-paragraph texts (page 6) <u>Reading: Mapping Note-taking</u> Students will practice the mapping method of note-taking (page 28)	<u>Reading: Mapping Note-taking</u> The student will read a series of articles in classroom practice and for assessment in which he/she: 1. Extracts crucial points from the content of a multi-paragraph article 2. Uses mapping note-taking techniques to make notes more clearly (page 28)	<u>Reading: Mapping Note-taking</u> Activities include but are not limited to: - Picking out main ideas. - Summarizing with short phrases and keywords. - Noting important facts and vocab words. - Putting into your own words. - Real-time habits – organization, abbreviation, attention to key concepts, instructor cues. - Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	<u>Reading: Mapping Note-taking</u> 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	<u>Reading: Mapping Note-taking</u> -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade). -Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Reading: Modes of Discourse Students will identify general (time or addition order) and specific (process analysis, comparison, etc.) mode of discourse in academically-oriented writing (page 38	Reading: Modes of Discourse The student will read single- and multi-paragraph texts in classroom practices and for assessment in which he/she: 1. Identifies the general, overall pattern of organization used by the writer via self-generated responses. 2. Identifies the specific mode of organization used by the writer via self-generated responses.	Reading: Modes of Discourse Activities include but are not limited to: - Reading/discussing definitions of each mode. - Reading/discussing similarities/differences of each mode. - Reading examples of each mode.	Reading: Modes of Discourse 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Reading: Modes of Discourse -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade).

	3. Explains what has led him/her to conclude that this is the overall pattern of organization, accurately employing terminology relevant to this skill (page	- Choosing which modes several short passages are in and debating choices. - Summarizing with short phrases and keywords. -Noting important facts and vocab words. -Putting into your own words. Real-time habits – organization, attention to key concepts, instructor cues. - Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.		-Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade). -Classwork activities and homework (ungraded)
Reading: Main Idea Students will identify, formulate, and defend statements of main idea (page 70)	Reading: Main Idea The student will read single-and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated main idea of a text. 2. Explains what has led him/her to conclude that this is the stated main idea of a text. 3. Provides self-generated statements of main idea that accurately reflect the stated main idea of a text (page 70).	Reading: Main Idea Activities include but are not limited to: - Choosing between general and specific subjects of a selection. -Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	Reading: Main Idea 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Reading: Main Idea -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade). -Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Listening: Mapping Note-Taking Students will practice the mapping method of note-taking (page 106).	Listening: Mapping Note-Taking The student will listen to a series of lectures in classroom practices and for assessment in standard American English in which he/she: 1. Extracts crucial points from the content of a lecture. 2. Uses mapping note-taking strategies to take notes more clearly (page 106).	Listening: Mapping Note-Taking Activities include but are not limited to: - Picking out main ideas. - Summarizing with short phrases and keywords. - Noting important facts and vocab words. - Putting into your own words.	Listening: Mapping Note-Taking 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points.	Listening: Mapping Note-taking -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (quizzes 10% of final grade). -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress

		- Real-time habits – organization, abbreviation, attention to key concepts, instructor cues. - Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.		Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge. (quizzes 10% of final grade). -Classwork activities and homework (ungraded).
Listening: Modes of Discourse Students will identify general (time or addition order) and specific (process analysis, comparison, etc.) mode of discourse in academically-oriented lectures and presentations.	Listening: Modes of Discourse The student will listen to short (single-paragraph) and longer (multi-paragraph) texts in classroom practices and for assessment in standard American English in which he/she: Identifies the general, overall pattern of organization used by the speaker via self-generated responses. Identifies the specific mode of organization used by the speaker via self-generated responses. Explains what has led him/her to conclude that this is the overall pattern of organization accurately employing terminology relevant to this skill (page 134).	Listening: Modes of Discourse Activities include but are not limited to: - Reading/discussing definitions of each mode. - Reading/discussing similarities/ differences of each mode. - Reading examples of each mode. - Choosing which modes several short passages are in and debating choices. - Summarizing with short phrases and keywords. -Noting important facts and vocab words. -Putting into your own words. Real-time habits – organization, attention to key concepts, instructor cues. - Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes**.**	Listening: Modes of Discourse 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points	Listening: Modes of Discourse -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (quizzes 10% of final grade). -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge. (quizzes 10% of final grade). -Classwork activities and homework (ungraded).
Listening: Main Idea Students will identify, formulate, and defend statements of main idea (page 140).	Listening: Main Idea The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1, Provides self-generated responses that identify the stated main idea of a lecture or presentation.	Listening: Main Idea Activities include but are not limited to: **-**Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words.	Listening: Main Idea 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points	Listening: Main Idea -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress

	2. Explains what has led him/her to conclude that this is the stated main idea of a lecture or presentation.	-Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes		Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge (quizzes 10% of final grade). -Classwork activities and homework (ungraded).
Writing: Essay of Personal Application The student will practice interacting with published material and applying his/her own experience to an author's ideas and vice-versa (page 152)	Writing: Essay of Personal Application The student will write an essay in standard American English in which he/she: 1. Summarizes a multi-paragraph article, accurately identifying the author's primary mode of discourse, main idea, and primary supporting points. 2. Quotes, paraphrases, and cites a statement from a source accurately according to APA in-text conventions. 3. Develops a descriptive/ narrative example derived from personal observation or experience that supports an idea within the essay or that reinforces the author's thinking. 4. Develops a descriptive/ narrative example derived from personal observation or experience that differs from the author's thinking in one significant way. 5. Reacts to the content and the writing contained in the multi-paragraph article and concludes with a suggested relevant course of action (page 152).	Writing: Essay of Personal Application Activities include but are not limited to: - Reading/ discussing/ eliciting details needed to react in written form to a variety of persuasive/ informative texts. - Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases, keywords, and complete sentences. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes. - Revising based on peer and instructor feedback.	Writing: Essay of Personal Application 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-4 paragraphs and/or deliver formal presentations of 5-6 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	Writing: Essay of Personal Application -Multi-draft essays using text as a springboard to the student's response and/or analysis (Progress Draft 10% of final grade) - Portfolio of revised multi-draft essays along with one previously unevaluated essay using text as a springboard to the student's response and/or analysis (Portfolio 20% of final grade; since the revised multi-draft essay is 50% of the Portfolio grade, the final draft of the Essay of Personal Application is thus 50% of the Portfolio grade, or an additional 10%) -Classwork activities and homework (ungraded) - Peer review (ungraded)
Speaking: Informative Presentation	Speaking: Informative Presentation	Speaking: Informative Presentation	Speaking: Informative Presentation	Speaking: Informative Presentation

Students will practice interviewing and reporting on the personal experiences of others	The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Quotes, paraphrases, and cites a statement from a source accurately. 2. Reports one narrative example derived from the personal experience of an individual not in the class that either supports or differs from a cited author's thinking. 3. Concludes with an explanation of the relevance of the narrative and a restatement of task and the findings.	Activities include but are not limited to: - Formulating questions to ask interviewees and practicing with classmates - Participating in question/ answer and open-ended dialogues in reaction to text and/or aural prompts - Other speaking activities will be aimed at error correction and increased accuracy with opportunities to practice language freely	1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-4 paragraphs and/or deliver formal presentations of 5-6 minutes which conform to standard American English usage and in which specified areas of grammar are accurate	- Formal, prepared presentation using a text as a springboard to the student's response and/or analysis (5% of final grade) - Classwork activities and homework (ungraded)
Reading: Outlining Note-taking Students will practice the outlining method of note-taking.	Reading: Outlining Note-taking The student will read a series of articles in classroom practice and for assessment in standard American English in which he/she: 1. Extracts crucial point from the content of multi-paragraph articles 2. Uses outlining note-taking strategies to take notes more clearly (page 272)	Reading: Outlining Note-taking Activities include but are not limited to: - Picking out main ideas. - Summarizing with short phrases and keywords. - Noting important facts and vocab words. - Putting into your own words. - Real-time habits – organization, abbreviation, attention to key concepts, instructor cues. - Review habits – reviewing before/after class for a few	Reading: Outlining Note-taking 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Reading: Outlining Note-taking -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade). -Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade)

		minutes & applying critical frameworks to notes.		-Classwork activities and homework (ungraded)
Reading: Implied Main Idea Students will formulate and defend statements of implied main idea.	Reading: Implied Main Idea The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Identifies an appropriate statement of implied main idea from a field of choices. 2. Explains what has led him/her to conclude that this is an accurate inference of the main idea.	Reading: Implied Main Idea Activities include but are not limited to: - Choosing between general and specific subjects of a selection. -Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	Reading: Implied Main Idea 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Reading: Implied Main Idea -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade). -Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Reading: Primary Supporting Points Students will identify an author's primary supporting points and will paraphrase essential information regarding primary supporting points.	Reading: Primary Supporting Points The student will read single- and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated primary supporting points of a text. 2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points	Reading: Primary Supporting Points Activities include but are not limited to: - Choosing between general and specific subjects of a selection. -Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	Reading: Primary Supporting Points 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Reading: Primary Supporting Points -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Reading Tests 15% of final grade). -Instructor-created reading quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Listening: Outlining Note-taking Students will practice the outlining method of note-taking.	Listening: Outlining Note-taking The student will listen to a series of lectures in classroom practices	Listening: Outlining Note-taking Activities include but are not limited to:	Listening: Outlining Note-taking 1. Summarize and paraphrase written and spoken multi-	Listening: Outlining Note-taking -Timed, common listening quizzes which focus on specific

	and for assessment in standard American English in which he/she: 1. Extracts crucial points from the content of lectures. 2. Uses outlining note-taking strategies to take notes more clearly.	- Choosing between general and specific subjects of a selection. -Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Listening: Implied Main Idea Students will formulate and defend statements of implied main idea (page 358)	Listening: Implied Main Idea The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated statements of main idea that accurately reflect the implied main idea of a lecture or presentation. 2. Explains what has led him/her to conclude that this is an accurate inference of the main idea.	Listening: Implied Main Idea Activities include but are not limited to: - Choosing between general and specific subjects of a selection. -Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	Listening: Implied Main Idea 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points (page 7)	Listening: Implied Main Idea -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade). -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Listening: Primary Supporting Points Students will identify an author's primary supporting points and will paraphrase essential information regarding primary supporting points.	Listening: Primary Supporting Points The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and presentations in classroom practices and for assessment in	Listening: Primary Supporting Points Activities include but are not limited to: - Choosing between general and specific subjects of a selection.	Listening: Primary Supporting Points 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies to identify the author's / speaker's primary mode of discourse, main	Listening: Primary Supporting Points -Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items (quizzes 10% of final grade).

	standard American English in which he/she: 1. Provides self-generated responses that identify the stated primary supporting points of a lecture. 2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points	-Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases and keywords. -Noting important facts. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes.	idea, and primary supporting points (page 7)	-Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items (Progress Listening Tests 15% of final grade). -Instructor-created listening quizzes which focus on skills and knowledge (quizzes 10% of final grade) -Classwork activities and homework (ungraded)
Writing: In-class Essay Students will apply the skills emphasized throughout the course in an in-class writing situation in response to an article of equivalent reading level as the core article for the Personal Application essay (page 376).	Writing: In-class Essay The student will write an essay in standard American English which he/she: 1. Summarizes a multi-paragraph article (identifying the author's primary mode of discourse, main idea, and primary supporting points). 2. Cites an author and article accurately according to APA in-text conventions. 3. Quotes, paraphrases, and cites a statement from a source accurately according to APA in-text conventions. 4. Develops a descriptive/ narrative example derived from personal observation or experience that either (a) supports an idea within the essay or that reinforces the author's thinking OR (b) differs from the author's thinking in one significant way. 5. Concludes by offering a relevant recommendation.	Writing: In-class Essay Activities include but are not limited to: - Reading/ discussing/ eliciting details needed to react in written form to a variety of persuasive/ informative texts. - Distinguishing between topic, main idea, and supporting details. -Summarizing with short phrases, keywords, and complete sentences. -Putting into your own words. -Real-time habits – organization, attention to key concepts, instructor cues. -Review habits – reviewing before/after class for a few minutes & applying critical frameworks to notes. - Revising based on peer and instructor feedback.	Writing: In-class Essay 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-4 paragraphs and/or deliver formal presentations of 5-6 minutes which conform to standard American English usage and in	Writing: In-class Essay - On-demand essays using text as a springboard to the student's response and/or analysis (10% of final grade) - Portfolio of revised multi-draft essays along with one previously unevaluated essay using text as a springboard to the student's response and/or analysis (Portfolio 20% of final grade; since the revised multi-draft essay is 50% of the Portfolio grade, the In-Class essay is thus 50% of the Portfolio grade, or an additional 10%) - Classwork activities and homework (ungraded) - Peer review (ungraded)

			which specified areas of grammar are accurate	
Speaking: Extemporaneous Presentation 1. Students will practice responding to a brief prompt with a minimum of preparation (page 397). 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions	Speaking: Extemporaneous Presentation The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she: 1. Summarizes and paraphrases information from a source accurately. 2. Indicates an understanding of the writer's argument by addressing the relevance of supporting evidence. 3. Provides an example from personal experience/ observation that supports or challenges the author's main idea.	Speaking: Extemporaneous Presentation - Participating in question/ answer and open-ended dialogues in reaction to text prompts - Other speaking activities will be aimed at error correction and increased accuracy with opportunities to practice language freely	Speaking: Extemporaneous Presentation 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note taking strategies to identify the author's / speaker's primary mode of discourse, main idea, and primary supporting points 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-4 paragraphs and/or deliver formal presentations of 5-6 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	Speaking: Extemporaneous Presentation - Extemporaneous Presentation using text as a springboard to the student's response and/or analysis (5% of final grade) -Classwork and activities (ungraded)
Portfolio 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas	Portfolio Revisions demonstrate genuine effort on the student's part to engage in the process of writing and to meet writing objectives.	Portfolio With at least three (3) or more drafts, students will have corrected the Extension/ Expansion Essay to the best of the ability with the instructor's assistance. Emphasis will be on correcting any grammar, spelling, and content errors. Also, the In-	Portfolio The student will be able to write, revise, and edit essays in accordance with specific assignment and level requirements according to standard American English in which he/she 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using	Portfolio The final grade of the Literary Analysis Essay and the In-Class Essay are added together and divided. Portfolio is 20% of final grade.

discussed in written and spoken multi-paragraph texts. 3.Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5.Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6.Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.		Class Essay the student produces counts towards this grade.	note taking strategies to identify the author's /speaker's primary mode of discourse, main idea, and key supporting points. 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3.Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4.Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5.Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 6.Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 5-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	

IENG 0006 Upper Advanced English Course

Name of Course: IENG 0006 Upper Advanced English Course Program: Intensive English Program

Program Outcome: The goal of this course is to refine students' ability to compose well-developed academic essays, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through academic reading, writing, listening, and speaking activities at the high advanced level.

OBJECTIVES Students will:	ASSIGNMENT OUTCOMES:	METHODS/ STRATEGIES	LEARNING OUTCOMES Students will be able to:	ASSESSMENT Grade of 70%+
Reading: Note-Taking Outline Students will practice the outlining method of note-taking. 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Reading: Note-Taking Outline The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1.Extracts crucial points from the content of multi-paragraph articles. 2.Uses outlining note-taking strategies to take notes more clearly.	Reading: Note-Taking Outline As students begin to read an article in the course book or a paragraph in the Langan text, they should look carefully at the introduction to discover three things: the topic, the main idea, and the context. As they read an article and afterward, they will write the title of the topic (one to two words) they're exploring at the top of the page along with the main idea of the article. Students may then create a separate section to indicate the background information; students should label this section and record the most important information that sets up the main idea. Taking effective notes means eliminating all unnecessary words. Use as much shorthand as possible, develop a vocabulary of abbreviations and symbols. Students will utilize Roman numerals or other clear signals that demonstrate the PSPs in a manner that clearly communicates that these are the major reasons, examples, etc. For SSPs, students may use the letters from the alphabet or other clear signals that indicate the relation between them and their respective PSPs. For their	Reading: Note-Taking Outline 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Reading: Note-Taking Outline -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		outlines, they will indicate a section that represents the conclusion and that contains the essential information from the text (Summary, Prediction, Application, Recommendation).		
Reading: Purpose and Tone Students will identify a writer's primary rhetorical purpose and tone 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Reading: Purpose and Tone The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1.Identifies the controlling purpose concretely demonstrated by a writer 2.Identifies the primary tone the writer uses to convey the controlling purpose 3. Explains what has led him/her to conclude that these are the central purpose and primary tone accurately employing terminology relevant to this skill.	Reading: Purpose and Tone Students must first read the article twice to understand and highlight keywords. Next, to investigate Purpose, inquire what does the writer want from the reader? Is the writer judging something? Does the writer want students to agree with his opinion? Does he want students to do something? Notice the language he uses: positive, negative, or ambivalent, notice the judgments he makes about his subject (good, bad, right, wrong), and pay attention to the advice he gives to students (students should, students must, we ought to, if we don't….). For an Informing article, students should check if the writer has an opinion? Is she just giving students data of some kind? Check for the language he uses: straightforward, matter-of-fact, and neutral; the absence of opinions or evaluations about the subject or the lack of recommendations.	Reading: Purpose and Tone 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Reading: Purpose and Tone Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded

Reading: Modes of Discourse Students will identify general (time or addition order) and specific (process analysis, comparison, etc.) mode of discourse in academically-oriented writing. 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Reading: Modes of Discourse The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1.Identifies the general, overall pattern of organization used by the writer via self-generated responses. 2.Identifies the specific mode of organization used by the writer via self-generated responses. 3. Explains what has led him/her to conclude that this is the overall pattern of organization accurately employing terminology relevant to this skill.	Reading: Modes of Discourse Students must have a working knowledge of both Addition and Time Orders as a General Mode and the various Specific Modes. This is done through examination of the example Modes in the course book, as well as its Langan counterparts. To identify Mode, students will read a paragraph or an article twice, highlighting keywords that indicate Mode through its chronological and step-by-step process, or a listing enumeration. If paragraphs within an article can NOT be switched or moved before/after other paragraphs and remain a coherent story, then Mode is Time. If sentences and paragraphs CAN be switched with coherency, the Mode is Addition order. Once General Mode is identified, students must decipher and choose which Specific mode the essay coincides with. Students must then check for keywords (Cause, For Example, Solution). Finally, students will express their choices in properly written English sentences in the present tense.	Reading: Modes of Discourse Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Reading: Modes of Discourse Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded
Listening: Outline Note-Taking Students will practice the outlining method of note-taking. 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Listening: Outline Note-Taking The student will listen to a series of lectures in classroom practices and for assessment in standard American English in which he/she: 1.Extracts crucial points from the content of lectures. 2.Uses outlining note-taking strategies to take notes more clearly.	Listening: Outline Note-Taking Using the course book and the Langan text, the instructor will narrate various articles and paragraphs while the students take notes and construct properly formatted outlines. At the start of a lecture, students should listen carefully to the introduction to discover three things: the topic, the main idea,	Listening: Outline-Note-Taking Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points	Listening: Outline Note-Taking Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations

		and the context. It will be necessary for students to record information from the introduction in a manner that demonstrates that they have grasped these three things. As they listen to a lecture and afterward, they will write the title of the topic (one to two words) they're exploring at the top of the page along with the main idea of the lecture. Students may then create a separate section to indicate the background information; they should label this section and record the most important information that sets up the main idea. Students will be expected to record complete PSP and SSP information in a manner that accurately and clearly demonstrates the relationship among the ideas. Eliminate all unnecessary words. Use as much shorthand as possible. Finally, leave lots of whitespace between points so students can go back and fill in sections later. For their outline, they may use Roman numerals or other clear signals that demonstrate the PSPs in a manner that clearly communicates that these are the major reasons, examples, etc. For SSPs, students may use the letters from the alphabet or other clear signals that indicate the relation between them and their respective PSPs. For the outline, they will indicate a section that represents the conclusion and that contains the essential information from the text. (Summary, Prediction, Application, Recommendation).		contain open-response items. (Progress Listening Tests 15% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded

Listening: Purpose and Tone Students will identify a speaker's primary rhetorical purpose and tone. 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Listening: Purpose and Tone The student will listen to short (single-paragraph) and longer (multi-paragraph) oral texts in classroom practices and for assessment in standard American English in which he/she: 1.Identifies the controlling purpose concretely demonstrated by a speaker 2.Identifies the primary tone the speaker uses to convey the controlling purpose 3. Explains what has led him/her to conclude that these are the central purpose and primary tone accurately employing terminology relevant to this skill.	Listening: Purpose and Tone Students will listen to both short (single paragraphs) and longer (essays/articles of multiple paragraphs) lectures and presentations and identify the speaker's primary objective for presenting. Students will listen along as the instructor reads aloud passages from the Langan textbook and the course book. Students will mark keywords and abbreviations and symbols on scratch paper to later assist them in deciding which purpose and tone is correct. Students will pay extra attention for keywords that represent a positive or negative or neutral tone, as well as opinion keywords leading to persuade and inform.	Listening: Purpose and Tone Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Listening: Purpose and Tone Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 15% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded
Listening: Modes of Discourse Students will identify general (time or addition order) and specific (process analysis, comparison, etc.) mode of discourse in academically-oriented lectures and presentations 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. .	Listening: Modes of Discourse The student will listen to short (single-paragraph) and longer (multi-paragraph) texts in classroom practices and for assessment in standard American English in which he/she: 1. Identifies the general, overall pattern of organization used by the speaker via self-generated responses. 2. Identifies the specific mode of organization used by the speaker via self-generated responses. 3. Explains what has led him/her to conclude that this is the overall pattern of organization accurately employing terminology relevant to this skill.	Listening: Modes of Discourse Students will listen to both short (single paragraphs) and longer (essays/articles of multiple paragraphs) and identify the speaker's controlling and restricted patterns of organization. Students must have a working knowledge of both Addition and Time Orders as a General Mode and the various Specific Modes. This is done through examination of the example Modes in the course book, as well as its Langan counterparts. To identify Mode, students will read paragraph or article twice, highlighting keywords that indicate Mode through its chronological and	Listening: Modes of Discourse Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Listening: Modes of Discourse Timed, common listening quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress listening examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Listening Tests 15% of final grade) -Instructor-created listening quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded

		step-by-step process, or a listing enumeration. If paragraphs within an article can NOT be switched or moved before/after other paragraphs and remain a coherent story, then Mode is Time. If sentences and paragraphs CAN be switched with coherency, the Mode is Addition order. Once General Mode is identified, students must decipher and choose which Specific mode the essay coincides with. Students must then check for keywords (Cause, For Example, Solution). Finally, students will express their choices in properly written English sentences in the present tense.		
Literary Analysis Essay Students will practice applying analysis and inferencing skills to adaptations of fiction in addition to comparing and contrasting similarities and differences between specific statements contained within topically-linked multi-paragraph articles. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts.	Literary Analysis Essay The student will write an essay in standard American English in which he/she: 1. Summarizes one full-length work of graded, adapted fiction accurately. 2. Quotes, paraphrases, and cites statements from sources accurately according to APA in-text conventions. 3. Identifies and analyses similarities and differences related to one significant element transferred from the adapted work of fiction to the film version. 4. Synthesizes and evaluates published opinions from 2 critics of either the written text or the film adaptation. 5. Concludes by indicating recognition of the applicability of a theme in literature by providing relevant narrative evidence from personal experience/observation.	Literary Analysis Essay Present assigned novel to students in class. Inquire if students have any experience with assigned novel first. Review the Assignments and Disclaimer pages in course book for detailed instructions to format properly and content approach. The instructor will assign chapters for homework during the first few days of class and review each chapter in its entirety the next day. Once text is finished, they will screen adapted movie of text in class as they take detailed notes about differences of character and plot, etc. Extensive research must be followed about the text and movie. Students need to know factual info such as author of text and publishing dates, director and producer of film and release dates. The introduction must paraphrase text properly followed	Literary Analysis Essay 1.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 2.Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 3. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 4. Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 6-7minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	Literary Analysis Essay Daily quizzes will be given to analyze each chapter that was assigned the day before. Quizzes could focus on characters and settings of the corresponding film to theme of the novel. These quizzes are corrected by the instructor and then discussed in class to answer any issues that students may not understand. The Writing Draft due during the mid-session is worth 10%.

4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.		by a theme of the text chosen by the student. The student will note in the thesis of comparing and contrasting elements from the movie and text, and mention they will synthesize two critics of the film. For the Compare/Contrast paragraph, will begin with a topic sentence that narrates what the student intends to do. The following body will discuss similarities and differences of one specific point in the film and movie. If the student has chosen the main character, then the body could discuss such physical details of character traits, character decisions, and the past of the character. Students will conclude with a concession noting that the similarities of film and text are the same, there is one glaring difference. A statement of relevance will remind the reader of the major points. Then, students will choose two film critics that either agree or disagree on a topic of the film. Students will quote and paraphrase that quote to evaluate the critics points. Again, a concession from the student will note a similar or differing element. A statement of relevance will restate the critics quotes. Finally, the student will navigate the conclusion pertaining the theme in the introduction paragraph. The student will relate an experience or an observation to this theme. A statement of relevance will sum up this theme and opinion. Students will cite the references involved in APA format.		
Persuasive Presentations	Persuasive Presentations	Persuasive Presentations	Persuasive Presentations	Persuasive Presentations

Students will practice responding to one published critic's opinion of a literary text or film with observed evidence from the work. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3.Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5.Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6.Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.	1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3.Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4.Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5.Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 6.Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 6-7minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	This assignment requires students to use evidence that does not come from personal experience. Instead, students are required to use evidence from the same text (either novel or film) that the critic is responding to—to either corroborate or refute his/her opinion of that text (either novel or film). If students share the critic's opinion, students will be expected to show why using only the text students have both read; if students disagree with the critic's opinion, students will be expected to show why using only the text students have both read. The only evidence students may use for this assignment is the text—no other sources, no personal experience. This is known as conceding or making a concession—recognizing and admitting, however, reluctantly, some point(s) of right (or wrong) thinking held by our opponent. Students will be required to do this for this presentation— admit a point that students might prefer not to admit. First, students will give background: What have students been doing? What have students been working on? Students will then summarize the review: this will require students to cite the author and the date of the review and then to explain the writer's overall opinion. Does he/she like the movie overall? Students will then quote, paraphrase, and cite a specific published statement of opinion (probably from one of the articles used in the Synthesis Paragraph of	1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3.Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5.Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6.Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors. .	Formal, prepared presentation using a text as a springboard to the student's response and/or analysis. Instructor may have individual quizzes of presentation. Worth 5% of Final grade.

		the Literary Analysis essay) of the text or of a film adaptation. Students will then indicate whether students agree or disagree with the critic's opinion and explain how students are going to prove your opinion. This should take a maximum of 2 minutes. Here students will offer evidence for their opinions—reasons and/or examples from the text or film to support their opinion. This opinion is the focus of this presentation, but before students begin to offer your evidence, students must first give the premise of the novel/film. Students then focus on why they agree or disagree with the quotation. Their explanation will probably take the form of a list of examples from the film. Students must try at recognizing some opposition to your opinion. In a concession students find and admit at least one point of agreement (in cases of overall disagreement) or at least one point of disagreement (in cases of overall agreement) Students will need to explain that students are making a concession. Students will finish by restating your overall response to the critic's opinion. This should take a maximum of 2 minutes.		
Cornell Note-Taking: Reading Students will practice the Cornell method of note-taking. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives	Cornell Note-Taking: Reading . The student will read a series of articles in classroom practices and for assessment in standard American English in which he/she: 1. Extracts crucial points from the content of multi-paragraph articles.	Cornell Note-Taking: Reading As students begin to read an article, students should look carefully at the introduction to discover three things: the topic, the main idea, and the context. As students read an article and afterward, students will write the	Cornell Note-Taking: Reading 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse,	Cornell Note-Taking: Reading -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade)

presented by a variety of written and spoken multi-paragraph texts.	2. Uses Cornell note-taking strategies to take notes more clearly.	title of the topic (one to two words) you're exploring at the top of the page along with the main idea of the article. Students may then create a separate section to indicate the background information; students should label this section and record the most important information that sets up the main idea. Taking effective notes means eliminating all unnecessary words. Use as much shorthand as possible. They will develop a vocabulary of abbreviations and symbols. Students may use Roman numerals or other clear signals that demonstrate the PSPs in a manner that clearly communicates that these are the major reasons, examples, etc. For SSPs, students may use the letters from the alphabet or other clear signals that indicate the relation between them and their respective PSPs. For your outline, students will indicate a section that represents the conclusion and that contains the essential information from the text (Summary, Prediction, Application, Recommendation). For this column, students will, after students have completed their outline, review their notes and jot questions and memory joggers that help connect ideas listed in the outline section. The reason for this is that when you're studying, students will look at these cues to help students recall the salient facts in their notes, so keep that in mind when students create their cues. Whatever type of cues students create, they should as much as possible not be	main idea, and key supporting points. 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts	-Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		the exact words from the text or from your outline. Cues should be key ideas in your own words. The reason for this is that by paraphrasing in creating cues, students are interacting with the material and making it your own. Also, when students study, the paraphrased cues will serve as signals to help students recall the actual wording of the text.		
Main Idea: Reading Students will identify, formulate, and defend statements of main idea 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Main Idea: Reading The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1.Provides self-generated responses that identify the stated main idea of a text. 2.Explains what has led him/her to conclude that this is the stated main idea of a text. 3. Provides self-generated statements of main idea that accurately reflect the implied main idea of a text. 4.Explains what has led him/her to conclude that this is an accurate inference of main idea.	Main Idea: Reading The student is expected to respond to questions or directives using complete sentences. Short, one- or two-word answers are not acceptable and will be marked incorrect. In addition, the student must employ the proper verb tense when responding. In accordance with common practice regarding discussion of an author's content, the student is expected to use present tense for all responses. Finally, the student is advised that copying of text directly from an author's work in answers to explanation items is not acceptable; in all matters of explanation, the student is required to paraphrase or summarize as indicated by the test item. Using a multitude of examples from the Langan textbook and the course book, the students will identify which general sentence represents an overall summary for the rest of the article. Students will then use the correct stem to identify the Main Idea. Next, to explain the Main Idea, students must again memorize the specific stem and then expound why the Main Idea	Main Idea: Reading 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 3.Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media.	Main Idea: Reading -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		is saying what it is by using completely paraphrased words.		
Implied Main Idea: Reading Students will formulate and defend statements of implied main idea. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Implied Main Idea: Reading The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Identifies an appropriate statement of implied main idea from a field of choices. 2. Explains what has led him/her to conclude that this is an accurate inference of main idea.	Implied Main Idea: Reading Through regular practice of the skill of understanding and identifying an author's thesis or primary claim, the student will systematically develop and improve overall ability to comprehend college-level English-language texts while at the same time increasing reading speed because of gaining quicker access to an author's ideas. The student is expected to respond to questions or directives using complete sentences. Short, one- or two-word answers are not acceptable and will be marked incorrect. In addition, the student must employ the proper verb tense when responding. In accordance with common practice regarding discussion of an author's content, the student is expected to use present tense for all responses. Finally, the student is advised that copying of text directly from an author's work in answers to explanation items is not acceptable; in all matters of explanation, the student is required to paraphrase or summarize as indicated by the test item. It means that the writer has not actually written a main idea sentence. He/she has written something, sometimes something long, but never gives students that general statement that connects everything together. When trying to figure out implied main idea, it can be helpful to go back to the process of distinguishing between	Implied Main Idea: Reading 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts.	Implied Main Idea: Reading -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		general and specific again. Through daily practice in the vocabulary books, the students will learn several different words for each keyword. This will assist the student when deciding the Implied M.I. Various chapters and exercises in the Langan textbook will provide the student with multiple examples of breaking down a paragraph that doesn't have a clear stated M.I. and forces the student to create a coherent M.I on their own by examining the paragraph for keywords, specific and general ideas.		
Primary Supporting Points: Reading Students will identify an author's primary supporting points and will paraphrase essential information regarding primary supporting points 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Primary Supporting Points: Reading The student will read single-paragraph and multi-paragraph texts in classroom practices and for assessment in standard American English in which he/she: 1. Provides self-generated responses that identify the stated primary supporting points of a text. 2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points	Primary Supporting Points: Reading Through regular practice of the skill of identifying and extracting those major reasons, examples, steps, or events that an author uses to explain or defend his/her claim and of the skill of paraphrasing the essence of those major reasons, examples, etc., the student will systematically develop and improve overall ability to comprehend college-level English-language texts while at the same time increasing reading speed because of gaining quicker access to an author's ideas. Likewise, by being compelled to extract those major points of support, the student practice separating a writer's signaling devices from the important content. Further, by being required to restate the accompanying content, the student continues to apply and develop paraphrasing/summarizing skills	Primary Supporting Points: Reading 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Primary Supporting Points: Reading -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		and gains greater appreciation for the need to address all an author's content. To identify an author's primary supporting points, students must be able to apply what students know of signal words and phrases to continuous prose. It will be through your awareness of signaling devices that students will be able to distinguish a primary supporting point from its accompanying explanation. This is both important and relatively easy. But just recognizing signal words will not guarantee that students get right answers on quizzes and tests. Students must be able to find the real point embedded within a sentence. Students will not be allowed to merely copy an entire sentence that students recognize as a supporting point because of its signal words. Students will have to pull the true point out of that sentence. To explain a primary supporting point, students will need to do more than merely paraphrase the sentence that contains the point. Students will need to go deeper and use all the information related to that point, whether it is only another sentence or two of explanation or in fact an entire paragraph. Students will utilize Langan and course book for PSP exercises.		
Cornell Note-Taking: Listening Students will practice the Cornell method of note-taking. 1. Students will practice analyzing orally and in writing the ideas,	Cornell Note-Taking: Listening The student will listen to a series of lectures in standard American English in which he/she:	Cornell Note-Taking: Listening At the start of a lecture, students should listen carefully to the introduction to discover three things: the topic, the main idea, and the context. As students listen	Cornell Note-Taking: Listening 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose,	Cornell Note-Taking: Listening -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response

arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	1.Extracts crucial points from the content of a lecture. 2.Uses Cornell note-taking strategies to take notes more clearly	to a lecture and afterward, students will write the title of the topic (one to two words) you're exploring at the top of the page along with the main idea of the lecture. Students may then create a separate section to indicate the background information; students should label this section and record the most important information that sets up the main idea. Students will need to create at least one relevant cue that would serve as a study tool to help students recall the information in this section accurately. Students will be expected to record complete PSP and SSP information in a manner that accurately and clearly demonstrates the relationship among the ideas. Taking effective notes means eliminating all unnecessary words. Use as much shorthand as possible (without sacrificing readability). Students should develop a vocabulary of abbreviations/symbols students always use, like "ex" for "for example," "v." for "very," and "1st" and "2nd" for "first and second." Finally, leave lots of whitespace between points so students can go back and fill in sections later. For your outline, students may use Roman numerals or other clear signals that demonstrate the PSPs in a manner that clearly communicates that these are the major reasons, examples, etc. For SSPs, students may use the letters from the alphabet or other clear signals that indicate the relation between them and their respective PSPs.	tone, primary mode of discourse, main idea, and key supporting points.	items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)

		Students will need to create at least one relevant cue for each PSP that would serve as a study tool to help students recall the information in this section accurately. Students will be required to recognize the nature of the conclusion and record its information accurately and clearly. For your outline, students will indicate a section that represents the conclusion and that contains the essential information from the text. Students will need to create at least one relevant cue that would serve as a study tool to help students recall the information in this section accurately. after students have completed your outline, review your notes and jot questions and memory joggers that help connect ideas listed in the outline section. The reason for this is that when you're studying, students will look at these cues to help students recall the salient facts in your notes, so keep that in mind when students create your cues. Whatever type of cues students create, they should as much as possible not be the exact words from the lecture or from your outline. Cues should be key ideas in your own words. The reason for this is that by paraphrasing in creating cues, students are interacting with the material and making it your own. Also, when students study, the paraphrased cues will serve as signals to help students recall the actual wording of the lecture.		
Main Idea: Listening	Main Idea: Listening	Main Idea: Listening	Main Idea: Listening	Main Idea: Listening

Students will identify, formulate, and defend statements of main idea. 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1.Provides self-generated responses that identify the stated main idea of a lecture or presentation. 2. Explains what has led him/her to conclude that this is the stated main idea of a lecture or presentation. 3. Provides self-generated statements of main idea that accurately reflect the implied main idea of a lecture or presentation. 4.Explains what has led him/her to conclude that this is an accurate inference of main idea.	Through regular practice of the skill of perceiving and identifying a speaker's thesis or primary claim, the student will systematically develop and improve overall ability to comprehend college-level English-language lectures and oral presentations while at the same time increasing listening acuity because of gaining quicker access to a speaker's ideas. the student will need to pay attention to recalling that main idea is and must be stated as a sentence. Any statement of main idea that does not contain both a topic and a claim is still only a topic, regardless of length. Students will listen to both short (single paragraphs) and longer (essays/articles of multiple paragraphs) and either identify stated main idea sentences or formulate main idea sentences in cases where main idea is only implied. In either situation, students will be expected to explain why students have chosen a sentence as the main idea statement or what has led students to create a main idea statement.	1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	-Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Implied Main Idea: Listening Students will formulate and defend statements of implied main idea. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Implied Main Idea: Listening The student will listen to short (single-paragraph) and longer (multi-paragraph) lectures and oral presentations in classroom practices and for assessment in standard American English in which he/she: 1.Provides self-generated statements of main idea that accurately reflect the implied main idea of a lecture or presentation.	Implied Main Idea: Listening Students must paraphrase all Implied M.I. answers using first the correctly assigned stems for the Identification and Explanation question. Through numerous practices from the Langan textbook, chapters in the Vocabulary book, while using the assigned course book pages, students will be able	Implied Main Idea: Listening 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Implied Main Idea: Listening -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which focus on skills and knowledge. These timed examinations

	2.Explains what has led him/her to conclude that this is an accurate inference of main idea.	to comprehend more accurately the general statements of a listening exercise. Further instruction is dedicated to the Listening textbook during class and for homework. These specific practices focus on various topics. Students are expected to write down as much as they can be using abbreviations, pictures, symbols, anything that assists them in quickly jotting down what they have just heard. Later they will answer questions in the Listening textbook from their notes. With the Langan textbook, the instructor will read paragraphs twice—first at a slow pace, then again at a more normal rate. Students will also take notes, listening for the general statements that encompass the entire paragraph or article. For Progress Tests, the instructor will suggest to students to save answering the Implied M.I for last. Students have a better chance of answering the Implied M.I. after they have focused on other questions. Doing so allows students to gather a better idea of what general and specific information the article is referencing.		contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
Primary Supporting Points: Listening Students will identify a speaker's primary supporting points and will paraphrase essential information regarding primary supporting points. 1. Students will practice analyzing orally and in writing the ideas,	Primary Supporting Points: Listening The student will listen to short (single-paragraph) and longer (multi-paragraph lectures and presentations) in classroom practices and for assessment in standard American English in which he/she: 1.Provides self-generated responses that identify the stated primary supporting points of a lecture.	Primary Supporting Points: Listening Through regular practice of the skill of identifying and extracting those major reasons, examples, steps, or events that a speaker uses to explain or defend his/her claim and of the skill of paraphrasing the essence of those major reasons, examples, etc., the	Primary Supporting Points: Listening 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Primary Supporting Points: Listening -Timed, common reading quizzes which focus on specific skills and knowledge. These quizzes contain open-response items. (Quizzes 10% of final grade) -Timed, common progress reading examinations which

arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	2. Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points	student will systematically develop and improve overall ability to comprehend college-level English-language lectures and oral presentations while at the same time increasing listening acuity as a result of gaining quicker access to a speaker's ideas. With routine practices from the instructor reading aloud from the Langan and course book, students will focus on answering any questions by jotting down abbreviations, symbols, pictures that will help in comprehending the exercise. Practice answering the Identification and Explanation questions on the Progress Tests is focused through various exercises in the Listening textbook, the Langan text, and the course book. By learning different vocabulary words, students will be able to paraphrase entire paragraphs more successfully.		focus on skills and knowledge. These timed examinations contain open-response items. (Progress Reading Tests 15% of final grade) -Instructor-created reading quizzes which focus on skills and knowledge. (Quizzes 10% of final grade) -Class work activities and homework. (ungraded)
In-Class Essay Students will identify a speaker's primary supporting points and will paraphrase essential information regarding primary supporting points. 2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.	In-Class Essay The student will listen to short (single-paragraph) and longer (multi-paragraph lectures and presentations) in classroom practices and for assessment in standard American English in which he/she: 1.Provides self-generated responses that identify the stated primary supporting points of a lecture. 2.Provides self-generated paraphrases that demonstrate a grasp of the substance of the primary supporting points	In-Class Essay From past weeks of learning Mode, Main Idea, PSPs, as well as APA format, students will put into effect their critical thinking skills and writing skills for an on-demand essay. By analyzing written texts, highlighting important keywords, and noting correct discourse of the text, students will write an introduction paragraph consisting of all identification requirements needed. A thesis statement will notify the reader if the student agrees or disagrees with the assigned bolded quote on the article.	In-Class Essay 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 4.Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5.Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions.	In-Class Essay During a 1-hour, 50-minute period students will write a 3-paragraph essay in which students respond to a multi-paragraph article that they have not previously read. The Introduction Students will summarize the article and cite the writer. The summary must include a restatement of the main idea and primary supporting points, purpose, tone, and the main method of organization. Students will copy a quote from the article chosen by the instructor and paraphrase the

5.Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6.Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.		The Body Emphasis on Topic Sentence and Statement of Relevance will be discussed daily. Attention to vocabulary and grammar will provide improved results as this build foundation for students to expand on the paraphrasing abilities and need to formulate coherent sentences. A relevant personal experience from the student will explain the reasoning behind the student's choice to agree/disagree with the chosen quote. The Statement of Relevance should mention the author, the student's agreement/disagreement, and finally explain why using all paraphrased NEW vocabulary words. The Conclusion Studying Mode in the course book and its Langan counterpart chapters (Relationship 1 and 2), will provide students with correct transition words and other keywords. The student will explain a proper recommendation to the reader for why the student has agreed or disagreed. The recommendation will use present tense and consist of steps that the reader should take.	6.Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 6-7minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	quote. Students will include a thesis statement that will tell the reader what students will do in the body of your essay. This paragraph must be at least 10 lines long and no longer than 15 lines. The Body Students will provide sufficient, relevant, specific evidence from their own experience, observation, or reading that supports their position toward the quotation. Students must finish the paragraph by explaining how your narrative is relevant to the author's statement. This paragraph must be a minimum of 15 lines. The Conclusion Students will offer a specific recommendation relevant to the point discussed. This paragraph must be a minimum of 10 lines. Correctness Students must adhere to rules of standard American English. (10% of the final grade)
Portfolio 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts.	Portfolio Revisions demonstrate genuine effort on the student's part to engage in the process of writing and to meet writing objectives.	Portfolio With at least three (3) or more drafts, students will have corrected the Literary Analysis Essay to the best of the ability with the instructor's assistance. Emphasis will be on correcting	Portfolio The student will be able to write, revise, and edit essays in accordance with specific assignment and level requirements according to standard American English in which he/she	Portfolio The final grade of the Literary Analysis Essay and the In-Class Essay are added together and divided. Portfolio is 20% of final grade.

2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3.Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5.Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6.Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.		any grammar, spelling, and content errors. Also, the In-Class Essay the student produces counts towards this grade.	1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3.Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4.Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5.Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 6.Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 5-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	
Extemporaneous Presentations Students will practice responding to a brief prompt with a minimum of preparation. 1.Students will practice analyzing orally and in writing the ideas, arguments, and perspectives	Extemporaneous Presentations The student will prepare and deliver a short individual presentation in standard American English that demonstrates platform and organizational skills in which he/she:	Extemporaneous Presentations Students will utilize course book examples several weeks before presentation. Focus on using 15-minute window to prepare quickly a paraphrase of prompts main idea and primary supporting points. Past note-taking abilities come into foreground as they	Extemporaneous Presentations 1.Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points.	Extemporaneous Presentations Students will prepare and deliver a 6-7-minute presentation in which they will identify and explain the main idea of a short (1-paragraph) piece of persuasive writing and then indicate whether they agree or disagree with the writer's

presented by a variety of written and spoken multi-paragraph texts. 2.Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 4.Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations.	1.Summarizes and paraphrases information from a source accurately. 2.Indicates an understanding of the writer's argument by addressing the relevance of supporting evidence. 3.Provides an example from personal experience/observation that supports or challenges the author's main idea	assist students with quickly abbreviating and jotting only the important segments of presentation on note cards. During practices, instructor and other students follow along with evaluation sheet in course book until presenting student has completed task. Once finished, the others note any mistakes and suggest various ways to improve. Exercises are practiced several times per week.	2.Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 4.Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 6.Produce academic essays of 3 to 4 paragraphs and/or deliver formal presentations of 6-7minutes which conform to standard American English usage and in which specified areas of grammar are accurate.	opinion, giving evidence from personal experience/observation to support their view. Students will be given a paragraph that contains a claim and relevant support. Students will have 15 minutes in which to prepare a response to the main idea of the paragraph. (5% of final grade)

Curriculum Matrix Listening and Speaking

Objective	Standards IENG 0004	Standards IENG 0005	Standards IENG 0006	Learning Outcomes Students will be able to:
1. Refine grammatical accuracy through a variety of both written and oral grammar exercises and practices.	1. Recognize mistakes and correct those mistakes sentence structures in English both orally and in writing 2. Interpret meaning from intermediate level sentence structures in English. 3. Produce correctly intermediate sentence structures in English.	1. Recognize mistakes and correct those mistakes in high intermediate sentence structures in English both orally and in writing 2. Interpret meaning from high intermediate level sentence structures in English. 3. Produce correctly high intermediate sentence structures in English.	1. Recognize mistakes and correct those mistakes in low advanced sentence structures in English both orally and in writing 2. Interpret meaning from low advanced level structures in English. 3. Produce correctly low advanced sentence structures in English.	1. Demonstrate grammar and fluency at the intermediate to low advanced levels by participating in classroom discussions, group activities, tests, examinations. and presentations. 2. Integrate both listening and speaking skills from intermediate to low advanced levels in classroom discussions, group activities and presentations.
2. Prepare and deliver short individual presentations with structural guidance	1. Demonstrate platform skills with some confidence during presentations, including eye contact, stage space, adequate volume, and natural pace of speaking, hand gestures and use of note cards. 2. Organize presentations appropriately to meet the presentation requirements in their written outlines with much support for the following presentation types: self-introduction, interview, narration, and informative. 3. Organize and keep to their time limits of 2-4 minutes. 4. Research and relate appropriate content to meet their presentation requirements. 5. Reflect on presentation by articulating what they think of the content they presented. 6. Cite information in APA format with support.	1. Demonstrate platform skills with reasonable confidence during presentations, including eye contact, stage space, adequate volume, and natural pace of speaking, hand gestures and use of note cards. 2. Organize presentations appropriately to meet the presentation requirements in their written outlines and oral presentations with some teacher support for the following presentation types: self-introduction, interview, narration, and informative. 3. Organize and keep to their time limits of 4-6 minutes. 4. Research and relate appropriate content to meet their presentation requirements. 5. Reflect on presentation by articulating what they think of the content they presented and making a recommendation. 6. Cite information in APA format with support if needed.	1. Demonstrate platform skills with confidence during presentations, including eye contact, stage space, adequate volume, and natural pace of speaking, hand gestures and use of note cards. 2. Organize presentations appropriately to meet the presentation requirements in their written outlines and oral presentations with some teacher support if needed for the following presentation types: self-introduction, interview, narration, and informative. 3. Organize and keep to their time limits of 6-8 minutes. 4. Research and relate appropriate content to meet their presentation requirements. 5. Reflect on presentation by articulating what they think of the content they presented, making a recommendation, and explaining the relevance of their presentation. 6. Cite information in APA format without support.	1. Deliver short formal presentations from two to eight minutes, which follow the rubrics for IENG 010-030 presentations. Presentations should demonstrate platform skills and appropriate organizational skills, ranging from basic to varied, needed to present information. 2. Integrate both listening and speaking skills from intermediate to low advanced levels in classroom discussions, group activities and presentations. 3. Demonstrate comprehension and discrimination of main and supporting ideas from a variety of academic oriented listening texts (2-8 minutes long) by correctly answering follow up questions or by participating in classroom discussions, tests and examinations.

3. Listen for content and respond to short academic lectures and/or listening text.	1. Identify examples in a lecture. 2. Identify some high frequency transition words in a listening. 3. Identify some content words/function words in a listening. 4. Ask questions for clarification and repetition. 5. Note main ideas from a listening with support. 6. Identify details/specific content with support. 7. Predict Information with support 8. Introduction to critical thinking 9. Formulate opinions about the text 10. Recycle key vocabulary from low intermediate to intermediate texts 11. Retell main ideas of a lecture with support. 12. Retell parts of the lecture from notes with support 13. Present oral summaries from notes 14. Complete an outline with supporting details. 15. Expand passive high frequency vocabulary and include some of the Intensive English Program Word List	1. Identify examples in a lecture. 2. Identify most high frequency transition words in a listening. 3. Identify most content words/function words in a listening. 4. Make inferences or conclusions from information. 5. Listen for main idea and make notes with support if needed. 6. Listening for details and make notes with support if needed. 7. Predict Information with support if needed 8. Use critical thinking 9. Give opinion and support 10. Recycle key vocabulary from intermediate to high intermediate texts 11. Retell main ideas of a lecture with support, if needed 12.Retell parts of the lecture from notes with support, if needed 13. Present oral summaries from notes 14. Identify deductive and inductive-reasoning 15. Identify signal words 16.Expand passive vocabulary to include most of the Intensive English Program Word List	1. Identify examples in a lecture. 2. Identify most high frequency and some less frequent transition words in a listening. 3. Identify all content words/function words in a listening. 4. Make inferences or conclusions from information. 5. Listen for main idea and make notes without support. 6. Listening for details and make notes independently 7. Predict Information without support 8. Use critical thinking 9. Give opinion and support 10. Recycle key vocabulary from high intermediate to low advanced texts 11. Re-tell main ideas of a lecture without support 12. Re-tell parts of lecture from notes without support 13. Present oral summaries from notes 14. Use and Identify deductive and inductive-reasoning 15. Listen for signal words for predictions 16. Oppose a point of view 17. Expand receptive vocabulary to include the AWL and low frequency words.	1. Demonstrate comprehension and discrimination of main and supporting ideas from a variety of academic oriented listening texts (3-9 minutes long) by correctly answering follow up questions or by participating in classroom discussions, tasks, tests and examinations. 2. Integrate both listening and speaking skills from intermediate to low advanced levels in classroom discussions, group activities and presentations by restating heard facts, summarizing parts of lectures and giving a supported opinion. 3. Demonstrate grammar and fluency from intermediate to low advanced levels by participating in classroom discussions, group activities, tasks, tests, examinations and presentations.
4. Develop academic/ specialized vocabulary through a variety of contextual exercises.	1. Check for accuracy in tasks, tests and examinations 2. Write in correct words from word list in a listening cloze exercise at intermediate level 3. Find definitions from context in intermediate texts 4. Use an ELT dictionary to find meanings 5. Begin to use academic and specialized vocabulary in tasks	1. Check for accuracy in tests and examinations 2. Write in correct words from word list in a listening cloze exercise at high intermediate level. 3. Find definitions from context. 4. Use an ELT dictionary to find meanings and some collocations 5. Make a word family chart of key academic and specialized words	1. Check for accuracy in tests and examinations 2. Write in correct words from word list in a listening cloze exercise at low advanced level. 3. Find definitions from context. 4. Use an ELT dictionary to find meanings and collocations 5. Make a word family chart of academic/specialized words	1. Recognize and use intermediate to low advanced level words from the Intensive English Program Word List in tasks, tests and examinations. 2. Recognize and use intermediate to low advanced level specialized words in tasks, tests and examinations.

	6. Recognize difference in parts of speech of key academic/specialized words	6. Use key academic/specialized words in tasks, tests and examinations	6. Use academic/specialized words, including collocations in tasks, tests and examinations	
5. Take notes in preparation for and during lectures.	1. Use cardinal and ordinal numbers 2. Begin to use specialized vocabulary in notes. 3. Research information on selected topic with support 4. Listen for content words vs. function words 5. Listen for main idea and make notes with support 6. Listening for details and make notes with support 7. Use outlines, headings, time-lines and/or charts to complete notes. 8. Note main ideas from a listening with support. 9. Complete or write a short-dictated text. 10. Write in correct words in a listening cloze exercise.	1. Use abbreviations, symbols and numbers (cardinal and ordinal) in taking notes from lecture 2. Use specialized words in notes 3. Research information on selected topic with support, if needed. 4. Listen for and note key content words, including specialized vocabulary 5. Listen for main idea and make notes with support if needed. 6. Listening for details and make notes with support if needed. 7. Use headings, time-lines and/or charts to write notes. 8.Llisten for transition and signal words	1. Use various abbreviations in notes. 2. Use specialized words in notes. 3. Research information on selected topic without support 4. Listen for and note key content words, including specialized vocabulary 5. Listen for main idea and make notes without support 6. Listening for details and make notes without support 7. Construct headings, time-lines, charts, and/or recall columns to write notes. 8. Recognize signal words in terms of time, comparison and cause and effect	1. After listening to a 3-9-minute lecture, demonstrate their ability to take accurate notes with some, little or no guidance and use their own notes to paraphrase sections of the lecture as wells as answer questions. 2. Demonstrate comprehension and discrimination of main and supporting ideas from a variety of academic listening texts (3-9 minutes long) by using notes to correctly answering follow up questions in tasks, tests and examinations. 3. Integrate both listening and speaking skills by using lecture notes for classroom discussions, group activities by restating heard facts, summarizing parts of lectures and giving a supported opinion.
6. Engage in academic conversation/ discussion on a variety of academic topics	1. Contribute to an academic discussion 2. Relate opinions with support. 3. Ask and answer questions for clarification and repetition. 4. Summarize and close discussion with support.	1. Initiate and contribute to an academic discussion 2. Relate opinions giving evidence with support if needed. 3. Ask and answer questions for clarification and repetition. 4. Summarize and close discussion with support if needed.	1. Initiate, contribute to and maintain an academic discussion 2. Relate opinions giving evidence without support 3. Ask and answer questions for clarification and repetition 4. Summarize and close discussion without support.	1. Demonstrate comprehension of main and supporting ideas from a variety of academic oriented listening texts (3-9 minutes long) by correctly answering follow up questions or by participating in classroom discussions, tasks, tests and examinations. 2. Integrate both listening and speaking skills from intermediate to low advanced levels in classroom discussions, group activities and tasks by restating heard facts, summarizing parts of lectures and giving a supported opinion. 3. Demonstrate grammar and fluency in listening and speaking from intermediate to low advanced levels by participating in classroom

				discussions, tasks, group activities, tests, examinations and presentations.

Curriculum Matrix Reading and Writing

Objective	Standards IENG 0003 AND IENG 0004	Standards IENG 0005	Standards IENG 0006	Learning Outcomes Students will be able to:
1. Practice paraphrasing and summarizing multi-paragraph texts accurately with support.	1. Identify author's mode of organization, main idea, and primary supporting points from low-intermediate to intermediate nonfiction texts in the student's own words. 2. Identify primary themes, plot points, and characters in low-intermediate to intermediate adapted fiction texts. 3. Record primary themes, plot points, and characters in adapted fiction texts in the student's own words. 4. Attribute and cite ideas from sources. 5. Produce and edit low-intermediate to intermediate English sentences. 6. Expand passive high frequency vocabulary, including some of the Intensive English Program Word List. 7. Use academic and specialized vocabulary, including collocations in tasks.	1. Identify author's mode of organization, main idea, and primary supporting points from intermediate to high intermediate nonfiction texts in the student's own words. 2. Identify primary themes, plot points, and characters in intermediate to high intermediate adapted fiction texts. 3. Record primary themes, plot points, and characters in adapted fiction texts in the student's own words. 4. Attribute and cite ideas from sources. 5. Produce and edit intermediate to high- intermediate English sentences. 6. Expand passive high frequency vocabulary to include some of the Intensive English Program Word List. 7. Use academic and specialized vocabulary, including collocations in tasks.	1. Identify author's purpose, tone, mode of organization, main idea, and primary supporting points from high-intermediate to low-advance nonfiction texts in the student's own words. 2. Identify primary themes, plot points, and characters in high-intermediate to low-advanced adapted fiction texts. 3. Record primary themes, plot points, and characters in adapted fiction texts in the student's own words. 4. Attribute and cite ideas from sources. 5. Produce and edit high-intermediate to low-advance English sentences. 6. Expand passive vocabulary to include the Intensive English Program Word List and low frequency words. 7. Use academic and specialized vocabulary, including collocations in tasks.	1. Summarize multi-paragraph articles accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points). 3. Analyze multi-paragraph articles sharing a common theme or topic. 4. Compare similarities and differences between adaptations of a work of fiction, analyzes the impact of significant changes, and hypothesizes possible reasons for differences having been made 6. Attribute, quote, paraphrase, cite, and documents information and sources according to APA conventions.
2. Practice analyzing and evaluating the ideas, arguments, and perspectives presented by a variety of multi-paragraph sources with support.	1. Recognize and explain the similarities and differences in factual information and in the organization of factual information between thematically or topically linked sources. 2. Recognize and explain similarities and differences in themes, plot points, and characters between adapted works of fiction and film adaptations with teacher support.	1. Recognize and explain the rhetorical similarities and differences between thematically or topically linked sources. 2. Recognize and explain similarities and differences in themes, plot points, and characters between adapted works of fiction and film adaptations. 3. Examine the effects of changes made by film adaptors of literary texts. 4. Attribute and cite ideas from sources.	1. Recognize and explain the way thematically or topically-linked sources corroborate and refute one another. 2. Recognize and explain the way fiction writers/film adaptors have addressed themes, plot points, or characters. 3. Draw inferences from available written and visual evidence. 4. Make hypotheses from available evidence regarding author and adaptor intent.	1. Summarize multi-paragraph articles accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points). 3. Analyze multi-paragraph articles sharing a common theme or topic. 4. Compare similarities and differences between adaptations of a work of fiction, analyze the impact of significant changes, and hypothesize possible reasons for differences having been made 6. Attribute, quote, paraphrase, cite, and document information and

	3. Attribute and cite ideas from sources. 4. Produce and edit low-intermediate to intermediate English sentences. 5. Use academic and specialized vocabulary, including collocations in tasks.	5. Produce and edit high-intermediate English sentences. 6. Use academic and specialized vocabulary, including collocations in tasks.	5. Examine published opinions and supporting evidence and explain the relevance and logic or the argument. 6. Attribute, quote, and cite ideas from sources. 7. Produce and edit low-advanced English sentences. 8. Use academic and specialized vocabulary, including collocations in tasks.	sources according to APA conventions.
3. Practice synthesizing information from a variety of sources with support.	1. Juxtapose similarities and differences between thematically-linked sources and offer relevant explanation for how the sources support or challenge one another. 2. Juxtapose similarities and differences in theme, plot, and character treatment between adapted literary works and film adaptations. 3. Attribute and cite ideas from sources. 4. Produce and edit low-intermediate to intermediate English sentences. 5. Expand passive high frequency vocabulary, including some of the Intensive English Program Word List. 6. Use academic and specialized vocabulary, including collocations in tasks.	1. Juxtapose similarities and differences between thematically-linked sources with relevant explanation for how the sources support or challenge one another. 2. Juxtapose similarities and differences in theme, plot, and character treatment between adapted literary works and film adaptations. 3. Attribute and cite ideas from sources. 4. Produce and edit low-intermediate to intermediate English sentences. 5. Expand passive high frequency vocabulary to include some of the Intensive English Program Word List. 6. Use academic and specialized vocabulary, including collocations in tasks.	1. Juxtapose corroborating and refuting information from different thematically or topically-linked sources with relevant explanation for how the sources support or challenge one another. 2. Juxtapose similarities and differences in theme, plot, and character treatment between adapted literary works and film adaptations with relevant explanations for how the interpretations differ. 3. Assemble relevant information from a text to show how it does/not support the claim of published critic. 4. Attribute, quote, and cite ideas from sources. 5. Produce and edit low-advanced English sentences. 6. Expand passive vocabulary to include the Intensive English Program Word List and low frequency words. 7. Use academic and specialized vocabulary, including collocations in tasks.	1. Summarize multi-paragraph articles accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points). 3. Analyze multi-paragraph articles sharing a common theme or topic. 4. Compare similarities and differences between adaptations of a work of fiction, analyze the impact of significant changes, and hypothesize possible reasons for differences having been made 6. Attribute, quote, paraphrase, cite, and document information and sources according to APA conventions
4. Learn to integrate their own ideas and experiences into the topics discussed in multi-paragraph texts with support.	1. Compose an example of 10 lines derived from personal observation or experience that relates to an idea within a multi-paragraph essay.	1. Compose a narrative example of 10 lines derived from personal observation or experience that supports an idea within a multi-	1. Compose a descriptive/ narrative example of 15 lines derived from personal observation or experience that supports an idea within a multi-	2. Add evidence from personal experience/ observation to both support and challenge an idea contained within multi-paragraph articles.

	2. Compose a conclusion of at least 5 lines that demonstrates what the writer thinks should happen next concerning the issue. 3. Compose a conclusion of at least 5 lines that indicates recognition of the applicability of an idea or observation of one or more authors. 4. Compose a conclusion of at least 5 lines that indicates recognition of the applicability of a theme in literature. 5. Attribute and cite ideas from sources. 6. Produce and edit low-intermediate to intermediate English sentences. 7. Expand passive high frequency vocabulary, including some of the Intensive English Program Word List. 8. Use academic and specialized vocabulary, including collocations in tasks.	paragraph essay or that reinforces the author's thinking. 2. Compose a conclusion of at least 5 lines that demonstrates what the writer thinks might happen next concerning an issue, or what the writer thinks should happen next. 3. Compose a conclusion of at least 5 lines that indicates recognition of the applicability of an idea or observation of one or more authors and that provides relevant personal evidence. 4. Compose a conclusion of at least 5 lines that indicates recognition of the applicability of a theme in literature and that provides relevant personal evidence. 5. Attribute and cite ideas from sources. 6. Produce and edit high-intermediate English sentences. 7. Expand passive high frequency vocabulary to include some of the Intensive English Program Word List. 7. Use academic and specialized vocabulary, including collocations in tasks.	paragraph essay or that reinforces the author's thinking and one that differs from the thinking of an author of a multi-paragraph text in one significant way. 2. Compose a conclusion of at least 10 lines that demonstrates what the writer thinks might and/or should happen next regarding an author's ideas. 3. Compose a conclusion of at least 10 lines that indicates recognition of the applicability of an idea or observation of one or more authors and that provides relevant personal evidence. 4. Compose a conclusion of at least 10 lines that indicates recognition of the applicability of a theme in literature and that provides relevant personal evidence 5. React to a published opinion with supporting and/or contradictory evidence from observation or experience. 6. Attribute, quote, and cite ideas from sources. 7. Produce and edit low-advanced English sentences. 8. Expand passive vocabulary to include the Intensive English Program Word List and low frequency words. 7. Use academic and specialized vocabulary, including collocations in tasks.	4. Compare similarities and differences between adaptations of a work of fiction, analyze the impact of significant changes, and hypothesize possible reasons for differences having been made. 5. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas. 6. Quote, paraphrase, cite, and document information and sources according to APA conventions.

5. Learn to attribute and cite information from a source accurately according to APA conventions with support.	1. Acknowledge authors and sources according to APA conventions. 2. Produce and edit low-intermediate to intermediate English sentences. 3. Punctuate paraphrased low-intermediate to intermediate text correctly.	1. Acknowledge authors and sources according to APA conventions. 2. Produce and edit intermediate to high-intermediate English sentences. 3. Punctuate paraphrased high-intermediate text correctly.	1. Acknowledge authors and sources according to APA conventions. 2. Produce and edit high-intermediate to low-advanced English sentences. 3. Punctuate quoted and paraphrased test correctly.	1. Summarize multi-paragraph articles accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points). 3. Analyze multi-paragraph articles sharing a common theme or topic. 4. Compare similarities and differences between adaptations of a work of fiction, analyze the impact of significant changes, and hypothesize possible reasons for differences having been made. 5. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas. 6. Attribute, quote, paraphrase, cite, and document information and sources according to APA conventions.
6. Practice composing sentences free of serious grammatical and mechanical errors.	A. Produce and edit low-intermediate to intermediate English sentences.	A. Produce and edit high-intermediate English sentences.	A. Produce and edit low-advanced English sentences.	1. Summarize multi-paragraph articles accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points). 2. Add evidence from personal experience/ observation to both support and challenge an idea contained within multi-paragraph articles. 3. Analyze multi-paragraph articles sharing a common theme or topic. 4. Compare similarities and differences between adaptations of a work of fiction, analyze the impact of significant changes, and hypothesize possible reasons for differences having been made. 5. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas.

Scope and Sequence

Scope and Sequence			
	SEQUENCE		
SCOPE	**IENG 0001 Lower Beginning English Level 1**	**IENG 0002 Upper Beginning English Level 2**	**IENG 0003 Lower Intermediate English Level 3**
	Course Description This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER	**Course Description** This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text materials to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials and compose a well-developed coherent paragraph. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0001.	**Course Description** This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-4 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing in order to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0002.
	Goal The goal of this course is to develop students' listening, speaking, reading and writing skills, introduce and practice conversational and academic vocabulary, introduce grammar, and increase fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.	**Goal** The goal of this course is to improve students' listening, speaking, reading and writing skills, expand vocabulary, increase grammar knowledge, and improve fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.	**Goal** The goal of this course is to increase students' ability to create a writing portfolio, take effective notes from lectures, and prepare and deliver formal presentations that demonstrate readiness for university credit courses. Students will also improve academic listening and speaking skills, expand vocabulary, increase grammar knowledge, and increase fluency through a variety of communicative activities such as pair work, presentations, and interviews.
	Purpose The purpose of IENG 0001 is to provide a foundation for the acquisition of communicative and academic skills needed for success in IENG 0002 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics which emphasize expanding vocabulary, acquiring basic grammar knowledge, and developing basic listening and speaking, critical thinking, and study strategies and skills.	**Purpose** The purpose of IENG 0002 is to provide a foundation for the acquisition of communicative and academic skills needed for success in IENG 0003 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics that emphasize expanding vocabulary, increasing basic grammar knowledge, and improving basic listening and speaking, critical thinking, and study skills and strategies.	**Purpose** The purpose of IENG 0003 is to equip intermediate-level students with the reading, writing, listening, speaking, and critical thinking skills necessary to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0002.

	SEQUENCE		
	IENG 0001 Lower Beginning English Level 1	**IENG 0002 Upper Beginning English Level 2**	**IENG 0003 Lower Intermediate English Level 3**
SCOPE	**Course Objectives** 1. Students will develop grammatical accuracy through a variety of written and oral grammar exercises and activities. 2. Students will use simple phrases and short sentences to respond correctly to classroom instruction, questions and statements. 3. Students will listen for and respond correctly to content in listening materials and activities. 4. Students will develop basic vocabulary through a variety of contextual exercises and activities. 5. Students will engage in conversation/ discussion on a variety of everyday topics including relevant personal information and experiences. 6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details. 7. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors. 8. Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the test questions. 9. Students will be provided practice with a similar form of the same test.	**Course Objectives** 1. Students will improve grammatical accuracy through a variety of written and oral grammar exercises and practices. 2. Students will use simple phrases and short sentences to respond correctly to classroom instructions, questions and statements. 3. Students will listen for and respond correctly to content in listening materials and activities. 4. Students will expand basic vocabulary through a variety of contextual exercises and activities. 5. Students will engage in conversation/ discussion on a variety of everyday topics including relevant personal information and experiences. 6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details. 7. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors. 9. Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the test questions. 10. Students will be provided practice with a similar form of the same test.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of spoken and written multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in both written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of spoken and written texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from written and spoken texts according to APA and/or accepted academic conventions. 6. Students will compose and deliver sentences that are free of serious grammatical and mechanical errors. 7. Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the test questions. 8. Students will be provided practice with a similar form of the same test.
	Student Learning Outcomes By the end of this course, students will be able to: 1. Read and understand the main ideas and supporting details of short multi-paragraph upper-beginning level readings. 2. Write, edit, and revise 8-10 simple sentences on a topic. 3. Listen to and understand simple, slow speech related to basic everyday situations including relevant personal information. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities. 6. Deliver demonstration presentations of 2-3 minutes, which conforms to standard American English usage and in which specified areas of grammar are accurate 7. Demonstrate proficiency in using correct grammar, listen to and understand one or more people speaking in English, comprehend short reading passages, understand the meaning of sentences, and write at an upper beginner level.	**Student Learning Outcomes** By the end of this course, students will be able to: 1. Read and understand the main ideas and key supporting details of low-intermediate multi-paragraph texts. 2. Write, edit, and revise a unified paragraph of 8-12 sentences on a single topic. 3. Listen to and understand basic conversations related to everyday social situations and contexts. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Participate in simple conversations related to familiar social situations. 6. Speak about topics or situations outside the immediate context. 7. Deliver process presentations of 4-5 minutes which conform to standard American English usage in which specified areas of grammar are accurate. 8. Demonstrate proficiency in using correct grammar, listening to and understanding one or more people speaking in English, comprehending short reading passages, understanding the meaning of sentences, and writing at a lower intermediate level.	**Student Learning Outcomes** By the end of this course, students will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the author's or speaker's main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media. 4. Recommend a course of action related to the ideas contained in written and/or spoken texts. 5. Cite and document information and sources according to APA and/or accepted academic conventions. 6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 3-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate. 7. Demonstrate proficiency in using correct grammar, listening to and understanding one or more people speaking in English, comprehending short reading passages, understanding the meaning of sentences, and writing at an upper intermediate level.

Scope and Sequence

SCOPE

SEQUENCE

IENG 0004 Upper Intermediate English Level 4	IENG 0005 Lower Advanced English Level 5	IENG 0006 Upper Advanced English Level 6
Course Description This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0003.	**Course Description** This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-5 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0004.	**Course Description** This course refines listening, speaking, reading and essay writing skills needed for success in an academic environment. This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, expand vocabulary, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, paraphrase, and synthesize information and ideas to create essays of 3-5 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. Exit exam required. Credit earned cannot be used for graduation. Prerequisite: ACCUPLACER or IENG 0005.
Goal The goal of this course is to increase students' ability to create a writing portfolio and to prepare and deliver formal presentations that demonstrate readiness for university credit courses. Another goal of this course is to help learners acquire advanced academic listening and speaking skills, expand academic vocabulary, increase grammar knowledge and use, and improve fluency through a variety of activities including pair work, presentations, and interviews and practice effective note taking.	**Goal** The goal of this course is to increase students' ability to produce well-developed academic essays, increase academic reading and listening skills, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through a variety of activities including pair work, interviews and presentations, taking effective lecture notes, and responding correctly to challenging academic lectures.	**Goal** The goal of this course is to refine students' ability to compose well-developed academic essays, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through academic reading, writing, listening, and speaking activities at the high advanced level.
Purpose The purpose of IENG 0004 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0003.	**Purpose** The purpose of IENG 0005 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0004.	**Purpose** The purpose of IENG 0006 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0005.

	SEQUENCE		
	IENG 0004 Upper Intermediate English Level 4	**IENG 0005 Lower Advanced English Level 5**	**IENG 0006 Upper Advanced English Level 6**
SCOPE	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing information, orally and in writing, from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice attributing information orally and in writing from written and spoken texts according to APA, and/or accepted oral academic conventions 6. Students will practice composing and delivering sentences and statements that are free of serious grammatical and mechanical errors. 7. Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the exit exam questions. 8. Students will be provided practice with similar form to the exit exam.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions 6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors. 7. Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the exit exam questions. 8. Students will be provided practice with similar form to the exit exam.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors. **7.** Students will be provided instruction on specifically matched objectives (skills and subskills) where the practice or instruction follows the same format as the exit exam questions. **8.** Students will be provided practice with similar form to the exit exam.
	Student Learning Outcomes At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies such as mapping to identify the author's or speaker's main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3 paragraphs and deliver formal presentations of 3-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate. 7. Demonstrate proficiency in using correct grammar, listening to and understanding one or more people speaking in English, comprehending short reading passages, understanding the meaning of sentences, and writing at a lower advanced level.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note-taking strategies to identify the author's or speaker's primary mode of discourse, main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-6 minutes, which conform to standard American English usage and in which specified areas of grammar are accurate. 7. Demonstrate mastery in understanding what is read, identifying main ideas, making inferences, and distinguishing between direct statements and secondary or supporting ideas, and writing effectively	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate. 7. Demonstrate mastery in understanding what is read, identifying main ideas, making inferences, and distinguishing between direct statements and secondary or supporting ideas, and writing effectively.

Listening and Speaking

All levels of IEP Listening and Speaking prepare IEP students to take notes, and present information orally. In addition, all levels of Listening and Speaking strive to increase the students' academic vocabulary, refine their grammar, improve their speaking skills and develop their listening skills. Although course objectives are almost the same in all three levels the learning outcomes differ in difficulty and expectations.

Students are made aware of rubrics, band scales and learning outcomes before presentations are given. Generally, throughout the levels the presentations require more time, more academic vocabulary, higher level thinking and more structured organization. This is detailed for each level below.

IEP students are expected to give two presentations which are 2-5 minutes long with a third optional make-up presentation. In IENG 0003 AND IENG 0004 students become familiar with platform skills and basic organization for their presentations. Therefore, they give presentations which introduce themselves, interview and report on a classmates' hobbies, narrate a personal story and define/classify a subject they researched. These presentations are simple in how they are organized and what is expected from the presenter, which is needed for IENG 0003 AND IENG 0004. Students are not expected to use very technical or academic language at this level, but they will be required to use transition words for their presentation. Students are expected to use general language at this level although academic or more ambitious language is not to be discouraged.

In IENG 0005, the emphasis is more on organization and development of presentations; also, the presentations are longer, 3-6 minutes. The students are expected to research more and give more detailed information than what is expected in IENG 0003 AND IENG 0004. IENG 0005 students start with a narrative presentation which relates a humorous event in their life and some reflection on a lesson they learned from the event. This is to familiarize the students with platform skills and some basic organization of presenting. After this, students research to give a demonstration presentation on cooking or how to do some aspect of a hobby. Following recipes is a very easy way to become familiar with process organization; however, other students who feel more ambitious or have a certain expertise can demonstrate something related to a hobby. IENG 0005 students are also required to give two informative presentations. For one of these the students will research and then compare and contrast different qualities. The other presentation will require the students to research and define or classify an item. Although this type of presentation is used in IENG 0003 AND IENG 0004, students will be required to speak longer, give more information and cite sources during the presentation. In addition, the organization of their outlines will be more complicated and will not fit a one outline for all presentations. IENG 0005 students should use more ambitious language and academic language. Their use of transition words should start to show signs of mastery.

The IENG 0006 presentations, which are 4-7 minutes long, challenge students with higher levels of thinking although the students still need to demonstrate platform and organizational skills. IENG 0006 starts with a narrative presentation, but this time it relates a significant event in their life. This will require more thought and analysis from the students, and ultimately will require more confidence in sharing personal information at this depth. Moreover, because the structure for a narrative is familiar with most students, this will not be too challenging for students entering IENG 0006 and students new to IEP will not be overwhelmed by task overload. For their second presentation, students will demonstrate something technical or academic. Students research and become more familiar with technical and academic language required for this presentation and become sensitive to the audience's needs. Therefore, students will be challenged to explain something complicated to the audience by simplifying it to meet their audience's needs. IENG 0006 students will also have to give a causal presentation where they explain a cause and effect relationship. Students will not only have to find an appropriate topic but decide on the type of relationship and clearly show this to their audience. Finally, students in IENG 0006 must be able to give a persuasive presentation in which they identify a local problem, explain the situation and propose and defend a feasible solution. Here the students are moving away from just presenting information and giving reflections to arguing a point. This presentation allows students to show their awareness about local issues while giving them a voice to express their concerns and hopes. In addition, by defending their solution they are given the opportunity to explore different sides thus increasing their awareness and developing appreciation for diversity. IENG 0006 students will be able to use language appropriate for an academic setting and show mastery of transition words.

It should be noted that many of the presentations not only use spiral learning within the Listening and Speaking classes but also reinforces the reading and writing classes. The presentations require the students to organize content to modes such as narrative, process, compare/contrast, causal effects, and definition/classification; as well as tones, informative and persuasive.

Note taking and consequently listening skills not only increases in difficulty between the levels in terms of time, vocabulary and grammar, but it also increases in its expectations of the students' ability to organize information, to select noteworthy material and to use their notes. Note taking skills in IENG 0003 AND IENG 0004 require students to listen to Intermediate lectures 3-7 minutes fill in gaps to pre-written notes to help accurately complete notes which are required to answer questions. IENG

0005 progresses to slightly longer intermediate to high intermediate lectures which are 4-8 minutes long and must complete larger gaps in pre-written notes. These gaps are large enough that it will require the student to organize parts of the lectures. These notes are required for accurately paraphrasing short sections of the lecture as well as answering questions. In IENG 0006 students will have to listen to high intermediate to low advanced lectures 5-9 minutes long and take notes with little or no help. At this stage students are expected to be able to organize information they hear and discern what information is important to take for notes. Again, the notes are to be used to answer question and for paraphrasing; however, the sections to paraphrase are larger.

For grammar and vocabulary, the content material progresses from low intermediate to low-advanced.

Reading and Writing

The IEP sequence of courses meticulously and wholeheartedly embraces the concept identified by Bruner as "spiral learning":

"A curriculum as it develops should revisit…basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them" (Bruner, J. S. (1960). The Process of Education, Cambridge, Mass.: Harvard University Press; second edition, 1977) and amplified by Reigeluth, who labels the process "elaboration":

"[Instruction] begins with the simplest version of the task that is still fairly representative of the task as a whole, then it teaches progressively more complex versions of the task until the desired level of complexity is reached, making sure that the learner is made explicitly aware of the relationship of each version to the other versions" (Reigeluth, C.M. (1999) The Elaboration Theory: Guide for Scope and Sequence Decisions. In C.M. Reigeluth (ed.) Instructional-Design Theories and Models: A New Paradigm of Instructional Theory, vol. II. (pp. 425-453). Mahwah, NJ: Lawrence Erlbaum Associates).

With small but significant differences, the course objectives for all levels of IEP Reading and Writing are the same: all courses focus on (a) instilling in students the reading skills necessary for them to execute the response-to-written-text writing activities that remain at the core of university work and on (b) practicing incrementally those types of writing activities. However, it is in the student learning outcomes that the gradations from level to level become apparent.

Regarding reading skills, students in an IENG 0003 and IENG 0004 Reading and Writing course, for example, begin to summarize multi-paragraph texts, identifying a writer's main idea, primary supporting points, and overall mode of discourse. Instruction in these skills recurs in IENG 0005 but with increased difficulty in material reading level and more analytical depth: in IENG 0003 and IENG 0004 students are asked to identify a piece of writing as using either addition or time order; in IENG 0005. A student is asked to further refine that identification—if the piece uses addition order, is it in the form of comparison/contrast, cause/effect, classification, or enumeration; if the piece primarily uses time order, is it in the form or narration or process analysis? The skills recur in IENG 0006, but added to the heuristic are analysis of a writer's purpose and tone.

A similar spiraling, or elaboration, occurs in the content, skills, and structures required of writing assignments from level to level: all courses have as an objective that "students will learn to integrate their own ideas and into the topics discussed in multi-paragraph texts." In IENG 0003 and IENG 0004 this manifests itself in students being required to react to a text in free-form association: How does this make you feel? Have you ever seen an example of this idea/behavior/problem, etc.? In IENG 0005 it manifests itself in students being required to provide a narrative example from their own experience or observation that supports a writer's claim: What have you experienced or seen that proves the writer is correct? In IENG 0006 it manifests itself in students being required to provide not only a narrative that supports the writer's claim but also another narrative that in some way challenges that claim. A similar gradation occurs in the assignments of comparison/contrast: in IENG 0003 and IENG 0004, students are required to identify similarities and differences in the reporting of facts and in the manner of arrangement of information between two texts linked by a common topic; in IENG 0005, the students must analyze similarities and differences between two common-theme texts in terms of emphasis, purpose, or tone (this assignment, in fact, serves to introduce the concepts of purpose and tone to IENG 0005students); in IENG 0006 students use a minimum of 2 (but more often 3) common-theme articles in order to find authors whose opinions corroborate one another and authors whose opinions refute or challenge one another. This gradual "raising-of-the-stakes" approach informs the literary analysis assignments: in IENG 0003 and IENG 0004 students compare and contrast the ways in which a film adaptation of a novel is similar to/different from an adapted version of a classic or well-known work of fiction; in IENG 0005 students select what they perceive is a significant change from text to screen made by the filmmakers and discuss the impact the change has made; in IENG 0006 students are required to offer hypotheses as to why a change from text to screen was made. Structural requirements of assignments increase as students' progress through the program as well, but these increases derive primarily from and coincide with the increased level of critical thinking and depth of analysis required. All writing assignments for all levels require more than one paragraph: in IENG 0003 and IENG 0004 students begin with a two-paragraph essay and progress to three-paragraph essays; in IENG 0005 students begin with a three-paragraph essay and progress to four-paragraph essays; in IENG 0006 students begin with two four-paragraph

essays and progress to a five-paragraph essay. Not only do structural requirements increase in terms of number of paragraphs but in the length of paragraphs as well: body paragraphs in Levels 1 and 2 have a ten-sentence minimum length whereas in IENG 0006 body paragraphs have a fifteen-sentence minimum length.

Goals for each level of reading and writing courses are based on the supposition that (a) students enter IENG 0003 AND IENG 0004 at the low-intermediate to intermediate level and can progress sufficiently within one term to continue intensive English instruction in critical reading and writing at the high-intermediate level, that (b) students enter IENG 0005 at the high-intermediate level and can progress sufficiently within one term to continue intensive English instruction in critical reading and writing at the advanced level, and that (c) students enter IENG 0006 at the advanced level and can progress sufficiently within one term to begin university credit courses which require adequate academic language fluency in reading and writing. For example, it is expected that undergraduate students can respond in writing to undergraduate level writing prompts, research, and reading materials. The effectiveness of the program is demonstrated by undergraduate program records in areas of student matriculation, grade-point average, retention, and graduation.

Student learning outcomes are observed and measured primarily through the final portfolio submitted by students at the end of the term; the criteria and rubric for evaluating portfolios at all levels are provided to students both at the beginning and prior to submission of the final portfolio. However, at regular, prescribed points throughout a term, learning outcomes are observed and measured by the submission of what are termed "progress drafts" of specific writing assignments. These drafts are evaluated using a common, assignment-specific evaluation sheet and rubric. Faculty evaluate the progress of not only their own students' work but that of up two additional faculty members' students; regular, mandatory norming sessions for faculty prior to the evaluation of progress drafts ensure consistency in the application of the rubrics. In addition, four "progress" reading tests (the first of which is in fact a diagnostic test given in the first days of the term) are used to observe and measure students' progress with the discrete reading skills focused on in a level; these tests are evaluated departmentally (no instructor evaluates his/her own students' progress tests) according to an agreed-upon answer key

Students are made aware of course goals, objectives, and expected student learning outcomes via the syllabus which as well provides specific assignment objectives and outcomes; these assignment objectives and outcomes further appear in the individual assignment instructions and are communicated in the assignment progress evaluation sheets.

Overview

1. The IENG 0001 through IENG 0006 curriculum is appropriately integrated with the IEP program. As mentioned before, the IENG 0001 through IENG 0006 Listening and Speaking class meets five times a week for two hours a day over a period of sixteen weeks while taking a co-requisite IENG 0001 through IENG 0006 reading and writing class as well as a reading groups and guided practices thus ensuring that enough time is allotted to complete and reinforce the needed material. The skills and knowledge that is learned in Listening and Speaking can be transferred to the reading and writing and thus allow for further practice. Because the courses take a spiraling approach to teaching skills and knowledge, what is initially learned IENG 0001 through IENG 0006 is reinforced in the co-requisite class and classes which follow.
2. Gulf Language School provides many opportunities for all students including IEP students to extend learning beyond the normal course offering. These student services are outlined in this document Section VI Students.
3. To provide effective curricular coordination and articulation, IEP faculty meets at least twice a session to discuss whether learning outcomes or students' needs are being met. Any further development to curriculum is determined by diagnostic tests, entrance/exit test scores, achievement tests, assignments, presentations, portfolios and student evaluation. As well as the IEP committee, student evaluations and student grades are reported to the IEP Coordinator and Director as well as the office of the Vice President for feedback on curriculum achievement.
4. Effective curricular coordination and articulation between all academic areas are met by having annual meetings with IEP and the English department to discuss learning areas which need to be addressed. Through dialogue and research between IEP and the English department changes are implemented to the curriculum to maintain the needs of students in their dynamic setting.
5. There is also a curriculum committee which meets to study and to approve curriculum for new courses being offered at GLS. In addition to this, there is an IEP Undergrad committee which meets to discuss how the IEP courses are meeting the needs of its students so that they are prepared for undergrad courses. An articulation committee meets with different high schools to inform them about the course offerings and expectations of GLS.
6. Because of the ongoing curriculum development, the program's academic expectations and specific course learning goals are achieved by GLS staff.
7. GLS implements the IEP curricula with sufficient staff, learning materials, technology, media resources, equipment, facilities, supplies, and library resources. Below is a description of these areas.

Staff

IEP consists of Instructors and Coordinators. These positions require native speaker level of English and a Master's Degree and training and experience related to TEFL. IEP is supported by student workers with the IEP labs and adjunct Instructors when necessary. IEP maintains appropriate ratios of Instructor to students. The present ratio is one Instructor for eighteen students in all levels of IEP for both Listening and Speaking and Reading and Writing classes. IEP faculty levels are determined in the June Budget meeting by looking at expected student numbers for the next academic year. The GLS Director makes a proposal for IEP faculty levels which is submitted to the Board of Trustees for approval.

Learning Materials

The IEP Coordinators meet with IEP faculty at least twice during the session to discuss appropriate textbooks and supplementary materials for the courses. The Coordinators choose the textbooks for the courses and order these through the procurement office at NAU. Instructors are encouraged to develop and or use supplementary materials for their classes, and there are collections of supplementary materials located on shared drives for the instructors to use.

Technology

Computers are essential to GLS curriculum and the Information Technology Department (IT) maintains a computer network that serves students, faculty, and staff. Emails are provided to students, faculty and staff to allow for more effective communication of events, grades and any other necessary correspondence among the NAU community. There are also various common drives so that documents can be shared easily. Computer labs are available for use by the students. The University has an open lab for access to the World Wide Web for research and learning purposes. NAU computer network uses state-of-the-art fiber optic cables and wireless points connecting the campus community. The instructors use a laptop in the classroom which can be connected to a Smartboard for lectures/presentations.

Equipment, Facilities and Supplies

Facilities Management provides the necessary equipment needed in the classrooms. All classrooms have computers, desks, chairs, white board, smart boards as well as lights, and air-conditioning. Facilities Management is responsible for any equipment which needs maintenance or replacing. The finance department provides the necessary supplies and

facilities for classes. All equipment, supplies and facilities are subject to budget restraints which are determined in June's Budget meeting.

University Library
NAU's library was established in 2012 to serve the University's faculty, staff, students, and alumni. The purpose of the library is to provide quality, user-focused services and resources in all formats (print and electronic) that respond to the informational needs and activities (teaching, learning and research) of faculty, staff, students, and alumni.

Library Mission:
The mission of North American University Library is to assist students in their search for attaining knowledge by providing information resources and services that encourage learning, support education, and promote intellectual growth.

It is the hope of Gulf Language School at NAU that its assets encourage learning, support education, promote intellectual growth, and preserve cultural unity and open-mindedness to create supportive, responsible and independent-thinking denizens.

Library Goals:

- Develop stratagems to enhance user services and amplify user satisfaction.
- Continue adding, updating, weeding, and enhancing library resources with more print, electronic and audio/visual items that will satisfy the needs of GLS and NAU undergraduate and graduate programs.
- Increase and improve user accessibility to NAU resources on and off-site.
- Expand communications with GLS and NAU faculty and students to provide any and all information of library services and resources.
- Increase amount of resources for students that are non-native English speakers.
- Improve the NAU Library facilities to supply the best resources and services to all its patrons.

Library services and resources are available to users on Monday through Thursday, 8:30am - 7:30pm and Fridays from 8:30am - 5:30pm. The library is closed on Saturdays and Sundays and public holidays. Library is accessible online at: http://www.na.edu/index.php/academics/library.

5. GLS commits sufficient time to IEP courses adhering to the American Association of Intensive English Program (AAIEP) standards and the Commission on Intensive English Program Accreditation (CEA) guidelines. GLS allocates sufficient funds and personnel to the IEP program to run its courses after the NAU's annual June budget meeting.

6. Although GLS faculty and staff are competent to develop and implement curriculum, IEP engages in professional development activities to further improve their skills. Professional development includes in-house and outsourced workshops and training sessions. Every session there are portfolio workshops to cover issues such as grading and assigning portfolio work. NAU provides many workshops and lectures which are directly related to education. For faculty teaching a new course for the first time there is mentoring with a more experienced faculty member. The Provost can grant money to faculty to go to conferences, training or workshops (Professional Development in Gulf Language School is guided by the Professional Development Policy HRO.6200-102 of North American University).

7. Mentor Roles and Responsibilities: Mentor Roles

There are ten different roles a mentor can assume. Which role a mentor assumes depends on the needs of the mentee. On any given day, the mentor may perform one of the roles or all the roles. Over time, and with experience, mentors can learn to assume different roles more easily. Senior Instructors, Coordinators, and the Director assume the role of mentors. Each of the ten roles is described below.

Teacher: As a teacher, a mentor needs to teach the mentee the skills and knowledge required to perform his/her position successfully. This role requires the mentor to outline the "nuts and bolts" of the position and to share experiences as a seasoned professional. It is important that the mentor also share the wisdom of past mistakes. A mentee cannot only learn from past errors, but also must realize that no one is perfect.

Guide: As a guide, the mentor helps navigate through the inner workings of the organization and decipher the "unwritten office rules" for the mentee. This information is usually the "kernels of knowledge" that one only acquires over a period. The inner workings of the organization are simply the "behind the scenes" dynamics, or office politics, that are not always apparent, but are crucial to know. The "unwritten rules" can include the special procedures an office follows, the guidelines that are not always documented, and policies under consideration. It is also important for the mentor to explain who does what, the critical responsibilities each performs, and the office personalities involved.

Counselor: The role of counselor requires the mentor to establish a lasting and open relationship. To create a trusting relationship, the mentor needs to stress confidentiality and show respect for the mentee. A mentor can promote confidentiality by not disclosing personal information that the mentee shares. The mentor should always show respect by listening carefully and attentively to the mentee and by not interrupting the mentee while s/he speaks.
The counselor role also encourages the mentee to develop problem-solving skills. A mentee must be able to think through problems rather than always depending on the mentor to provide the solution. The mentor can develop the problem-solving skills of a mentee by advising the mentee to first attempt to solve the problem before seeking assistance.

Motivator: As a motivator, a mentor may at times need to generate motivation with the mentee. Motivation is an inner drive that compels a person to succeed. It's not often that mentees are not motivated. In general, mentees are enthusiastic about their job. After all, mentees tend to be characterized as highly-motivated individuals with a thirst for success.

Mentors usually perform the role of motivator only when there is a need to motivate a mentee to complete a difficult assignment, or to pursue an ambitious goal. Through encouragement, support, and incentives, mentors can motivate mentees to succeed.
One of the most effective ways to encourage a mentee is to provide frequent, positive feedback during assigned tasks or while the mentee strives toward goals. Positive feedback is a great "morale booster." It removes doubt and builds self-esteem that results in a sense of accomplishment.

Sponsor: A sponsor creates opportunities for the mentee—opportunities that may not otherwise be made available. These opportunities can relate directly to the job or indirectly to the mentee's overall professional development. The goal of the mentor is to provide as much exposure for the mentee as possible, with a minimum of risk. Opportunities should challenge and instruct without slicing away the mentee's self-esteem. A mentee should not be set up for failure. New opportunities can increase the visibility of the mentee, but mentors must be careful in selecting these opportunities.

Coach: Coaching is a complex and extensive process and is not always an easy skill to perform. Specifically, coaching involves feedback. A mentor needs to give different kinds of feedback as the situation demands: positive feedback to reinforce behavior and constructive feedback to change behavior. Both types of feedback are critical to the professional growth of the mentee. Feedback should be frequent, specific, and based on direct observation of the mentee (not secondhand information). When giving constructive feedback, the mentor should be descriptive about the behavior and not use labels, such as "immature" or "unprofessional." The mentor should neither exaggerate, nor be judgmental, and should phrase the issue as a statement, not a question.

Advisor: This role requires the mentor to help the mentee develop professional interests and set realistic career goals. As the old saying goes, "lf you don't know where you are going, you don't how to get there." This saying holds true for a mentee's professional development. The mentor needs to think about where the mentee wants to go professionally and help set career goals. Career goals should be specific, time-framed, results-oriented, relevant, reachable, and flexible to accommodate the changing dynamics of the organization.

Role Model: As a role model, the mentor is a living example of the values, ethics, and professional practices of the agency. Most mentees, in time, imitate their mentors. As the proverb states, "Imitation is the sincerest form of flattery." Teaching by example may be a mentor's most effective developmental tool. The mentee will learn as he or she observes how the mentor handles situations or interacts with others. The mentor needs to be careful how they come across to the mentee. The mentor needs to strive for high standards of professionalism, solid work ethics, and a positive attitude.

Referral Agent: As a referral agent, the mentor works with the mentee to develop an action plan that outlines what knowledge, skills, and abilities are needed to reach career goals. Once the action plan is in place, the mentor can then use the action plan as an "enabler" to move the mentee toward career goals that have been set.

Door Opener: The role of door opener is to open doors of opportunity. This role primarily involves helping the mentee establish a network of contacts within the agency, as well as outside the agency. The mentee needs a chance to meet other people to spur professional development. As a door opener, the mentor can introduce the mentee to the mentor's contacts to help build the mentee's network structure. As a door opener, the mentor also opens doors of information for the mentee by directing him/her to resources that may be helpful.

8. In a successful mentoring connection, the mentor and the mentee must both want the relationship to work and be willing to commit time and energy to the process. Five elements are essential:

Respect: This is established when the mentee recognizes the knowledge, skills, and abilities of the mentor and when the mentor appreciates the success the mentee has reached to date and the mentee's desire to develop to their full potential.

Trust: Mentors and mentees should build trust through communicating and being available to each other, reliable, and loyal.

Partnership Building: The mentor and mentee are professional partners. Barriers that partnerships face may include miscommunication, an uncertainty of each other's expectations, and perceptions of other people. To overcome these barriers, they should work together to maintain communication, address and fix obvious problems as they occur, examine how decisions might affect goals, and have frequent discussions on progress.

Realistic Expectations and Self Perception: A mentor encourages the mentee to have realistic expectations of the mentee's capabilities, the amount of time and energy the mentor can commit to the relationship, and what the mentee must do to earn their support for his/her career development. The mentor gives honest feedback when discussing the mentee's traits, abilities, talents, beliefs, and roles.

Time: Set aside the time to meet, even by e-mail or telephone. Don't change times unless necessary. Control interruptions. Frequently "check in" with each other via informal telephone calls.

Developmental Reading and Writing

The Gulf Language School has developed a course for the student who qualifies for admission into the University Undergraduate Program but whose English-language skills fall below the minimum ACCUPLACER scores of Reading Comprehension 80 and Write Placer 6 necessary to engage successfully in English-medium courses at the post-secondary level. The course is designed to introduce the student to the complex, interrelated processes of reading and writing in the academic environment. The program goal is to facilitate the student's understanding of how language—both written and spoken—is complicated, challenging, and dynamic—and how it extends beyond the boundaries of much of what the student has previously encountered.

Reading

The student will be introduced to the individual skills of understanding vocabulary in context, recognizing a writer's pattern(s) or organization, identifying a writer's main ideas, extracting a writer's primary supporting points, making inferences, evaluating the relevance of supporting evidence, inferring main ideas, analyzing rhetorical choices (including purpose, tone, and emphasis), and distinguishing between fact and opinion. In addition, the student will recognize and analyze factual and organizational similarities and differences (and their significance) between thematically-linked texts, analyze how thematically-linked texts support and challenge one another, and hypothesize as to reasons influencing the choices writers make in response to low-advanced English for Academic Purposes material. As well, the student will apply ideas contained within texts to his/her own life.

Writing

The student will be introduced to fundamental activities common to response-based writing assignments. The student will learn to compose formally structured paragraphs and essays in which s/he assembles evidence to support an opinion. In addition, the student will summarize, paraphrase, and juxtapose information from multi-paragraph texts while learning to acknowledge, extend, react to, synthesize, and incorporate the ideas and statements of published writers into their own writing. Areas of grammatical and mechanical competence emphasized include correct capitalization, spelling, noun and verb usage, and separation and combination of clauses.

IENG 0009 Fundamentals of Critical Reading and Writing

Course Description

This course surveys a variety of reading materials. Students will locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across multiple texts of varying lengths. Students will explore a variety of writing modalities, generate ideas and gather information relevant to the topic and purpose, incorporating the ideas of other writers in student writing using established strategies. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into ENGL 1311. Prerequisite IENG 0006 or 61 TOEFL/5.5 IELTS.

Goal

The goal of this course is to refine students' reading, vocabulary, and sentence skills while producing a portfolio of multi-paragraph writings that demonstrate their ability to summarize, paraphrase, synthesize, analyze, and evaluate information and ideas taken from a variety of sources at the high advanced level.

Purpose

The purpose of IENG 0009 is to equip students with the reading, writing, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0006.

Course Objectives

1. Students will practice paraphrasing and summarizing multi-paragraph texts accurately.
2. Students will practice analyzing the perspectives and arguments presented by a variety of sources.
3. Students will practice synthesizing information from a variety of sources.
4. Students will practice evaluating ideas presented in multi-paragraph texts.
5. Students will learn to integrate their own ideas and experiences into the topics discussed in multi-paragraph texts.
6. Students will learn to attribute, quote, and cite information from a source accurately.
7. Students will develop and refine their ideas and language using various composing processes (prewriting, drafting, revising, final editing; analyzing audience and purpose).
8. Students will practice composing sentences free of serious grammatical and mechanical errors.
9. Develop academic vocabulary in context.

10. Compile a portfolio of writing demonstrating readiness for university credit courses.

Student Learning Outcomes

At the end of this course, a successful student will be able to:

1. read critically, to comprehend and summarize to analyze, evaluate and synthesize pre-college readings.
2. summarizes a multi-paragraph article accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points)
3. adds evidence from personal experience/observation to an idea contained within a multi-paragraph essay in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions.
4. analyses information that corroborates and refutes claims contained within a multi-paragraph essay in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions.
5. integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions.
6. recommends a relevant course of action and/or predicts a logical next step relevant to the idea.

Scope and Sequence

Scope and Sequence	
SEQUENCE	
IENG 0009 Upper Intermediate English Level 4	**IENG 0009 Lower Advanced English Level 5**
Course Description This course surveys a variety of reading materials. Students will locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information across multiple texts of varying lengths. Students will explore a variety of writing modalities, generate ideas and gather information relevant to the topic and purpose, incorporating the ideas of other writers in student writing using established strategies. Credit earned cannot be used for graduation. Successful completion of this course will prepare students for entry into ENGL 1311. Prerequisite IENG 0006 or 61 to 79 TOEFL/5.5 to 6.0 IELTS.	**Course Objectives** 1. Students will practice paraphrasing and summarizing multi-paragraph texts accurately. 2. Students will practice analyzing the perspectives and arguments presented by a variety of sources. 3. Students will practice synthesizing information from a variety of sources. 4. Students will practice evaluating ideas presented in multi-paragraph texts. 5. Students will learn to integrate their own ideas and experiences into the topics discussed in multi-paragraph texts. 6. Students will learn to attribute, quote, and cite information from a source accurately. 7. Students will develop and refine their ideas and language using various composing processes (prewriting, drafting, revising, final editing; analyzing audience and purpose). 8. Students will practice composing sentences free of serious grammatical and mechanical errors. 9. Develop academic vocabulary in context. 10. Compile a portfolio of writing demonstrating readiness for university credit courses.
Goal The goal of this course is to refine students' reading, vocabulary, and sentence skills while producing a portfolio of multi-paragraph writings that demonstrate their ability to summarize, paraphrase, synthesize, analyze, and evaluate information and ideas taken from a variety of sources at the high advanced level.	**Student learning outcomes** At the end of this course, a successful student will be able to: 1. read critically, in order to comprehend and summarize to analyze, evaluate and synthesize pre-college readings. 2. summarizes a multi-paragraph article accurately (identifying the author's purpose, tone, primary mode of discourse, main idea, and primary supporting points) 3. adds evidence from personal experience/observation to an idea contained within a multi-paragraph essay in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions. 4. analyses information that corroborates and refutes claims contained within a multi-paragraph essay in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions. 5. integrate and synthesize course readings and are clearly focused, fully developed, and logically organized.in addition to quoting, paraphrasing, and citing statements from a source accurately according to APA in-text conventions. 6. recommends a relevant course of action and/or predicts a logical next step relevant to the idea.
Purpose The purpose of IENG 0009 is to equip students with the reading, writing, and critical thinking skills needed to be successful at the undergraduate level at NAU. The course builds on the foundations set by IEP reading and writing practices established in IENG 0006.	

Gulf language School Additional Programs

Philosophy

The philosophy underlying the Gulf Language School curriculum is that language, oral and written, is primarily a means of communication used by people in multiple and varied social contexts to express themselves, interact with others, learn about the world, and meet their individual and collective needs such as test preparation and conversation course. Successful language learning and language teaching emphasize the goal of functional proficiency. It does not view language learning and teaching primarily as mastery of the elements of language, such as grammar and vocabulary, without reference to their functional usefulness. Therefore, what is most important for ESL learners is to function effectively in English and through English while learning challenging academic, workplace, and social content.

In addition, language acquisition takes place as learners engage in activities of a social nature with opportunities to practice language forms for a variety of communicative purposes. It occurs during activities that are of a cognitive or intellectual nature where learners have opportunities to become skilled in using language for reasoning and mastery of challenging new information. This means that learners must have multiple opportunities to use English, to interact with others as they study meaningful and intellectually challenging content, and to receive feedback on their language use. The following principles, therefore, underline the general curricular design:

- Curriculum and instruction are based on learner outcomes, are consistent with and supportive of adult learning theory, and are supported by research and knowledge of effective practice.
- Curricular and instructional processes reflect learner-centered and participatory approaches that are designed to meet individual learner needs.
- Curricular content and instructional practices are based on functional contexts within a holistic framework.
- Curricula and instructional processes contribute to the development of independent problem solvers and thinkers.
- Curriculum and instruction are adapted according to evaluation information.

The GLS General English Program introduces the language and culture of the English-speaking world. By the time the students complete the program, they have acquired a command to the key vocabulary, structures, and functions necessary for personal and business communication as well as an insight into American customs and values. The program features the best of what has come to be known as "communicative language teaching," including creating interactive, learner-centered classrooms. It provides students with natural, meaningful contexts in which to practice the communicative functions of the language.

We have adopted an eclectic approach and have purposely avoided relying on any single theory of language learning. Our guiding principle has been to present the material in a way that will elicit a high level of student participation in the learning process. To this end, we have evaluated a variety of pedagogical techniques and have selected those which have given the best results both inside and outside the formal classroom. This interweaving and integration of techniques is at the heart of the General English Program. Teachers can adapt the program to their own teaching styles and to the needs of their students.

The course of study is based on an integrated approach with six levels of oral communication, reading, writing, and grammar. Fluency and accuracy in both spoken and written English are emphasized. Furthermore, depending on their needs and interests, students can choose from a wide variety of materials from our Language Labs for additional language study using computers, videos, and audios.

The general curriculum is based on the view that authentic language often entails the simultaneous use of different language modalities, and acquisition of functional language abilities occurs simultaneously and interdependently, rather than sequentially. Thus, reading activities may activate the development of speaking abilities, or vice versa. Additionally, listening, speaking, reading, and writing develop as learners engage with and through different modes and technologies, such as computers, music, film, and video. The curriculum, therefore, affords ESL learners with learning environments that provide demonstrations of the interdependence of listening, speaking, reading, and writing as well as the opportunity to develop all their language abilities using varied modes and technologies.

Although the General English program is divided into classes labeled according to individual skills as dictated by ACCUPLACER ESL Language Placement Test (LPT), multi-skill learning is actively encouraged as related activities in several skills provide reinforcement and refresh the student's memory. A given class may highlight listening and speaking, for example, but all other skills are also included to support and strengthen overall language development. In addition, the curricular design enables students to develop strong grammatical competence, as well as becoming socio-culturally sensitive and knowing what to do when they encounter a "language barrier.

Students can also enroll in additional TOEFL/IELTS, SAT/ACT, GMAT/GRE Test Preparation course, or conversation courses.

Methodology

There is a dominant factor that has influenced our General English Program methodologies. GLS employs the Balanced Activities Approach as described by Jeremy Harmer in the Practice of English Language Teaching, Longman, 1987. "A Balanced Activities Approach sees the job of the teacher as that of ensuring that students get a variety of activities which foster acquisition and learning. The program is planned based on achieving a balance between language input, practice, and communication output. In other words, our program stresses the need for language input and practice while seeing the necessity for an emphasis on communicative activities. The whole teaching process can be seen in the following diagram:

PRESENTATION	PRACTICE	PRODUCTION
• Teacher Control • Error Correction • Teacher Talking Time (TTT)	• Teacher/Student Control • Teacher/Self-Mutual Error Correction • Student Talking Time (STT)	• Teacher Is Consultant • No Error Correction • Language Used for a Purpose

In the presentation stage, finely-tuned input, that is language that has been selected for conscious learning such as the simple present, the past continuous, the language of invitation, etc., is introduced to the students. During a presentation stage, the teacher acts as controller, selecting the language the students are to repeat and insisting on accurate reproduction of the new item. This means that students' errors and mistakes will be dealt with when they occur. The teacher will start a presentation stage by trying to elicit the new language from the students. Where this is unsuccessful, she will then introduce the meaning and use of the new language and get students to work with their new knowledge. As soon as possible she will encourage immediate creativity where the students use the grammar they have just learned to create their own original sentences.

The teacher who has engaged students in conscious learning - that is the controlled repetition and practice of language items - will want to ensure that students can use this language and will do this by organizing activities that prompt its use. The aim of such activities will be to get students to use the language they have recently learned in a context that is different from that used for presentation. As far as possible the use of the language will approximate real life and will be as much like genuine communication as the limitations of the activity will permit. The practice stage marks a halfway stage between the presentation and the production stages. It will often be communicative in many ways, but the attempt to ensure that certain specific language is used will give it less communicative potential. In a teaching program, however, there need be no linear relationship between practice and communication output. The latter is not necessarily an end product of input and practice. Indeed, it may often be a starting point for an accurate reproduction stage. Practice output, then, is a way of encouraging students to use specific language they have recently learned in a realistic way, and often in combination with other less recently learned items.

The production stage refers to activities in which students use language as a vehicle of communication, and where the students' main purpose is to complete some kind of communication task. Because this task is of paramount importance, the language used to complete it takes, as it were, second place. It becomes an instrument of communication rather than being an end in itself. In most communicative activities, the students will be using any and/or all the language that they know. They will be forced to retrieve the English that they have in their language store, and they will gradually develop strategies for communication that an overconcentration on presentation and practice would almost certainly inhibit.

Certain features of communication output will be exactly opposite to those we have mentioned for the presentation of finely-tuned input. Instead of a concentration on accuracy, the focus will be on fluency - that is on the success of communication. The teacher's attitude to error and mistake will therefore be completely different. If, for example, she stops students every time they make a mistake and points this out, then she will be destroying the fluency that she is supposed to be encouraging. Students will find it frustrating and demotivating if the teacher's reaction to their ability to communicate ideas is focused solely on their ability to get the grammar right. This does not mean, of course, that teachers should not be interested in accuracy, but it does imply that there are stages when communicative efficiency (which can occur despite inaccuracy) must be the focus in the classroom. This focus on communication implies, too, that the role of the teacher should change. If she continues to act as a controller, then it is unlikely that any real communication can take place. Students must be allowed to take charge of their learning and their strategies for communication, and an over-dominant teacher will inhibit this. In our methodological approach, then, emphasis is placed on activities in which students use language for communicative purposes since it is felt that this is an integral part of successful language learning.

A balanced activities approach has a more human aspect, however, which is bound up with concerns of intrinsic motivation. By presenting students with a variety of activities we can ensure their continuing interest in the language program. Classes

which continually have the same activities are not likely to sustain interest. A program, however, that presents a variety of activities is far more likely continually to engage the students' interest.

A final, but important, component of the balanced activities approach is the teacher's ability to be both adaptable and flexible. Adaptability refers to the teacher's ability to choose and adapt the program on the basis of the different groups she finds herself teaching. Motivational differences should have a powerful influence on the teacher's use and choice of the activities and materials. Flexibility refers to the behavior of the teacher in the class and her ability to be sensitive to the changing needs of the group as the lesson progresses. In simple terms, it means that the teacher decisions, before the lesson, about what she is doing are not in some way sacred. She must be prepared to adapt and alter her plan if this proves to be necessary.

The concepts of adaptability and flexibility make the real difference between teaching and learning. The teacher who is flexible and is prepared to adapt is the teacher who carefully assesses her beliefs and plans in the light of the particular situation she is faced with, and whose main concern is that acquisition and learning should take place. The balanced activities approach, then, sees the students' continuing interest and involvement in the learning process as being the dominant factor in language teaching."

General English

The program has integrated the skills in four strands: oral communication (speaking and listening), reading, and writing. Each strand integrates the study of a grammatical point with related vocabulary and cultural information. Due to this integration of skills, language use inside the classroom more closely mimics language use outside the classroom, thereby motivating students. At the same time, the focus can shift back and forth from what is said to how it is said to the relationship between the two. Students are apt to use more of their senses, more of themselves. The link between the three strands is close enough to allow students to explore the themes and review grammar and reinforce vocabulary, yet it is distinct enough to sustain their interest. Furthermore, the syllabus is carefully graded, with a gradual progression of teaching items and frequent reviews. However, the program has been designed to incorporate the simultaneous use of different language modalities so that the acquisition of functional language abilities also occurs simultaneously and interdependently, rather than sequentially. Listening, speaking, reading, and writing develop throughout the program as learners engage with and through different modes and technologies, such as computers, music, film, video, and the Internet.

Materials are carefully chosen to move students from the basic level to an advanced one. Throughout each level, language is natural and authentic, and contextualized in lively, interesting situations with which students can easily identify. The program challenges students by capitalizing on what they know or have learned, and by encouraging them to stretch just a little beyond their current stage of language development. With each new step, students are given a firm grammatical basis on which to build their communication skills. Grammatical structures are not presented as isolated patterns for analysis and rule memorization but within a functional and communicative context. As students' progress through units that are grammatically sequenced, they also actually practice functional language that enables them to accomplish specific communication goals. In this way, students have a chance to use the language at the same time as they learn about its structures and functions. As students move from one level to another, they are presented with a wide range of opportunities for English language practice. This is achieved through student/teacher interaction and a great deal of pair and small group work in which students expand on structural and functional models and thus gradually learn to express themselves creatively in the language. Students are increasingly motivated to grasp the language acquisition process through their own involvement in a meaningful and communicative process, one which necessarily involves risk taking and trial and error.

Each level is guided by a comprehensive scope and sequence. However, underpinning the scope and sequence of the program is the belief that students need to use target structures many times in many contexts at increasing levels of difficulty. For this reason, new language is constantly recycled so that students will feel thoroughly comfortable with it. Tests, teacher observations, and portfolios throughout the course allow for continual assessment of progress. In addition, diagnostic and final common progress exams provide an ongoing evaluation for each student.

Integrated Multi-Skills Curriculum

The courses within the general curriculum have integrated, multi-skills syllabi that link grammar, communicative functions, and topics. The syllabi at each level also contain the four skills of listening, speaking, reading, and writing, as well as pronunciation and vocabulary. Each course is carefully graded, with a gradual progression of teaching items and frequent reviews. Each involves students in real-life communication tasks that cause them to want and need to read, write, speak, and listen to English. The tasks, therefore, are usually arranged around themes relevant to learners such as family relationships, survival in a new country, educational systems, friendships, politics, love and marriage. Grammar is seen as an important component of language competence and is presented communicatively with a focus on both accuracy and fluency, thereby linking grammatical form and communicative function. Fluency is achieved through information-gap tasks, pair work, group work, and role plays. Throughout the program, students have the opportunity to personalize their own world knowledge and to

express their ideas and opinions. Information-sharing activities allow for a maximum amount of student-generated communication.

The reading is treated as an important way of developing receptive language and vocabulary. At the same time, the reading passages provide stimulating adult content that both students and teachers enjoy. In Level 1, beginning English-language students develop basic reading and vocabulary skills. Materials are vocabulary-controlled and based on concrete topics. Students practice reading and comprehending simple short stories and articles, writing related sentences, and developing basic library skills. Level 2 includes practice in reading and comprehending multi-paragraph descriptive and narrative articles, stories, reports, and dictionary entries. Focus is on literal comprehension, word analysis, vocabulary expansion, dictionary skills, and the use of library resources. Level 3 includes extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages. Level 4 is designed to improve reading efficiency through word analysis skills, vocabulary, comprehension and rate. Sentence/paragraph writing is required to complement extensive and varied reading activities. In Level 5/6, students learn how to improve their reading by developing global cognitive and metacognitive strategies rather than discrete reading skills. Learning shifts from comprehension of textual language to comprehension of textual ideas. Students move towards becoming independent readers as they engage in instruction that emphasizes critical thinking, promotes task-centered reading, and demands self-monitoring and responsibility.

The writing skills focus on different forms of writing from simple lists, recipes, letters, and messages in level 1 to academic-type essays in level 6. The curriculum leads students from the early stages of mechanical writing to the expression of their own ideas on paper. Writing activities in levels 1 and 2 include copying, filling in blanks, dictations, sentence transformations, answering questions, and controlled-to-free paragraph writing. By level 5/6, students are paraphrasing, quoting, attributing sources and summarizing. They focus on the stages of the writing process: generating ideas, planning, writing, revising, and editing drafts, and peer and self-review. In addition, writing is often used as a basis for other activities, such as information sharing, group work and discussion. Listening and speaking skills are a central focus in the program. Grammar, functions, topics, listening, pronunciation, and vocabulary provide support for oral communication.

The oral communication courses present students with real English such as those found in recordings of TV programs, telephone information hot lines, interviews and authentic conversations, and from short readings from newspapers, cartoons, nonfiction texts, and other realia like menus, charts, and ads. Even though listening and speaking, which often evolve out of informative readings, are the primary skills focused on, there are also writing tasks, thereby, integrating all four basic language skills. In addition, these courses give students the chance to work not only individually and with the whole class but also cooperatively in pairs and small groups to engage in communicative tasks that encourage realistic language exchanges. In Level 1 students refine listening and speaking skills and increase control of the English sound system to minimize miscommunication due to pronunciation. In Level 2, students communicate with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy. They master basic language functions and acquire and practice strategies for comprehending statements and short-spoken passages. In Level 3, students increase their degree of fluency, accuracy, and comprehension and develop skills at using functional language in a variety of relevant contexts. In Level 4, students are presented with varied opportunities to communicate spontaneously while applying new language. Such communication involves reaction, response, and production. Activities include negotiation, stimulation, debate, role playing, brainstorming, response and feedback, values clarification, reporting and prioritizing among others. The listening tasks make extensive use of extended listening passages and also include materials taken from real-world sources. Both scripted and unscripted conversations with the natural pauses, hesitations, and interruptions that occur in real speech are presented.

The grammar points are introduced in communicative contexts and through grammar summaries that illustrate the meaning and usage of each item. Level 1 is designed to help students with very little English proficiency understand and use basic English grammar correctly in both written and spoken communication. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences. Level 2 continues to develop English grammar skills by providing extensive and varied practice that encourages growth in all areas of language use. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs. Level 3 develops the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. In Level 4, students develop skills in understanding form, meaning and usage of complex grammatical structures including gerunds and infinitives, conditionals and complex sentences with noun, adjective and adverb clauses. Level 5/6 is designed to increase students' knowledge and usage of advanced English grammar, to improve grammatical accuracy in writing and to develop strong editing skills. Theme-based grammatical presentation, inductive exercises and common errors related to target structures are presented using authentic academic contexts.

LEARNING STYLES

The General English program emphasizes the importance of individual differences in abilities, learning styles, and backgrounds of students. Materials are responsive to students of different English proficiency levels and are graded by the difficulty level of the instructional tasks, including content and genre. The easiest content for ESL students to handle is related to their everyday activities and surroundings. Therefore, at the beginning level, topics such as family, friends, neighborhood, etc. are presented as a basis for language study as well as culturally familiar topics. Props such as photos, slides, handouts, and other realia help students successfully process information presented to them during tasks.

At more advanced levels, unfamiliar topics are introduced and the cognitive demands on the learner to accomplish the task are increased. The number of steps involved in completing the task, the amount of information the learner is expected to process, and the difficulty of the instructions are likewise augmented while the amount of time given to complete the task may be decreased.

Materials used in the program are responsive to differences in students' broad learning styles. Instructional materials and tasks generate interaction that provides communication opportunities for learners of all styles. We have taken care to utilize and promote both global and analytical styles and to provide opportunities for students to learn from auditory, visual, tactile/kinesthetic experiences. The instructional materials encourage students to develop flexibility in their style and also demonstrate the optimal use of different learning strategies and behaviors for different tasks. The program provides a wide range of classroom activities that cater to a variety of learning styles and that challenge students to try new things. The balanced activities approach underlying our program, therefore, provides variety and change in activities within a steady, consistent, learner-centered, communicative setting. Learning style has been described as the composite of characteristic cognitive, affective, and physiological factors that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment. (Keefe, 1979)

Modes of Input

One dimension of language learning style is related to the preferred mode of taking in information, that is, the physical, perceptual learning channels with which students are the most comfortable.

Auditory learners, for example, understand and remember words or facts learned by hearing. For these learners, the program integrates the use of audio, television, rote oral practice, lecture, class and group discussion, oral reports, questions and answers, interaction activities or games for groups of two or more.

- Use audio programs, television, oral reports, lectures, group discussions, and questions and answers to convey information.
- Provide for lots of small group and paired learner activities.
- Include credit for verbal classroom response and participation as part of their grade.

Visual learners, on the other hand, learn from seeing words in books, on the board, and on charts. Therefore, the program provides for the use of visual aids (graphs, charts, overhead transparencies, video, etc.)

- Reinforce your lectures with visual aids.
- Teach so students can see your mouth as you talk.
- Use gestures as visual cues.
- Write instructions and assignments on the board as well as giving them orally.
- Allow them to doodle as you present information.
- Encourage them to make notes of key points to remember information received orally.

Finally, tactile/kinesthetic learners learn best by experience and need a combination of stimuli. They seek to handle, touch, and work with what they are learning. Consequently, activities that involve them with at least one other student and are related to the assignment are provided, for example, accompanying an audio with pictures, objects, and an activity such as drawing or writing or following directions with physical involvement.

- Use touchable and moveable resources.
- Reinforce demonstrations and lectures with 'hands on' activities and concrete examples of concepts.
- Complete and clarify all instructions before distributing materials.
- Devise learning activities that involve sorting or classification.
- Be tolerant of the tactile learner's need to move around the classroom.

Modes of Information Processing

Another key aspect of learning style refers to the preferred mode of assimilating and processing information. Innovative/idealistic learners perceive information concretely and process it reflectively. They learn through experiencing, feeling and reflecting. They enjoy listening and sharing ideas. They value insight thinking, work for harmony and need to be personally involved. They are typically offended by programs that are restrictive, structured in nature, or tell them what must be done. On the other hand, they are receptive to self-paced learning that allows time for discovery and expansion of the learning content. They prefer talking about their experiences and feelings, asking questions, and working in groups. They like to have learning connected to real life problems, be nurtured by their teachers, and be given the answer to "why." Therefore, the General English program ensures that there are opportunities for small groups and teams, discussions, cooperative learning, value clarification, talk time, storytelling, personalizing, goal setting, democratic involvement and self-paced study in the language labs. Activate knowledge and get students interested by using the following activities:

- Brainstorming
- Hook Questions
- Visuals
- Demonstrations
- Mind Maps
- Imagery Use the following evaluation techniques:
- Group Work
- Group Grading
- Pass/Fail Grading
- Self-Evaluation
- Unobtrusive Observation
- Participation Grading
- Time to Reflect

Analytic/realistic learners, on the other hand, perceive information abstractly and process it reflectively. They learn through conceptualizing, reflecting and thinking. They are knowledge-oriented, conceptual & organized. They prefer to learn through lectures, working independently, and discussing ideas. They do well in traditional education that stresses verbal skills. They tend to do well at tests and form theory and concepts by integrating their observations into what is known. They seek continuity and need to know what the experts think. They need details and like to critique information and collect data. This type of learner is very time efficient and wants fast-paced programs that are void of "warm fuzzy" human-relations activities. They are knowledge-oriented, conceptual & organized. Their favorite question is What? For these learners, the program provides programmed instruction, video and computer-assisted instruction, in-class demonstration and practice, ample reading and writing activities, and a wide assortment of visual aids: video, film, pictures, posters, slides, etc. Help them gain knowledge by teaching factual information through:

- Lecture
- Charts
- Graphs
- Pictures
- Overheads
- Timelines
- Examples

Use the following evaluation techniques:

- Comments on Papers/Tests
- Written Tests/Essays
- Multiple Choice Tests
- Concepts and Ideas
- Collecting Data

Pragmatic/common sense learners perceive information abstractly and process it actively. They learn through applying, thinking and doing. They prefer active problem solving, learning through discovery, touching, manipulating, constructing, and spatial tasks. They like to try things themselves and physically test whatever they are learning about. They are down-to-earth problem solvers who resent being given answers and have limited tolerance for "fuzzy ideas." They value strategic thinking and are skills oriented. They like to experiment and tinker with things and need to know how things work. Activities that foster team playing and competition, audience participation, student demonstration, and open discussion are provided for

these learners. In addition, problem-solving and decision-making tasks, and improvisation activities such as simulation and role-play are included. Need to use knowledge and learn by practice through

- Hands-on Activities
- Worksheets
- Puzzles
- Fact Games
- Reading Given Materials
- Testing Theories
- Drills Use the following evaluation techniques
- Field Trips/Labs
- Hands-on Activities
- Mobility and Concrete Materials
- Skills Oriented Evaluation
- Practical Applications

Finally, dynamic/existentialistic learners perceive information concretely and process it actively. They learn through creating and acting. They integrate experience and application and learn by trial and error. They are believers in self-discovery and enthusiastic about new things. These learners are highly adaptable and relish change. They learn best from teaching experiences that rely on inductive reasoning. They rely heavily on their own intuition, and seek to teach both themselves and others. They are risk-takers who are at ease with people. They appreciate programs that show understanding, sensitivity and respect for others' ways of doing things. They want to test What if? For these students, the program provides opportunities for independent work, problem-solving and exploration, intellectual debate and discussion, the use of diagrams and charts and mental games (puzzles, futuristic projections, intellectual dilemmas, games of logic.) Help them apply knowledge and do something personal with the new knowledge by using the following activities:

- Drawings
- Skits
- Cartoons
- Writing Stories or Poems
- Keeping Journals
- Thinking of How to Use in Real Life 20

Use the following evaluation techniques:

- Interdisciplinary Approaches
- Open-Ended Questions/Activities
- Flexible Demands
- Looking for Patterns
- Self-Discovery

Projects Implications for Teaching

1. Use instructional activities that help students develop every learning style.
2. In developing instruction, consider answering these four questions:
    - Why does this need to be known? (Innovative)
    - What is the content? (Analytic)
    - How will this be used in real life? (Common Sense)
    - What possibilities will this create? (Dynamic)

Suggested Planning Process

Following is a process for delivering instruction in a way that appeals to all types of learners and engages, informs, and allows for practice and creative use of material learned within each lesson. A very important component of this approach is the need for instructors to understand and present their material conceptually, presenting the big picture, and the meaning and relevance of material to be learned. On a continuum that represents how we perceive – how we take in new experience, we all have a preference between sensing-feeling at 12 o'clock and abstracting or "thinking" experience at 6 o'clock. Some of us tend to stay in feeling and experience more; others prefer to move to the naming and thinking about experience. The second dimension is how we process experience, what we do with it once it is received. Again, we all have a preference that goes between reflective processing and active. This dimension gives the cycle momentum. The overlay of these two dimensions is

based on decades of learning theory research and results in both a cycle for delivering instruction and a method for appealing to different "learner types". The cycle asks instructors to first engage learners (to not begin conversations in the middle), then inform, offer a chance to try out new learning and use it in some creative way.

The General English Program at Gulf Language School offers language training to improve a student's English language skills for communication, employment, or pleasure. The General English Program is for students who:

- want to improve their English for better job opportunities
- want a semester abroad experience
- want to improve their English communication skills
- friends and family of GLS or NAU students/staff who want to improve their English and make friends in the Houston community
- want the option to study less than 5 days a week

Core Skills Taught

Writing

Express oneself more effectively in academic and non-academic writing, with work on content, accuracy, and organization.

Grammar

Increase a student's accuracy in spoken and written contexts, and learn grammatical structures common in U.S. English.

Listening and Speaking

Communicate more comfortably and increase the student's understanding in a variety of settings, from informal conversations to formal presentations.

Reading and Discussion

Improve a student's comprehension of fiction and non-fiction, and develop the student's vocabulary, discussion skills, and reading speed.

LEVELS OF STUDY

Level 1 provides students with coping skills and cultural information to help them understand the contexts of language use. Students are taught how to function in a limited way in English to meet their immediate needs. They perform basic language functions, such as naming and asking for things, using polite expressions, expressing personal information, and giving directions. They acquire the most common vocabulary for everyday life, understand short conversations containing common words and phrases, picking out and responding to elements important to the meaning. They read and understand simplified versions of common material, such as signs, application forms, instructions on mailboxes and telephones, and medicine labels. Students are able to comprehend and use the basic structures of English including the simple tenses, nouns, adjectives, and the like. They perform simple writing functions, such as filling out a form, and learn paragraph structure and organization.

In Level 2 students move beyond a limited number of learned phrases, and begin to function with some independence and creativity. They increase passive knowledge of vocabulary and understand fluent (though greatly simplified) speech with some tolerance for ambiguity. Students speak with less hesitation, attempting to use newly acquired vocabulary and sentence structures, and perform some basic language functions, such as making requests politely, describing problems, and asking for directions. They improve pronunciation - especially the clarity of vowel and consonant sounds. Students read simplified practical materials, with common vocabulary, scanning for useful information. Students master the use of the fundamental structures of the language, such as the verb be, the simple present, there is/there are, and nouns and pronouns, and begin to comprehend and use some of the other basic ones, such as the past tense, future and continuous forms, and modal verbs. They also perform simple writing tasks, with some guidance, such as filling out forms, writing invitations, and communicating with short notes, and can write a well-organized paragraph.

Level 3 students master the use of the basic structures of the language, such as the present, past, and future tenses, infinitives after verbs, and comparative forms; and gain familiarity with some of the more sophisticated ones, such as simple clauses and the present perfect. They increase their knowledge of passive vocabulary and understand fluent (though clear and simple) speech with some tolerance for ambiguity. Students speak with growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions, such as making appointments, accepting or refusing invitations, and giving excuses. They improve their pronunciation -especially sounds, intonation, and blending. It further provides exercises that teach reading skills through the use of "realia" -forms, newspaper ads, signs, and other examples of the reading materials that everyone encounters daily, and offers practice in the kinds of writing tasks that students encounter in everyday life such as forms, invitations, and short notes. At this level students can also write well organized, short essays.

At the end of Level 4, students can get along well in everyday life, are comfortable in most social situations in English, are employed if they want to be, and may be trying to "move up" in the world of work. They master the use of the major structures of the language, such as the simple, continuous, and present perfect tenses (including tense contrasts); the modal verb system; articles; and gerunds and infinitives; and gain familiarity with some of the more sophisticated ones, such as the conditional, indirect 24 questions, and the passive voice. They increase their knowledge of passive vocabulary and understand fluent (though clear) speech with a tolerance for ambiguity. Students can understand everyday speech and carry on conversations at a normal rate of speed with fluency. At this level, students understand the "culture" of language use, learning how to "use" language effectively in various situations. Students can read practical materials, including many that are not simplified without hesitation and are ready to scan and read materials written for native speakers, such as portions of newspapers and magazines. They incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques and write short essays in such rhetorical modes as narration, description, and opinion.

In Level 5, students attempt using sophisticated grammar structures and rules of the language- such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses-concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fairly fluently and make appropriate use of language notions and functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving and speech making, and express themselves accurately and effectively in different forms of writing, including one-demand and academic essays.

At Level 6, students have a good working knowledge of using sophisticated grammar structures and rules of the language- such as the verb system in contrast: gerunds, infinitives, and verb complements; the passive voice; and noun, adjective, and adverb clauses-concentrating on self- and peer-correction of errors. They can understand the main ideas, the important details, and the organization of fluent native-speaker speech with a tolerance for ambiguity when necessary; concentrate on "getting the point" of a story; make inferences and recognize some of the implications and subtleties of the language. They listen for and extract practical information from typical everyday conversations; speak fairly fluently and make appropriate use of language notions and functions, such as making small talk, requesting and giving advice, and giving opinions. Students improve their pronunciation by concentrating on the more sophisticated points of the sound and sentence system of English, such as stress, rhythm, sound linking, and sentence focus. Students use language effectively to complete communication tasks such as group problem solving and speech making, and express themselves accurately and effectively in different forms of writing, on-demand and academic essays.

Scope and Sequence

Scope and Sequence			
	SEQUENCE		
SCOPE	**GENG 0001 Lower Beginning English Level 1**	**GENG 0002 Upper Beginning English Level 2**	**GENG 0003 Lower Intermediate English Level 3**
	Course Description This course introduces listening, speaking, reading and writing skills needed for success in an academic environment. Instructional approaches and activities which include pair work, group activities, audio, video and teacher-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences and fluency in the execution of formal presentations of 2-4 minutes. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™.	**Course Description** This course introduces listening, speaking, reading and writing skills needed for success in an English-speaking environment. Instructional approaches and activities which include pair work, group activities, audio, video and instructor-generated lectures, and student-instructor conferences, will engage the students in listening, speaking, reading and writing activities designed to help learners respond appropriately to a variety of practical everyday contexts such as asking for and giving personal information. Under the close supervision of the instructor, and using the workshop method, students will use ideas and information from beginner text material to create well-formed sentences. Both in and out-of-class activities will help students develop strategies to discuss, challenge and expand ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0001.	**Course Description** This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, identify verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 2-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to develop critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, summarizing and paraphrasing to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners develop strategies to discuss, challenge and expand ideas from text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0002.
	Goal The goal of this course is to develop students' listening, speaking, reading and writing skills, introduce and practice conversational and academic vocabulary, introduce grammar, and increase fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.	**Goal** The goal of this course is to improve students' listening, speaking, reading and writing skills, expand vocabulary, increase grammar knowledge, and improve fluency through a variety of communicative activities such as book-learned and student-generated dialogue presentations, creative role-play, conversation and vocabulary games, and pair and small group work.	**Goal** The goal of this course is to increase students' ability to create a writing portfolio, take effective notes from lectures, and prepare and deliver formal presentations that demonstrate readiness for university credit courses. Students will also improve academic listening and speaking skills, expand vocabulary, increase grammar knowledge, and increase fluency through a variety of communicative activities such as pair work, presentations, and interviews.
	Purpose The purpose of GENG 0001 is to provide a foundation for the acquisition of communicative and academic skills needed for success in GENG 0002 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics which emphasize expanding vocabulary, acquiring basic grammar knowledge, and developing basic listening and speaking, critical thinking, and study strategies and skills.	**Purpose** The purpose of GENG 0002 is to provide a foundation for the acquisition of communicative and academic skills needed for success in GENG 0003 at GLS. Students will develop listening, speaking, reading, and writing skills and strategies through exploring basic academic topics that emphasize expanding vocabulary, increasing basic grammar knowledge, and improving basic listening and speaking, critical thinking, and study skills and strategies.	**Purpose** The purpose of GENG 0003 is to equip intermediate-level students with the reading, writing, listening, speaking, and critical thinking skills necessary in an English-speaking environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0002.

	SEQUENCE		
	GENG 0001 Lower Beginning English Level 1	**GENG 0002 Upper Beginning English Level 2**	**GENG 0003 Lower Intermediate English Level 3**
SCOPE	**Course Objectives** 1. Students will develop grammatical accuracy through a variety of written and oral grammar exercises and activities. 2. Students will use simple phrases and short sentences to respond correctly to classroom instruction, questions and statements. 3. Students will listen for and respond correctly to content in listening materials and activities. 4. Students will develop basic vocabulary through a variety of contextual exercises and activities. 5. Students will engage in conversation/ discussion on a variety of everyday topics including relevant personal information and experiences. 6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details. 8. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors.	**Course Objectives** 1. Students will improve grammatical accuracy through a variety of written and oral grammar exercises and practices. 2. Students will use simple phrases and short sentences to respond correctly to classroom instructions, questions and statements. 3. Students will listen for and respond correctly to content in listening materials and activities. 4. Students will expand basic vocabulary through a variety of contextual exercises and activities. 5. Students will engage in conversation/ discussion on a variety of everyday topics including relevant personal information and experiences. 6. Students will read single and multi-paragraph texts and identify the main idea and key supporting details. 8. Students will practice composing and delivering sentences that are free of serious grammatical and mechanical errors.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of spoken and written multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in both written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of spoken and written texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from written and spoken texts according to APA and/or accepted academic conventions. 6. Students will compose and deliver sentences that are free of serious grammatical and mechanical errors.
	Student Learning Outcomes By the end of this course, students will be able to: 1. Read and understand the main ideas and supporting details of short multi-paragraph upper-beginning level readings. 2. Write, edit, and revise 8-10 simple sentences on a topic. 3. Listen to and understand simple, slow speech related to basic everyday situations including relevant personal information. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Speak using simple phrases and short sentences to communicate survival needs, personal information, and information about basic everyday activities. 6. Deliver demonstration presentations of 2-3 minutes, which conforms to standard American English usage and in which specified areas of grammar are accurate	**Student Learning Outcomes** By the end of this course, students will be able to: 1. Read and understand the main ideas and key supporting details of low-intermediate multi-paragraph texts. 2. Write, edit, and revise a unified paragraph of 8-12 sentences on a single topic. 3. Listen to and understand basic conversations related to everyday social situations and contexts. 4. Understand familiar repeated vocabulary and phrases related to the immediate context. 5. Participate in simple conversations related to familiar social situations. 6. Speak about topics or situations outside the immediate context. 7. Deliver process presentations of 4-5 minutes which conform to standard American English usage in which specified areas of grammar are accurate. .	**Student Learning Outcomes** By the end of this course, students will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately using note-taking strategies to identify the author's or speaker's main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support an idea contained within written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from spoken or written texts, interviews, and/or other media. 4. Recommend a course of action related to the ideas contained in written and/or spoken texts. 5. Cite and document information and sources according to APA and/or accepted academic conventions. 6. Produce academic essays of 2-3 paragraphs and/or deliver formal presentations of 3-4 minutes which conform to standard American English usage and in which specified areas of grammar are accurate.

Scope and Sequence

SCOPE

SEQUENCE

GENG 0004 Upper Intermediate English Level 4	GENG 0005 Lower Advanced English Level 5	GENG 0006 Upper Advanced English Level 6
Course Description This course introduces and improves listening, speaking, reading and essay writing skills needed for success in an undergraduate academic environment. Through audio and video presentations as well as teacher-generated lectures, students will improve listening comprehension, develop effective note-taking skills, recognize verbal and non-verbal cues that signal main ideas and relationship of ideas, deliver formal oral presentations of 3-5 minutes, learn to support their own opinions and respond appropriately to the opinions of others, and practice intermediate grammar structures in discourse. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve critical reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 2-3 paragraphs. Both in and out-of-class activities will help learners practice strategies critical to discussing, challenging and expanding ideas from text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0003.	**Course Description** This course introduces and refines listening, speaking, reading and essay writing skills needed for success in an academic environment. Through instructional approaches and activities such as pair work, group activities, lectures and student-instructor conferences, learners will increase comprehension, improve note-taking skills, expand vocabulary and increase fluency to deliver formal presentations of 4-6 minutes. Under the close supervision of the instructor, using the workshop method, students will use academic college-level reading materials to improve reading strategies such as previewing, contextualizing, analyzing, evaluating, questioning, synthesizing ideas, and summarizing and paraphrasing, to create essays of 3-4 paragraphs. Both in and out-of-class activities will help learners practice strategies essential to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0004.	**Course Description** This course refines practical listening, speaking, reading and essay writing skills needed for success in an English environment. Through instructional approaches and activities which include pair work, group activities, academic lectures and materials, and student-instructor conferences, the learner will increase comprehension, improve note-taking skills, and improve accuracy and fluency in speaking to deliver formal presentations of 4-7 minutes. Under the close supervision of the instructor and using the workshop method, students will use college-level text material to analyze, evaluate, summarize, and paraphrase information and ideas to create essays of at least 3 paragraphs. Both in and out-of-class activities will help students to practice strategies that are critical to discussing, challenging and expanding ideas contained in text materials. GENG courses cannot be used to matriculate. Prerequisite: ACCUPLACER™ or GENG 0005.
Goal The goal of this course is to increase students' ability to create a writing portfolio and to prepare and deliver formal presentations that demonstrate readiness for university credit courses. Another goal of this course is to help learners acquire advanced academic listening and speaking skills, expand academic vocabulary, increase grammar knowledge and use, and improve fluency through a variety of activities including pair work, presentations, and interviews and practice effective note taking.	**Goal** The goal of this course is to increase students' ability to produce well-developed academic essays, increase academic reading and listening skills, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through a variety of activities including pair work, interviews and presentations, taking effective lecture notes, and responding correctly to challenging academic lectures.	**Goal** The goal of this course is to refine students' ability to compose well-developed academic essays, and to craft and deliver formal presentations that demonstrate readiness for university credit courses through academic reading, writing, listening, and speaking activities at the high advanced level.
Purpose The purpose of GENG 0004 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0003.	**Purpose** The purpose of GENG 0005 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0004.	**Purpose** The purpose of GENG 0006 is to equip students with the reading, writing, listening, speaking, and critical thinking skills needed to be successful in an English environment. The course builds on the foundations set by GLS reading and writing practices established in GENG 0005.

	SEQUENCE		
	GENG 0004 Upper Intermediate English Level 4	**GENG 0005 Lower Advanced English Level 5**	**GENG 0006 Upper Advanced English Level 6**
SCOPE	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing information, orally and in writing, from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice attributing information orally and in writing from written and spoken texts according to APA, and/or accepted oral academic conventions 6. Students will practice composing and delivering sentences and statements that are free of serious grammatical and mechanical errors.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions 6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.	**Course Objectives** 1. Students will practice analyzing orally and in writing the ideas, arguments, and perspectives presented by a variety of written and spoken multi-paragraph texts. 2. Students will practice integrating their own ideas and experiences orally and in writing into the ideas discussed in written and spoken multi-paragraph texts. 3. Students will practice synthesizing orally and in writing information from a variety of written and spoken texts. 4. Students will practice applying ideas contained within a variety of spoken and written texts to hypothetical and/or real-life situations. 5. Students will practice accurately attributing information orally and in writing from both written and spoken texts according to APA and/or accepted oral academic conventions. 6. Students will practice composing sentences and delivering statements that are free of serious grammatical and mechanical errors.
	Student Learning Outcomes At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph articles accurately, using note-taking strategies such as mapping to identify the author's or speaker's main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support an idea contained in written and or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken paragraph texts. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3 paragraphs and deliver formal presentations of 3-5 minutes which conform to standard American English usage and in which specified areas of grammar are accurate. 7	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note-taking strategies to identify the author's or speaker's primary mode of discourse, main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a course of action relevant to the ideas contained within written and/or spoken multi-paragraph text. 5. Cite and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-6 minutes, which conform to standard American English usage and in which specified areas of grammar are accurate.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Summarize and paraphrase written and spoken multi-paragraph texts accurately, using note taking strategies to identify the author's /speaker's purpose, tone, primary mode of discourse, main idea, and key supporting points. 2. Add evidence from personal experience and/or observation to support and/or challenge an idea contained in written and/or spoken multi-paragraph texts. 3. Synthesize both orally and in writing information obtained from written or spoken texts, interviews, and/or other media. 4. Recommend a relevant course of action and/or predict a logical next step relevant to the ideas contained within written and/or spoken multi-paragraph texts. 5. Quote, cite, and document information and sources according to APA and/or accepted oral academic conventions. 6. Produce academic essays of 3-5 paragraphs and/or deliver formal presentations of 4-7 minutes which conform to standard American English usage and in which specified areas of grammar are accurate..

English for Specific Purposes

English for Specific Purposes (ESP) is the program for students who want to improve their English for a specific profession and gain the confidence to talk about their industry in English.

- Combines a mix of English classes and **specific purpose lessons**
- English for Specific Purposes syllabus gives you **functional language related to a particular topic**
- Prepare yourself for working abroad in your **chosen profession**
- Experience local industries first-hand with our **subject-specific activities program**(optional)

Goal

The goal to an ESP course is centered on the language appropriate to content and method are based on the learners' reasons for learning.

Purpose

The purpose of this course is to enhance your communication skills in areas of your chosen field using authentic, clear, simple, accurate and modern English.

Course Objectives

- To practice the language through practical work-related scenarios
- To increase effective communication and pronunciation
- To increase the quality of engagement by improving language competence necessary to promote trust and confidence in your chosen field
- To enhance English Language to understand the duties and responsibilities of the chosen field
- To provide a framework that will enable the course participants to translate their chosen field skills and enhance and consolidate their performance at work

Student Learning Outcomes

Upon completing an ESP course, the student will have an enhanced knowledge of general basic grammar, an expanded vocabulary, both generally and in their chosen field of expertise, an ability to communicate both orally and in writing, and an increased ability to understand texts in their chosen field of expertise.

By the end of this course, students will be able to:

- read and comprehend textbooks and research articles in their fields.
- understand short lectures in English in their technical fields.
- write short summaries of material they have read.
- locate resources for further information in their specialty area.
- ask questions to get information or clarify points.
- give short oral reports.

English for Specific Purposes Courses

ENGLISH FOR AIR TRAFFIC CONTROLLERS - investigates the key issues related to the use of English for the purpose of communication in aviation and analyses the current research on language training, testing and assessment in the area of Aviation English.

ENGLISH FOR AVIATION - offers a thorough grounding in the full range of communication skills needed by aviation professionals to communicate in non-routine situations. With regular focus on ICAO criteria, learners are given full support in reaching industry standards, including case studies, analysis of their own communication skills, exposure to authentic in-flight communication, and communicative tasks

ENGLISH FOR CATERING - topics reflect real-life situations with structured speaking activity that focus on key functional language and topic-related vocabulary. Learn the common English terms and expressions that are used in a restaurant, cafe, bar, etc. The course will help you to speak better English, to use proper words, and to communicate better with customers

ENGLISH FOR COMPUTER SCIENCE - covers a wide range of computing areas, giving practice in all four language skills. Particular emphasis is placed on the vocabulary and grammar of the English used in computer science.

ENGLISH FOR DOCTORS - present authentic scenarios between doctor and patient which allow for practice of the sort of conversations doctors are likely to have in the hospital environment. Topics covered include naming parts of the body, introducing yourself to a patient, starting the patient interview, talking to a patient about the current complaint, discussing vital signs, examining a patient, talking about pain level, talking about tests, discussing a diagnosis, discussing surgery options, talking about wounds, allergies and infections and discussing treatment with a patient.

ENGLISH FOR ELECTRICAL ENGINEERING - skills-based course designed specifically for students of electrical engineering who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist electrical engineering language they need to participate successfully within an electrical engineering faculty. Extensive listening exercises come from electrical engineering lectures, and all reading texts are taken from the same field of study. There is also a focus throughout on the key electrical engineering vocabulary that students will need.

ENGLISH FOR ENVIRONMENTAL SCIENCE - skills-based course designed specifically for students of environmental science who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist language they need to participate successfully within an environmental science department. Extensive listening exercises come from environmental science lectures, and all reading texts are taken from the same field of study. There is also a focus throughout on the key environmental science vocabulary that students will need

ENGLISH FOR HEALTH SCIENCES - empower students with the language and life skills they need to carry out their career goals. To this end it provides ample opportunities for students to build awareness and practice the language in real-life scenarios. Its integrated skills approach develops the student's self-confidence to survive and succeed in professional and social encounters within an English-speaking global community. Health Science majors will immediately be motivated by the opportunity to prepare for their future careers by practicing their English language skills in job-related scenarios.

ENGLISH FOR HEALTHCARE PROFESSIONALS - comprehensive introduction to the language of the health professions. Well suited to the needs of international medical graduates who wish to complete a residency in Canada, the USA, or to work in an English-speaking milieu eventually. It is also well suited for internationally educated nurses and nursing students whose first language is not English. The text offers essential terminology for working with colleagues and patients, but it does more than that: the communication focus is paramount for career success in an English-speaking country.

ENGLISH FOR HOTEL INDUSTRY – deals with the many situations in which hotel employees meet guests, including reception, restaurant and bar work, answering the phone, giving directions, dealing with guests' problems, writing short e-mails and letters, suggesting places to visit and explaining how things work.

ENGLISH FOR INFORMATION TECHNOLOGY – teaches students language skills in the context of computing and information technology. The course uses a range of authentic reading texts, listening material and structured tasks. Interviews with real IT professionals provide an authentic context and the comprehensive glossary develops students' vocabulary.

ENGLISH FOR INTERNATIONAL LEGAL ENGLISH - teaches learners how to use English in a commercial law environment and is suitable for classroom use or self-study. This second edition has fully-updated content - including twice the number of authentic case studies compared to the first edition - and contains a new unit on Transnational Commercial Law.

ENGLISH FOR MECHANICAL ENGINEERING - skills-based course designed specifically for students of electrical engineering who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist electrical engineering language they need to participate successfully within an electrical engineering faculty. Extensive listening exercises come from electrical engineering lectures, and all reading texts are taken from the same field of study.

ENGLISH FOR MEDICAL PRACTITIONER - an overview of the work and functions of clinical health psychologists as well as the education, training, personal and professional issues involved in the field. There are chapters on such areas as assessment, intervention and consulting with medical colleagues.

ENGLISH FOR MEDICINE - course for doctors, medical students and other medical professionals who need to communicate with patients and medical colleagues. Each of the seven units focuses on one area of doctor-patient communication, from history-taking and examination to diagnosis and treatment. The course develops all four skills through a wide variety of activities.

ENGLISH FOR NURSING - designed to prepare non-native speakers of English for the language-related skills and tasks and the cultural content necessary for success in associate and baccalaureate degree nursing programs in the United States. This course focuses on the academic strategies and skills needed for nursing studies, including reading and vocabulary, research and writing, listening and note-taking, and test-taking.

ENGLISH FOR TECHNICAL STUDENTS - comprehensive survey of all the practical mathematical skills required on the job in industry today. Using clear, uncomplicated explanations, an abundance of illustrations, and example problems drawn from the technical and trade professions, it helps learners gain competence and confidence in a broad range of mathematical problem-solving skills--from addition of whole numbers to problems concerning threads and gearing.

ENGLISH FOR TOURISM AND HOSPITALITY - skills-based course designed specifically for students of tourism and hospitality who are about to enter English-medium tertiary level studies. It provides carefully graded practice and progressions in the key academic skills that all students need, such as listening to lectures and speaking in seminars. It also equips students with the specialist language they need to participate successfully within a tourism and hospitality faculty. Extensive listening exercises come from tourism and hospitality lectures, and all reading texts are taken from the same field of study.

Test Preparation Courses

Gulf Language School recognizes the importance of higher education studies, and we want to help you achieve your goals.

Whether you plan to enroll in undergraduate, graduate school, or business school, University Test Prep can help you realize your academic and educational goals. With preparation courses for the TOEFL, IELTS, ACT, SAT, GMAT, and GRE Gulf Language School offers test prep solution.

Your standardized test scores on exams like the TOEFL, IELTS, ACT, SAT, GMAT, and GRE, exams are a major component of your application process. These tests are an investment in your future, playing a role not only in your admission, but also in merit-based scholarships, grants, fellowships, and assistantships. Let Gulf Language School's Test Prep from the North American University will prepare you for these important exams.

GLS Test Prep offers test preparation courses designed by former TOEFL, IELTS, ACT, SAT, GMAT, and GRE exam question writers. The experienced and professional instructors are highly trained exam preparation experts.

All GLS Test Prep courses include:

- Extensive classroom instruction
- Experienced, expert instructors
- Preparation materials
- Comprehensive presentations and explanations
- Practice test taking opportunities
- Actual questions from previous exams and computer-adaptive software
- Access to our instructors beyond your classroom experience
- Flexible schedule options

Scope and Sequence

Scope and Sequence			
	SEQUENCE		
SCOPE	**IENG 0007 TOEFL Test Preparation Intermediate**	**IENG 0008 TOEFL Test Preparation Advanced**	**IENG 0013 IELTS Test Preparation Advanced**
	Course Description This course is designed to provide students the skills necessary for the TOEFL iBT which measures the English language skills of non-native speakers of English. Colleges and universities, as part of their admissions, require English language proficiency. It is a program focusing on effective techniques and strategies for taking the Internet-based test (iBT), including practice tests with integrated tasks in speaking, listening, reading and writing. In addition, throughout the course, grammar, vocabulary building, idiomatic expressions and pronunciation will be emphasized with the purpose of giving students the ability to produce language pragmatically. Prerequisite: ACCUPLACER or IENG 0005.	**Course Description** This course is designed to provide students with individualized TOEFL IBT instruction through sample and authentic TOEFL exercises, and with a heavy focus on academic topics relevant to TOEFL IBT test content. This course's goal is two-fold. First, it is designed to help learners build a substantial foundation for academic skills required to succeed in academy as well as to increase learners' English language proficiency in four major skills (reading, listening, speaking and writing) in academic contexts. Second, this course aims to provide strategy training to help learners get acceptable TOEFL scores to study in U.S. universities. In this class, students are expected to actively participate in the classroom activities (speaking tasks, discussion, group works, mock exams) and do assigned tasks on a timely manner. Also, in this class students will rehearse multiple test-taking situations in a controlled classroom environment that aims to increase their comprehension, accuracy, and test-taking skills. Prerequisite: ACCUPLACER or IENG 0005/IENG 0007.	**Course Description** This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course. There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General formats. The Academic Reading and Writing exam assesses whether a candidate is ready to study in English. The General exam focuses on basic survival skills in broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration. The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests. Prerequisite: ACCUPLACER or IENG 0005
	Goal The goal of the TOEFL iBT preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to compare current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.	**Goal** The goal of the TOEFL iBT preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.	**Goal** The goal of the IELTS preparation course is to make a student assimilate the techniques required to achieve the best result in the examination. It provides the student with a way to compare current English knowledge with the desired levels requested by universities, institutions and businesses worldwide. It allows a student to develop in specific areas that will be assessed during this evaluation, providing essential tools needed to be successful in achieving the requisite score.
	Purpose That's the purpose of the TOEFL iBT Test Preparation course is to prepare international students for studying in an English-speaking country or program and to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed and.	**Purpose** That's the purpose of the TOEFL iBT Test Preparation course is to prepare international students for studying in an English-speaking country or program and to help students understand how to prepare for the test effectively and to help you build the English skills you need to succeed and.	**Purpose** The purpose of the IELTS Test Preparation course is to provide student with opportunities to practice the skills need to pass the IELTS exam. The test determines a person's ability to read, write and speak in English. It also establishes someone's ability to listen to spoken English.

	SEQUENCE		
	IENG 0007 TOEFL Test Preparation Intermediate	**IENG 0008 TOEFL Test Preparation Advanced**	**IENG 0013 IELTS Test Preparation Advanced**
SCOPE	**Course Objectives** 1. Students will become familiar with procedures and different types of questions on a TOEFL IBT test; 2. Students will be introduced to varies test-taking strategies that will help learners to get higher TOEFL scores; 3. Students will practice TOEFL tests and help them identify their weaknesses and strengths; 4. Students will learn to improve their English language proficiency through academic contexts ad topics. 5. Students will practice necessary skills with short reading passages, such as understanding details, identifying topics and paraphrasing. 6. Students will practice writing skills of brainstorming, organizing, and paraphrasing and by connecting and supporting ideas.	**Course Objectives** 1. Students will become familiar with procedures and different types of questions on a TOEFL IBT test; 2. Students will be introduced to varies test-taking strategies that will help learners to get higher TOEFL scores; 3. Students will practice TOEFL tests and help them identify their weaknesses and strengths; 4. Students will learn to improve their English language proficiency through academic contexts ad topics. 5. Students will practice necessary skills with short reading passages, such as understanding details, identifying topics and paraphrasing. 6. Students will practice writing skills of brainstorming, organizing, and paraphrasing and by connecting and supporting ideas.	**Course Objectives** The main objectives of this course are: 1. to help learners acquire a solid understanding of IELTS purpose, procedures, question types and assessment criteria; 2. to help learners build a repertoire of language learning as well as test-taking strategies, and utilize these strategies appropriately and effectively; 3. to provide learners with ample opportunities to practice IELTS exams and help them identify their weaknesses and strengths; 4. to help learners improve their English language proficiency in four major skills (reading, writing, speaking and listening) through academic topics and content. 5. to help learners manage their time effectively during a IELTS exam.
	Student Learning Outcomes By the end of this course, students will be able to: 1. recall TOEFL iBT question and prompt terminology in order to respond appropriately 2. apply knowledge of target TOEFL vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions. 3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences. 4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking. 5. examine and compare reading and listening passages in order to determine their relationship. 6. apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses. 7. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.	**Student Learning Outcomes** By the end of this course, students will be able to: 1. recall TOEFL iBT question and prompt terminology in order to respond appropriately 2. apply knowledge of target TOEFL vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions. 3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences. 4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking. 5. examine and compare reading and listening passages in order to determine their relationship. 6. apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses. 7. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.	**Student Learning Outcomes** By the end of this course, students will be able to: 1. recall IELTS question and prompt terminology in order to respond appropriately 2. apply knowledge of target IELTS vocabulary to complete sentences and identify synonyms and antonyms as well as sounds and IPA symbols to identify correct transcriptions. 3. utilize context clues to infer meaning of unfamiliar words and words with multiple meanings, recognize referents for subject and object pronouns, and simplify meanings of longer sentences. 4. outline and identify, the purpose, main ideas of a listening passage or written text and analyze specific supporting information through note-taking. 5. examine and compare reading and listening passages in order to determine their relationship. Apply familiar vocabulary, sentence structure, and grammar points in their spoken and written responses. 6. write or deliver an oral organized response including an introduction, supporting paragraphs, and a conclusion, and revise writing for content and organization and edit for basic sentence structure and grammatical errors.

Scope and Sequence				
	SEQUENCE			
SCOPE	**IENG 0010 SAT Test Preparation**	**IENG 0011 ACT Test Preparation**	**IENG 0014 GMAT Test Preparation 6**	**IENG 0015 GRE Test Preparation**
	Course Description This class is designed to prepare students for the Scholastic Aptitude Test (SAT) This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. Prerequisite: ACCUPLACER or IENG 0005.	**Course Description** This class is designed to prepare students for the ACT test. This course will teach students the format of the test and provide both strategies and practice for questions on critical reading, sentence completion, grammar, usage, and writing. Our primary goal is to identify and implement test taking strategies using prerequisite knowledge to increase student performance. Prerequisite: ACCUPLACER or IENG 0005.	**Course Description** This course focuses on familiarizing students with the level, format, content and the computer adaptive nature of the test and on teaching students' strategies for all three sections (Analytical Writing Assessment, Quantitative, and Verbal) of the test. Students will learn time saving tactics to enhance the score on every section of the exam. Prepare further by reviewing reading comprehension methods. By the end of this course, students will have developed techniques to help solve comprehension questions quickly and accurately. Prerequisite: ACCUPLACER or IENG 0006.	**Course Description** This course is tailored to busy individuals. The instructor will teach students what they need to know in the least amount of time. The course consists of a mix of lectures and exercises in each session, with ample time allotted for answering sample questions and receiving personalized attention from the instructors. The course is structured so that both the novice and expert test-takers will learn valuable techniques for eliminating wrong answers and choosing correct ones. Each question is discussed in-depth with a step-by-step analysis of the thought processes required to arrive at the correct solution. Prerequisite: ACCUPLACER or IENG 0006.
	Goal The goal of this course is for the students to become better test takers and improve any potential score on the SAT.	**Goal** The goal of this course is to prepare students to take the ACT to strengthen test-taking skills to increase scores.	**Goal** The goal of this course is to review verbal concepts tested on the GMAT, to prepare students for the questions typically seen on this test, and to strengthen the skills tested in both the Integrated Reasoning and Analytical Writing sections.	**Goal** The goal of this course is to help students learn about the GRE General Test and to give them the skills and tools they need to maximize their potential in the Analytical Writing and Verbal Reasoning,
	Purpose The purpose of the SAT Prep course is designed to help students prepare for and/or increase their score on the SAT. Students will be encouraged to work interactively with released SAT tests and SAT practice questions.	**Purpose** The purpose of ACT Prep is to increase student awareness of the importance and significance of preparation for improving their ACT college entrance exam score.	**Purpose** The purpose of our GMAT preparation course is to prepare students to take the Graduate Management Admission Test. The course includes class instruction in each of the central test areas: writing, verbal, and test-taking strategies.	**Purpose** The purpose of our GRE preparation course is to prepare international students to take the Graduate Record Examination. The course includes direct instruction in each of the essential skill areas: writing, verbal, and test-taking strategies.

	SEQUENCE			
	IENG 0010 SAT Test Preparation	**IENG 0011 ACT Test Preparation**	**IENG 0014 GMAT Test Preparation**	**IENG 0015 GRE Test Preparation**
SCOPE	**Course Objectives** 1. Students will practice reading, analyzing, and using reasoning to comprehend challenging literary and informational texts, including texts on science and history/social studies topics, to demonstrate and expand their knowledge and understanding. 2. Students will practice revising and editing extended texts across a range of academic and career related subjects for expression of ideas and to show facility with a core set of grammar, usage, and punctuation conventions. 3. Students will practice making careful and considered use of evidence as they read and write. 4. Students will demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading and writing contexts. 5. Students will reveal an understanding of relevant words in context and how word choice helps shape meaning and tone.	**Course Objectives** 1. Students will practice reading, analyzing, and using reasoning to comprehend challenging literary and informational texts, including texts on science and history/social studies topics, to demonstrate and expand their knowledge and understanding. 2. Students will practice revising and editing extended texts across a range of academic and career related subjects for expression of ideas and to show facility with a core set of grammar, usage, and punctuation conventions. 3. Students will practice making careful and considered use of evidence as they read and write. 4. Students will demonstrate skill in analyzing data, including data represented graphically in tables, graphs, charts, and the like, in reading and writing contexts. 5. Students will reveal an understanding of relevant words in context and how word choice helps shape meaning and tone.	**Course Objectives** 1. Students will practice reviewing each question type to help assess their strengths and weaknesses. 2. Students will learn to take the exam apart to show how it is put together, to develop specific strategies and tactics for each type of question. 3. Students will learn the format and content of the GMAT and examine English language concepts. 4. Students will acquire skills and strategies for success on standardized exams. 5. Students will estimate their actual test scores prior to the real exam. 6. Students improve their knowledge of technical aspects of English (sentence correction), and advance your ability to analyze logically (critical reasoning) and read critically (reading) through practices.	**Course Objectives** 1. Students will practice reviewing each question type to help assess their strengths and weaknesses. 2. Students will learn to take the exam apart to show how it is put together, to develop specific strategies and tactics for each type of question. 3. Students will learn the format and content of the GRE and examine English language concepts. 4. Students will acquire skills and strategies for success on standardized exams. 5. Students will estimate their actual test scores prior to the real exam. 6. Students will engage in activities to determine their basic knowledge of the English language which includes use of idioms and expressions, verb, tense and its uses, primary structure of a sentence: noun, pronoun, adjective, agreement of pronoun, modifiers, subject-verb agreement and parallelism.
	Student Learning Outcomes At the end of this course, a successful student will be able to: 1. Demonstrate appropriate use of general test-taking strategies for standardized tests. 2. Develop a personal plan-of-action to prepare for the SAT 3 Explain SAT format, including test directions and scoring. 4. Apply good judgment about the use of time when taking timed tests. 5. Demonstrate sharpened critical reading and thinking skills tested in the math and verbal sections of the SAT. 6. Compose a well-constructed essay.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Obtain a better than average score (22) on the English, and Reading section of the ACT Exam. 2. Demonstrate test-taking strategies used on the ACT Exam. 3. Discuss the questions on the English, and Reading Section of the ACT Exam. 4. Analyze and score results from Practice Sessions of the ACT Exam. 5. Compose a well-constructed essay.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Describe the format and scope of the test. 2. Describe the mechanics of the test, such as scoring and guessing. 3. List concepts being tested for in the verbal and math sections. 4. Learn test-taking strategies and test-simulation exercises in reading comprehension, sentence correction and essay	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Describe the format and scope of the test. 2. Describe the mechanics of the test, such as scoring and guessing. 3. List concepts being tested for the verbal sections. 4. Describe the approach for each type of verbal question. 5. Learn test-taking strategies and test-simulation exercises in reading comprehension, sentence correction and essay.

Evening ESL-Conversation Course

The Evening ESL conversation courses are the ideal if you want to listen more attentively, speak more confidently and communicate more clearly. English Conversation courses will help you improve all aspects of oral communication.

We'll develop your listening skills to help you better follow and participate in conversations.

You will learn more than stock phrases; we will teach you the language you need to know to speak with greater fluency in a wide variety of situations. We help you work on your speaking skills by encouraging conversation through role-plays, debates, mini-presentations and discussions.

In these courses, you will:

- Learn to speak more confidently
- Practice listening more attentively
- Learn phrases that help with your fluency

Improve your conversation skills with the world's English experts and you will:

- Be taught by highly qualified teachers
- Enjoy lessons using proven techniques to get results
- See your fluency, pronunciation and confidence improve

Scope and Sequence

Scope and Sequence			
	SEQUENCE		
	CONV 0001 Lower Beginner Conversation	**CONV 0002 Upper Beginner Conversation**	**CONV 0003 lower Intermediate Conversation**
SCOPE	**Course Description** This class is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English.	**Course Description** This class is designed to develop nonnative speaker oral skills that are relevant to establishing and maintaining direct conversation and communication with native speakers of English.	**Course Description** This course will improve your conversational English skills, including pronunciation and listening. Emphasis is placed on developing confidence in your ability to speak English. The course focuses on vocabulary, student presentations, and discussions of current affairs.
	Goal The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.	**Goal** The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.	**Goal** The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.
	Purpose The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.	**Purpose** The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.	**Purpose** The purpose of the conversation program is to assist students in developing skills in the goal areas (intelligibility, vocabulary, grammar, presentation and interactive communication) so that any deficiencies in skill or practice do not interfere with communication.
SCOPE	**Course Objectives** 1. Students will practice self-awareness to develop fluency and linguistic. 2. Students will practice speaking to improve pronunciation and clearness in speech. 3. Students will practice relevant terminology. 4. Student will learn to correct fossilized mistakes in grammar and syntax. 5. Student will practice and learn how to use idiomatic expressions.	**Course Objectives** 1. Students will practice self-awareness to develop fluency and linguistic. 2. Students will practice speaking to improve pronunciation and clearness in speech. 3. Students will practice relevant terminology. 4. Student will learn to correct fossilized mistakes in grammar and syntax. 5. Student will practice and learn how to use idiomatic expressions.	**Course Objectives** 1. Students will practice self-awareness to develop fluency and linguistic. 2. Students will practice speaking to improve pronunciation and clearness in speech. 3. Students will practice relevant terminology. 4. Student will learn to correct fossilized mistakes in grammar and syntax. 5. Student will practice and learn how to use idiomatic expressions.
	Student Learning Outcomes At the end of this course, a successful student will be able to: 1. Speak to communicate basic information, feelings and opinions on familiar topics. 2. Listen and respond to spoken language, including simple narratives, statements, questions and single-step instructions. 3. Engage in discussion with another person in a familiar situation about familiar topics. 4. Introduce themselves and talk about familiar, everyday conversation topics. 5. Ask for opinions and either agree or disagree politely. 6. Discuss various personal problems and solutions.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Use background knowledge of current events to decode news stories. 2. Build vocabulary in a meaningful, relevant context. 3. Develop critical thinking skills through discussion of current events. 4. Understand current events as portrayed by popular media in written and spoken form. 5. Demonstrate confident and engaging presentation skills.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Understand main ideas and supporting ideas, and make inferences from conversations and talks dealing with academic, workforce and social topics. 2. Exhibit working knowledge of the most common workforce and social vocabulary. 3. Understand how to produce clear English pronunciation, including stress and intonation patterns. 4. Be understood by native speakers when speaking on common topics. 5. Present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.

Scope and Sequence

SCOPE

SEQUENCE

CONV 0004 Upper Intermediate Conversation	CONV 0005 Advanced Conversation
Course Description This class is designed to help the student improve speaking skills by exploring various contemporary topics of interest in depth. We will use the exercises in the textbook as well as various worksheets, audio and videotapes, listening dictation, and class discussion. The course offers extensive conversation and speaking practice using a variety of learning techniques, including group and pair exercises.	**Course Description** This course aims at training students how to develop speaking skills in both formal and informal situations. Role-plays, surveys, questionnaires and discussions are all used to practice various language functions**.** Considerable stress is put on practicing pronunciation at this level to raise student awareness about its importance**.**
Goal The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.	**Goal** The goal of this course is to help you improve your spoken English skills to enable you to communicate more effectively in English.
Purpose The purpose of the conversation program is to teach students conversational techniques and strategies, to improve students' listening abilities, to strengthen students' grasp of English grammar and vocabulary, and to raise students' awareness of the need to monitor their own pronunciation.	**Purpose** The purpose of the conversation program is to teach students conversational techniques and strategies, to improve students' listening abilities, to strengthen students' grasp of English grammar and vocabulary, and to raise students' awareness of the need to monitor their own pronunciation.
Course Objectives 1. Students will practice both formal and informal conversation skills. 2. Students will learn new vocabulary to enter a specific conversation. 3. Students will practice participating and understanding conversation. 4. Students will learn conversations strategies. 5. Students will practice in small groups, pair work, and whole class room discussions on a variety of topics. 6. Student will practice speaking using student directed topics. 7. Student will focus on fluency and communication, not correctness.	**Course Objectives** 1. Student will practice improving their oral English skills in a wide range of everyday situations. 2. Students will be introduced to academic discourse. 3. Student will practice advanced English grammar, pronunciation, vocabulary, listening, and speaking skills will be reviewed and expanded upon. 4. Students will focus on topics common to contemporary American society 5. Students will be well-practiced in the basic strategies utilized in English communication, both socially and academically.
Student Learning Outcomes At the end of this course, a successful student will be able to: 1. Understand main ideas and supporting ideas, and make inferences from conversations and talks dealing with academic, workforce and social topics. 2. Exhibit working knowledge of the most common workforce and social vocabulary. 3. Understand how to produce clear English pronunciation, including stress and intonation patterns. 4. Be understood by native speakers when speaking on common topics. 5. Present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. Identify and converse about day-to-day topics and areas of special interest. 2. Converse on a limited range of topics. 3. Compare and contrast verbally. 4. Answer questions using complete sentences. 5. Use reductions in spoken English. 6. Identify and pronounce stressed sounds and words.

Education and Teacher Development

Gulf Language School believes in the power of education for instructors and teachers. GLS makes teacher development a priority with courses designed specifically for educators.

Gulf Language School and North American University offer a range of credit and non-credit courses programs to assist teachers to stay sharp. The courses deepen the teachers' knowledge, expand their skills and get them ready to meet the challenges of today's classroom.

A teacher's professional development is crucial for classroom success, making ongoing education an important component for educators today. Our courses can help teachers prepare for develop deeper understanding in key areas. Topics include curricular design models and the integral connection between curriculum, assessment, and instruction; strategies for curriculum alignment; investigation and application of research- based instructional strategies; and the use of technology to enhance instruction.

Continuing education for teachers focuses on helping them prepare for the challenges of the today's classroom. These courses can help teachers gain the skills needed and feature:

- Teaching methodologies.
- Classroom Management
- Educational Leadership
- Using technology in the classroom.
- Using teaching strategies

GLS strive to make continuing education more available for the adult learner, including offering a network of support to help you succeed.

Scope and Sequence

SCOPE	SEQUENCE		
	CEDU 0011 Teaching Methodology and Research	**CEDU 0012 Teaching Methodology and Research**	**CEDU 0013 Survey of Educational Strategies (Online)**
	Course Description This course is designed to reinforce and enhance teaching skills and strategies such as methods of classroom instruction, management and leadership for in-service teachers. (8 weeks)	**Course Description** This **course** is designed to help future **teachers** put instructional theory into practice. It will provide an integrated coverage of **methods** of classroom instruction, management and leadership. (16 weeks)	**Course Description** This course is designed to reinforce and enhance teaching skills and strategies for in-service teachers. (8 weeks online)
	Goal The goal of this course is to provide participants with quality training in key teaching areas, classroom management, strategies and communication.	**Goal** The goal of this course is to provide participants with quality training in key teaching areas, classroom management, strategies and communication.	**Goal** The goal of this course is to provide teachers with additional learning modules to be utilized in their classrooms.
	Purpose The purpose of this course is to acquaint teacher education students with the school in terms of lesson planning, classroom management, and general teaching methods, including assessment	**Purpose** The purpose of this course is to acquaint teacher education students with the school in terms of lesson planning, classroom management, and general teaching methods, including assessment	**Purpose** The purpose of this program is to offer areas of exposure and training in four specific areas: Project-based learning, Differentiated Instruction, Communication and Instructional Technology.
	Course Objectives 1. Students will practice modeling appropriate attitudes, behaviors and technical skills that maximize student learning and meet current workplace requirements and industry skill standards. 2. Students will practice designing, delivering and/or facilitating well-organized learner-centered instructional activities and lessons that actively engage students and promote achievement of student learning outcomes. 3. Students will practice implementing at least four instructional strategies (lecture, demonstration, discussion, small group cooperative learning) that provide students regular opportunities to actively engage with course content to achieve course objectives. 4. The student will practice developing and writing an instructional activity or lesson plan that facilitates learning with active learner involvement and aligns with stated student learning outcomes. 5. Student will practice demonstrating teaching or facilitating a lesson incorporating group and/or individual instruction that effectively engages students and models current workplace requirements and industry standards. 6. Student will practice producing a course syllabus that utilizes a variety of instructional strategies that meet the learning needs of diverse learners and provides opportunities for students adequately to practice, perform, and receive feedback on required skills, knowledge and abilities.	**Course Objectives** 1. Students will practice modeling appropriate attitudes, behaviors and technical skills that maximize student learning and meet current workplace requirements and industry skill standards. 2. Students will practice designing, delivering and/or facilitating well-organized learner-centered instructional activities and lessons that actively engage students and promote achievement of student learning outcomes. 3. Students will practice implementing at least four instructional strategies (lecture, demonstration, discussion, small group cooperative learning) that provide students regular opportunities to actively engage with course content to achieve course objectives. 4. The student will practice developing and writing an instructional activity or lesson plan that facilitates learning with active learner involvement and aligns with stated student learning outcomes. 5. Student will practice demonstrating teaching or facilitating a lesson incorporating group and/or individual instruction that effectively engages students and models current workplace requirements and industry standards. 6. Student will practice producing a course syllabus that utilizes a variety of instructional strategies that meet the learning needs of diverse learners and provides opportunities for students adequately to practice, perform, and receive feedback on required skills, knowledge and abilities.	**Course Objectives** 1. Student **will c**ompare two traditional approaches of mastery learning and inquiry-based learning. 2. Student will demonstrate an awareness of how higher-order thinking skills are incorporated into project-based learning. 3. Student will appraise the role of cooperative learning in the project-based learning experience. 4. Student will explain why Differentiated Instruction is able to respond to the needs of students and identify the main elements of a Differentiated Classroom. 5. Student will compare Differentiated Classroom to a traditional classroom and identify three basic needs for the teacher of Differentiated Instruction. 6. Student will be able to name and describe four elements that are the foundation of Differentiated Instruction 7. Student will determine the meaning of "effective" communication. 8. Student will be to identify steps necessary to deliver effective communication. 9. Student will be able to define and explain technology education and educational technology. 10. Student will be able to explain why technology is important for the 21st Century classroom.
	Student Learning Outcomes At the end of this course, a successful student will be able to: 1. clearly define their personal approach to instruction. 2. identify and implement a variety of teaching methods. 3. develop a strategy for classroom management. 4. develop a strategy for classroom assessment. 5. integrate instructional, assessment and management strategies into their personal style. 6. use technology more effectively and creatively to bring about student learning. 7. identify practices and methodologies that foster high self-concept and success psychology in their students. 8. articulate a personal set of values and a vision for their future classroom.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. clearly define their personal approach to instruction. 2. identify and implement a variety of teaching methods. 3. develop a strategy for classroom management. 4. develop a strategy for classroom assessment. 5. integrate instructional, assessment and management strategies into their personal style. 6. use technology more effectively and creatively to bring about student learning. 7. identify practices and methodologies that foster high self-concept and success psychology in their students. 8. articulate a personal set of values and a vision for their future classroom.	**Student Learning Outcomes** At the end of this course, a successful student will be able to: 1. **clearly d**efine project-based instruction. 2. clearly define differentiated instruction. 3. solve questions related to content, instructional methods, and assessment of the teaching environment. 4. identify and explain the eight components of a school-wide communications process and plan. 5. identify the reasons and purposes of classroom communications plan. 6. describe how and why engagement and empowerment of students is important for learning. 7. identify and describe three elements that will enhance technology and student learning. 8. Identify examples of reference tools and e-learning techniques available on the Internet. 9. identify five ways to integrate technology in the classroom.

VII. Scheduling of Course Offerings. Scheduling

Introduction

The course schedule development defines the process to develop and publish the course schedule for fall, spring and summer terms in the Gulf Language School (GLS). The purpose of this standard operating procedure is to define logistical processes for course schedule development, schedule change request, and schedule change implementation. The development of the course schedule addresses the cyclical, continuous nature of scheduling while incorporating review points to address changing institutional parameters and student needs.

Consider types of courses to offer

The types of courses GLS program might offer include:

- IENG 0001 through IENG 0006 academic English
- GENG 0001 through GENG 0006 general English
- IENG 0007 and IENG 0008 TOEFL preparation
- IENG 0009 developmental reading and writing
- IENG 0010 and 0011/IENG 0014 and 0015 ACT, SAT, GMAT, and GRE test preparation respectively
- IENG 0013 IELTS test preparation
- IENG 0012 English for Specific Purpose
- CEDU 0011 -CEDU 0013 Education and Teacher Preparation

Consider Instructor assignment

Determine Instructor availability and preferences

Use the following to help determine the availability and preferences of the Instructors.

- Instructor availability - Instructors can indicate conflicts/obligations for a given session and provide pre-teaching preferences.

Assign Instructors to courses

Assign Instructors to courses based on budget allowances, lecture funding, teaching loads, etc.

- Determine budget allowances
- Determine student needs
- Determine Instructor strengths/preferences
- Determine opportunities for Professional Development

Gather/Review information to decide which courses should be offered

The GLS program will approach their decision-making in a manner that collaborate with the Director and/ or other departmental decision-makers as it gathers information and make decisions for GLS course listings.

The information below helps planning the courses GLS will offer for a given session.

Review previous sessions' offerings

- Review GLS timetable offerings from past sessions; this can help determine what to offer in any given session. Note that many of the same courses are offered from spring to spring and fall to fall sessions.
- Review canceled sections from the previous like session; this may help plan for which courses and how many sections to offer.

Review current curriculum

- Review the Course Catalog for the GLS department. These will help to see all courses in the GLS curriculum and other information.

Analyze potential student course needs

- Consult with admissions and other departmental personnel about student course needs.
- Establish enrollment estimates and amount of flexibility needed
- Course enrollment trends - what are the patterns of student enrollment, have students been closed out of courses.

Communicate with faculty

- Review faculty availability to determine any new faculty who are available to teach.

- Collect faculty teaching preferences; connect with GLS faculty to determine what courses they prefer to teach

Communicate with other offices

- Communicate/collaborate with other departmental timetable reps regarding cross-listed/meets with courses that will be offered
- Consult student services offices and others for curricular information that may impact GLS timetable course offerings.

Finalize course offerings

After collecting information to help with decision-making, collaborate with others in your program to establish IEP final course offering list. Once GLS courses offerings are finalized:

- Establish GLS final course list, including time/day and locations when possible; at this point, some of your courses may not have faculty assigned
- Submit GLS final course list to the Registrar's Office to enter into the data management system, CampusVue.
- Review the final schedule; make faculty and course schedule changes necessary.

VIII. Directory

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Gulf Language School

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Email: iso@na.edu

Designated School Official (DSO)

Rachael Bell
7th Floor Room 707
Phone (832) 230-5544
Email: rbell@na.edu

Dee Ellis
Registrar/Administrative Assistant

7th Floor Room 722
Phone: (832) 230-5558
Email: dellis@na.edu

Dr. John Topuz
Executive Vice President
9th Floor Room 910
Phone: (832) 230-5535
Email: john@na.edu

Library

Librarian
Deputy Title IX Compliance Officer
9th Floor Library
Phone: (832)-481-3816
Email: gchaffee@na.edu

Registrar

Edra Edwards
NAU Registrar
7th Floor Room 728
Phone: (832) 230-
Email: eedwards@na.edu

Dee Ellis
GLS Registrar and Administrative Assistant
7th Floor Room 722
Phone: (832) 230-5558
Email: dellis@na.edu

Residence Hall

Ridvan Akay
Manager of Residence Hall
5th Floor Security Room
Phone: (832)-583 6134
Email: facilitiessupport@na.edu

Aisse Traore
Manager of Resident Hall
6th Floor Security Room
Phone: (346)-907- 9144
Email: facilitiessupport@na.edu

Security

AJ Hasni
General Manager, SecureMax
1st Floor Room 107
Front Desk: (281) 325-0137
Phone: (832)-335-3144
Emergency: 713 703-1677
facilitiessupport@na.edu

Stationary

Jill Seltzer
Executive Secretary
9th Floor Reception
Phone: (832)-230-5540
Email: jseltzer@na.edu

Student Accounts

Cashier's Office
7th Floor Room 702
Phone: 832 230-5154

Email: sa@na.edu

Student Affairs

Dean of Student Affairs

8th Floor Room 811
Phone: (832) 230 5551
Email:

Student Life Office

Alexis Lakers
Student Life Coordinator
8th Floor Room 812
Phone: (832)-230-5543
Email: alakers@na.edu

Student Services Office

Ali Kucuk
Student Services Specialist
8th Floor Room 810
Phone: (832)-583-9818
Email: akucuk@na.edu

Omer Kilinc
Budget Accountant
8th Floor Room 813
Phone: (832) 230 5539
Email: omer@na.edu

Student Success Office

Career & Success Coordinator
8th Floor Room 829
Office: (832)-230-5164
Email: dlessard@na.edu