



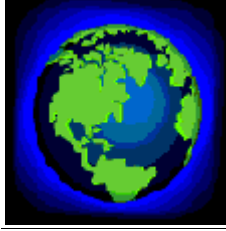
Intensive English Program Student Handbook

Pittsburg State University
Intensive English Program
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Pittsburg, Kansas 66762
(620) 235-4644

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Mission Statement of the Intensive English Program

The Pittsburg State University Intensive English Program provides a variety of specific language and cultural services to international students. The main objectives of the IEP are to raise students' English language level through quality classroom instruction and to prepare students to pursue their academic degree programs at Pittsburg State University. Furthermore, the IEP strives to provide opportunities for students to experience and learn about American culture.



INTENSIVE ENGLISH PROGRAM STUDENT HANDBOOK

Welcome to Pittsburg State University. We have prepared this handbook to help you during your time in the Intensive English Program (IEP). The handbook contains some useful information about the IEP, its staff and facilities, your classes, PSU, and important policies. Please take a little time to read the handbook.

You are welcome to come in to the IEP Office and talk to the IEP staff. We will be happy to try to answer your questions. We hope you enjoy your stay with us.

Sincerely,

The Intensive English Program Faculty

Policies of the Intensive English Program

(Please note that exceptions to IEP policies may be made by the IEP Director on a case by case basis.)

Email Accounts

All students receive a free email account through PSU (in the GUS system). It is very important for students to set up these accounts and also to CHECK them daily. Important information will be sent to you from IEP and other university offices.

Placement and Levels

PSU has 2 16-week semesters, one in the fall and the other in the spring. However, IEP has 5 8-week sessions: 2 8-week sessions in the fall semester and 2 8-week sessions in the spring semester. IEP also has an 8-week summer session.

IEP students are placed into a level in the program based on their placement test. The placement test is given to new students only. Current IEP students are promoted or retained in a level according to their grades in their current level.

Appeal of Placement:

Students may appeal their initial placement by notifying the IEP Director within the first few days of classes. Instructors may also refer students for an appeal. The official appeal process is:

- The student should meet with the IEP Director.
- If the student's placement score is NOT at the top of the level, the IEP Director will tell him/her that he/she cannot change level.
- If the placement score is at the top of the level, the Director will tell the student's instructors and ask them to check the work in class for 5 days and try to have a written assessment during that time.
- On the 5th day of the session, the IEP Director and all relevant instructors will meet. They will make a decision about the student's level.
- The IEP Director will tell the student about the decision.

Students with interrupted enrollment:

If an IEP student is not enrolled in the IEP for 2 sessions, the student will take the placement test and be placed in a level according to the results of the test.

IEP Schedule of Sessions:

The Intensive English Program has 5 regular levels and Level 6 which is called Academic Preparation Course (APC). All levels may not be offered during every session. Each level consists of 8-weeks of coursework and tests.

Students who pass Level 6 (APC) in the first session of fall or spring semester, will complete their IEP studies in mid-semester. These students will not attend IEP classes for the second 8-week session of the fall/spring semester. Please see posted information in the IEP office for more details

Tuition and Fees

Tuition and fees are due in full on the day of enrollment for classes. All IEP students who enroll in the 1st session pay tuition for the semester. (2 sessions) Students who are sponsored by their government or another agency must have a current financial guarantee in order to enroll for IEP classes. If they don't have one, they must pay for their classes and receive reimbursement when the sponsoring agency has paid. The refund policy is in accordance with the accepted Kansas Board of Regents directives as found in the University calendar. When students are dismissed from IEP after the first session of Spring or Fall semester, they may submit a written request to the IEP Director for a full refund of 2nd session tuition and fees. They must make this request in the week after they have been dismissed.

Attendance - IEP Attendance Probation and Dismissal Policy

There are 2 types of probation: Attendance and Academic

Attendance Probation

Accelerated Attendance Probation

Any student who accumulates 18 absences in IEP classes is placed on accelerated probation. If the student accumulates 6 *additional* hours of absence, the student is dismissed from IEP at the end of that session. In other words, a student who has a total of 24 absences in all classes will not be allowed to enroll in IEP in the future. Please note that students may be dismissed after the *first* session of a semester.

Students will be given an email warning after 10, 14, and 18 absences. The warning after 14 absences will ask the student to talk to the IEP Director to make sure he/she understand the consequences of continued absences. The student will receive another warning after 4 additional hours of absence (18 hours).

The IEP policy for refunds will be followed. The dates for full and partial refunds will be posted on the IEP website. IEP will refund 2nd session tuition and fees if a student is dismissed after the 1st session and if the student requests a refund in writing within 1 week of dismissal

Regular Attendance Probation

Any student who accumulates 10% or more hours of absences* (students will be counted absent if they arrive 5 minutes late according to the classroom clock) from the total number of hours offered in a session is on regular probation for the next session of enrollment.

If the student accumulates 10% or more absences from the total number of hours offered during the next session of enrollment, the student is dismissed. The student can also be placed on accelerated probation during the next session of enrollment if appropriate. Please note that students may be dismissed after the *first* session of a semester.

*Students who present accepted medical excuses will not be counted absent for classes missed. Please see the IEP Handbook, page 7 for the policy on accepted medical excuses and for making up missed work.

**The same policies apply to part-time students; however, the number of allowed absences depends on the number of classes the student is enrolled in. Students who enroll in 2 hours of class will be sent warnings after 5, 7, and 9 absences and will be dismissed at the end of the session if they accumulate 12 hours of absence.

Late Arrivals

New students who arrive late for a session will be accepted to study for that session provided that they arrive in time to take the placement test no later than the 3rd day of classes and start classes on the 4th day. Returning students know when classes begin and should plan to attend on the first day of classes.

New and returning students who do not start classes on the 4th day will have to defer their enrollment to the next session.

Classes missed due to late arrival are not excused absences and will count towards probationary status.

2. Academic Probation

Any student in Levels 1 through 5 who fails a level two times will be on academic probation for the next session of enrollment. The student must pass that level during the next (or 3rd) session of enrollment. Any student who fails a level 3 times, will no longer be allowed to enroll in IEP. Please note that students may be dismissed after the first session of a semester. Students enrolled in Level 6 may take the level two times only.

Part-time students must pass 3 out of 4 classes with no grade below 70 in a level within 2 sessions in order to pass to the next level. Any student who does not pass 3 out of 4 classes in a level must repeat all classes in the level. Any student who fails 3 times will no longer be allowed to enroll in IEP.

Excused Absence

One absence per class per session may be excused when a student provides a medical excuse. Regularly scheduled medical or dental appointments are not excused. On the day the student returns to class and before classes begin, the student should take the excuse to the IEP Director who will inform the teachers. The student must then make arrangements with the teachers within 24 hours of his/her return to classes to make up any missed work. This missed work must be made up within 2 days. Students are allowed to make up one graded activity in each class per session with a medical excuse. For example, if a student is absent on January 30 and on that day, the student misses a grammar quiz, the student will be allowed to make up the grammar quiz if s/he provides a medical excuse. If the student is absent again and misses another grammar quiz or test, the student will not be allowed to make up the quiz or test even if s/he has a valid medical excuse. NOTE: The IEP Director may refuse to accept a questionable medical excuse.

Homework

Homework is a very important part of the Intensive English Program. Students are expected to complete all homework and assignments on time.

Academic Progress

Students are expected to make regular progress toward completing the Intensive English program. At the completion of each session, students receive a Student Progress Report. Interpretation of the Proficiency Scale for this report can be found at pittstate.edu/department/intensive-englishhome/index.dot

Academic Classes for Students in Level 5 and APC

Conditionally admitted undergraduate students may enroll in one academic class of no more than 3 credit hours provided they have permission from the IEP Director and the full support of their academic advisor. Conditionally admitted graduate students may take no more than 3 credit hours of undergraduate level courses needed to meet prerequisites or foundation requirements with permission from the IEP Director and the full support of their academic advisor. Students are responsible for additional tuition and fees due.

Students Entering Level 5 in Fall or Spring Semesters

Undergraduate students or graduate students who have to take undergraduate foundation courses (courses that don't count toward their graduate degree) may take one academic course of up to 3 credit

hours provided that:

1. They passed all courses in Level 4 with 80 or above in at least two courses.
2. They are not repeating Level 5.
3. The course doesn't conflict with the IEP schedule of courses.
4. They obtain permission from the IEP Director.

Students Entering Level 5 in the Summer Semester

Due to the fact that academic classes are intensive and accelerated in the summer, no academic classes can be taken in the summer.

Students Entering APC in the Fall or Spring Semesters

Undergraduate students or graduate students who have to take undergraduate foundation courses (courses that don't count toward their graduate degree) may take one academic course of up to 3 credit hours provided that:

1. They passed all courses in Level 5.
2. The course doesn't conflict with the IEP schedule of courses.
3. They obtain permission from the IEP Director.

Students Repeating APC in the 1st session of the Semester

Undergraduate students or graduate students who have to take undergraduate foundation courses (courses that don't count toward their graduate degree) may take one academic course of up to 3 credit hours provided that:

1. They passed one APC class the previous session
2. The course doesn't conflict with the IEP schedule of courses
3. They obtain permission from the IEP Director

New Students in APC in the 1st session of the Semester

Undergraduate students or graduate students who have to take undergraduate foundation courses (courses that don't count toward their graduate degree) may take one academic course of up to 3 credit hours provided that:

1. Their placement test score is in the upper range of APC level, the Oral Interview score is in the range of 5.5, and the writing sample shows appropriate skill.

Grades

At the end of each session, Level 1 and 2 students who have received 75% or higher in both of their classes take an exit test. Based on the results of the exit test, the student's grades and work during the session and the recommendation of the teachers, students may repeat the level or move to the next level. In Levels 3, 4, and 5, students must receive a Pass (75% or higher) in THREE of the four courses offered per level and no grade lower than 70% in order to be promoted to the next level. APC students must have 75% in Text/Lecture and 75% in Writing in order to pass the course.

Completion of the Academic Preparation Course

The successful completion of the highest level of the Pittsburg State University Intensive English Program (IEP 061 and IEP 062) is the equivalent of a 550 pbt, 213 cbt or 79-80 ibt TOEFL score and fulfills the English language requirement for study in most academic programs at Pittsburg State University. Please see PSU catalog for exceptions.

Part-Time Students

Part-time students are welcome to study in the Intensive English Program provided that their level is being offered and their visa status allows them to study. Part-time students are not allowed to enroll in Level 6. They are subject to the same policies as full-time students.

Academic Honesty

Academic honesty is expected. Submitting any work that is not one's own is considered cheating. If a student is caught cheating, s/he may receive a grade of 0 on that assignment, quiz, or test, a letter may be attached to his/her evaluations and a letter may be sent to the sponsors and placed in his/her permanent files. Rules for academic honesty are listed in all Course Descriptions which are available on Canvas, the PSU learning management system.

Course Descriptions

Students receive a course description for each course in every level. The description states important course information, the rules for the course and the grading policy of the instructor. Students should read it carefully.

Student Complaint Process

Informal Complaint Process

- If you have a complaint about an instructor or anything related to an IEP course, talk to your instructor first.
- If you are still not satisfied, talk to the IEP Director.
- For other complaints about the program, talk to the IEP Director.

Formal Complaint Process

If you are not satisfied with the answer from your informal complaint, you can complete a Formal Complaint Form. You can get this form from the IEP administrative assistant. The Complaint Action Committee will review your complaint and make every effort to respond to you within a week. The Complaint Action Committee is the IEP Director, the Director of International Programs and Services, a 12 month IEP staff member and an IEP instructor.

Immigration Information

If you have any questions about immigration issues, ask in the International Programs and Services Office in 118 Whitesitt Hall and check their web page frequently for updates – www.pittstate.edu/iss/.

Please note the following important immigration information.

1. If you are here on an F-1 student visa, you are required by law to be a full-time student. The Intensive English Program may drop you from enrollment if you have excessive absences. If you are no longer a full time student, you may lose your student status and be asked to leave the country immediately.
2. According to immigration law, you must report any change of address and/or telephone number to the International Programs and Services Office within 10 days of the change.

TB Policy

New international students must be cleared through the TB screening process before enrolling in classes. Any time students travel abroad, they must be cleared again six weeks after reentering the U. S.

Using University Facilities and Services

Intensive English Program students have the same privileges as Pittsburg State University students to use facilities and services and to attend university events. You may obtain tickets for university events from the Ticket Office located in 137 Weede (the basketball arena). Listed below are a few campus services that may be of interest to you.

ATM Machines

There is an ATM machine located on the main level next to the Commerce Bank in the Overman Student Center.

Computer Labs

There are seven computer labs on campus for student use. The labs are located in Whitesitt, Russ, Kelce, Hughes, Grubbs, KTC, Yates and Axe Library. For Information about lab hours go to www.pittstate.edu/ois/lab/schedule.html.

University Counseling Service

The counseling service provides help, including individual counseling, with mental health issues. Call ext. 4452 or go to the Bryant Student Health Center.

Bryant Student Health Center

The Center provides complete health services under the direction of a full-time physician. It is open from 8:00a.m. – 4:00 p.m. Monday through Friday.

Recreational Facilities

The PSU Student Recreation Center is located at 2001 S. Rouse Street. It has exercise equipment, basketball and volleyball courts, walking track, badminton and pickle ball among other facilities. Sports equipment is available to be checked out.

The regular fall/spring semester hours are:

Monday through Friday—6:00 a.m. – 11:00 p.m.

Saturday – 11:00 a.m. to 6:00 p.m.

Sunday – 3:00 p.m. to 10:00 p.m.

Check the PSU web site for hours during breaks and summer session. Other recreational facilities including racquetball courts and a swimming pool are in the Weede Building.

Health Care and Health Insurance

All international students at Pittsburg State University must have major medical insurance. Students must buy this insurance when paying tuition. If students have equivalent health insurance coverage through an outside company, they should see the International Health Insurance Clerk, Vickie Mense, in room 118 Whitesitt Hall. Currently there are only a few policies available that meet the insurance requirements.

When you are sick

The Bryant Student Health Center provides health care for students of the University. Students pay a health fee as part of their university fees. Therefore, they do not usually need to pay a fee to see a doctor at the Bryant Student Health Center. Appointments are not needed to see a doctor. Medications and tests are at an additional cost. If a student needs to be excused from IEP classes because of sickness, he/she should get a paper from the Bryant Student Health Center stating that they were seen there. The student should bring that paper to the IEP Director.

In case of an emergency

In case of a medical emergency between 8:00 a.m. and 4:00 p.m. Monday through Friday, students should go to the Bryant Student Health Center. In case of any emergency when the Bryant Student Health Center is not open, students should go to Via Christi Medical Center. Please remember that health care in the U.S. is very expensive and that insurance companies don't cover all the costs.

Important Phone Numbers

Pittsburg State University

When making a call from a campus phone, just dial the last four numbers.

Intensive English Program Office.....235-4644

International Student Programs & Services.....235-4680

Undergraduate Admission Office.....235-4093

Graduate Studies Office..... 235-4223

University Bookstore..... 235-4875

Axe Library.....235-4880

Overman Student Center..... 235-4791

Bryant Student Health Services..... .235-4452

Student Recreation Center......235-6565

University Housing.....235-4245

University Police.....235-4624

IEP faculty and administrative offices are in Room 120 Whitesitt Hall.

<u>Name</u>	<u>Office</u>
Debbie Barone IEP Sr. Admin. Assistant dlbarone@pittstate.edu	120 Whitesitt 235-4644
Paige Cortes IEP Instructor pcortes@pittstate.edu	120A Whitesitt 235-6524
Jeff Hashman IEP Instructor/Immigration Advisor jhashman@pittstate.edu	120 H Whitesitt 235-4383
Cherlyn Ingram IEP Instructor cigram@pittstate.edu	120G Whitesitt 235-4677
Jessica Manderscheid IEP Instructor jmanderscheid@pittstate.edu	120D Whitesitt 235-6064
Matt Manning IEP Instructor mmanning@pittstate.edu	120E Whitesitt 235-4682
Christine Mekkaoui IEP Director cmekkaoui@pittstate.edu	120C Whitesitt 235-4676
Ashley Merando IEP Instructor amerando@pittstate.edu	120 L Whitesitt 235-4505
Karen Nelson Language Specialist knelson@pittstate.edu	120 K Whitesitt 235-4946
Julie Ramon IEP Instructor jramon@pittstate.edu	120F Whitesitt 235-4687
Summer Warren IEP Instructor swarren@pittstate.edu	120 M Whitesitt 235-6152

Student Learning Outcomes: By the end of each course, students will be able to:

Beginning: L1

Reading/ Listening/ Speaking/Grammar/Writing

Outcome 1: Students will demonstrate comprehension of both written (500-600 words) and spoken (2 minutes) texts with 75% accuracy.

Outcome 2: Students will accurately respond to and produce both oral and written wh and yes/no questions and produce sentences from prompts with 75% accuracy (using the designated grammatical structures)

Outcome 3: Students will be able to correctly use 75% of the targeted vocabulary in speaking, reading and writing

Intermediate Beginning: L2

Reading/ Listening/ Speaking/Grammar/Writing

Outcome 1: Students will demonstrate comprehension of both written (600-700 words) and spoken (2 -3 minutes) texts with 75% accuracy.

Outcome 2: Students will accurately respond to and produce both oral and written wh and yes/no questions and produce sentences and basic paragraphs from prompts with 75% accuracy (using the designated grammatical structures)

Outcome 3: Students will be able to correctly use 75% of the targeted vocabulary in speaking, reading and writing

High Beginning: L3

Grammar

Outcome 1: Students will demonstrate 75 % understanding of the following grammatical structures by both selecting appropriate structures based on meaning and form and producing meaningful sentences.

1a: Students will make yes/no and wh-questions in simple tenses, past tenses and future tense (will, be going to, present continuous and simple present for scheduled events). Extra focus should be on word order in yes/no and wh questions (who, what, when, where, how [long, much, many, far], whose and why) and on using who and what as subject or object

1b. Students will produce simple and compound sentences and adverb clauses of time, cause and effect, contrast and condition in complex sentences (because/because of, although/even though; while showing contrast and if); focus is on using these with the simple present and past, past continuous and future tenses

1c. Students will produce the following verb tenses: present tenses, focus on simple past regular and irregular, past continuous and future (including may and might as used for possibility) with formation of negative and subject verb agreement

1d. Students will understand and produce basic infinitives and gerunds focusing on form

1e. Students will understand and produce enough/too/too much/

too many with nouns, adjectives and adverbs

Reading

Outcome 1: Students will demonstrate comprehension of 75% of previously read and newly read passages of 480-530 words.

1a: Students will recognize (multiple choice) main ideas for paragraphs and entire passages.

1b: Students will answer comprehension questions regarding main supporting details.

1c: Students will make basic inferences

1d: Students will guess the meaning of new words from context (basic and simple usage).

1e: Students will identify the antecedent (noun) for pronouns.

Outcome 2: Students will be able to correctly use 75% of the academic vocabulary presented at Level 3 in comprehension activities and written usage

2a: Students will understand the meaning of specific prefixes and suffixes (focus on changes in parts of speech) as identified by instructor.

2b: Students will demonstrate comprehension of meaning and use of targeted words.

Outcome 3: Students will recognize an appropriate summary of a reading with 100% accuracy.

3a. Students will choose an effective summary for a reading from 3 possible choices

Writing

Outcome 1: Students will produce well written and meaningful **paragraphs** under time constraints. Students will demonstrate 75% accuracy in editing, using appropriate vocabulary and constructing of paragraphs.

1a: Students will write a variety of types of paragraphs (opinion, narrative and descriptive or other using personal or every day topics) with one paragraph being comparison. To do this, they will use effective pre-writing techniques to generate clear and complete content in paragraphs with a topic sentence, main point sentences, detail and example sentences, and a concluding sentence. These paragraphs will be organized with clear and complete logic, transitions and connectors.

1b: Students will use, spell and edit for descriptive, exact, and basic academic vocabulary with a consistent perspective (1st, 2nd, 3rd person) and appropriate formality

1c: Students will correctly use/edit for punctuation and capitalization and use the appropriate paragraph format

1d: Students will correctly use/ edit for basic grammar and begin using L3 grammatical structures (refer to the grammar skills comparison chart) including modals appropriate for the type of writing assignment they do (possibilities are can, could, should, have to, must, might, may, must not, should not,

don't have to; NOTE – modals are not taught in grammar)

Speaking/Listening

Outcome 1: Students will demonstrate comprehension of 75% of 4-6 ten to twelve minute lectures and/or conversations.

1a: Students will listen to 10-12 minute lectures or conversations, take notes, and use these notes to answer comprehension questions immediately after the lecture.

Outcome 2: Students will recognize, comprehend, spell and use 75% correctly in writing and speaking the vocabulary from material Covered in the textbook and/or enriched by the instructor

2a: Students will recognize correct pronunciation and correctly spell targeted words.

2b: Students will demonstrate comprehension of meaning and use of targeted words.

Outcome 3: Students will orally present 75% correctly information about assigned topics, usually personal, and/or ones covered in class.

3a: Students will give 1 formal graded speech and a variety of other speaking activities. The formal individual speech needs to be 1-3 minutes long. Other types of activities can include conversations (dialogs), individual meetings with instructors to demonstrate spontaneous speech ability and comprehension, or formally stating an opinion on an issue.

Outcome 4: Students will demonstrate 75% correct understanding of the use and meaning of auxiliary modal verbs.

4a: Students will recognize, understand, spell and use modal auxiliary verbs in questions and answers (possibilities are can, could, should, have to, must, might, may, must not, should not, don't have to).

Intermediate: Level 4

Grammar

Outcome 1: Students will demonstrate 75% understanding of the following grammatical structures by both selecting appropriate structures based on meaning and form and producing meaningful sentences or paragraphs.

1a. Students will be able to understand, form and produce the (review) simple present, simple past verb tenses future and (focus on) present perfect and present perfect continuous including irregular past participle forms and formation of questions and negatives, and subject verb agreement.

1b. Students will understand and use correctly adverbs of time for showing simple past (yesterday, 3 days ago) and

present perfect (recently, lately, still, just, yet, so far and already)

1c. Students will be able to understand, form and produce subordinate and main clauses in adjective clauses (possession, subject, object, object of a preposition and punctuation) and will recognize and produce with basic accuracy reduced adjective clauses

1d. Students will be able to use (quick review) adverb clauses of time and reason and will understand the meaning of reduced adverb time and reason clauses.

1e. Students will be able to understand, form and produce gerund as subject, object of verb and object of a preposition; infinitive as object of verbs; and infinitives showing purpose.

1f. Students will understand and use basic articles (use of 'a' and 'the' and no article)

Reading

Outcome 1: Students will demonstrate comprehension of 75% of previously read and newly read passages of 650-750 words.

1a: Students will recognize and write main ideas for paragraphs and entire passages.

1b: Students will demonstrate understanding of main supporting details by answering comprehension questions.

1c: Students will make inferences.

1d: Students will guess the meaning of new words from context.

1e: Students will identify the antecedent (noun or idea) for pronouns including this, that, these, those and it referring to a whole idea.

Outcome 2: Students will be able to correctly use 75% of the academic vocabulary presented in Level 4 in comprehension activities and in writing

2a: Students will recognize meaning of words using prefixes and suffixes (focus on changes in parts of speech) as identified by the instructor.

2b: Students will demonstrate comprehension of meaning and use of targeted words.

Outcome 3: Students will demonstrate knowledge and ability to use study skills to increase their fluency and reading speed with 75% comprehension.

3a: Students will finish tests in the allotted time.

3b: Students will read extensively outside of class, mark and take notes, and demonstrate their understanding by answering objective, analytical and/or application type questions on previously read content without looking at the text.

3c: Students will read and mark new material and answer objective questions in a specified time

Outcome 4: Students will be able to write an effective summary and

reaction to topics studied at 75% accuracy.

Writing

Outcome 1: Students will produce well-written and meaningful **basic essays** under time constraints. Students will demonstrate 75% accuracy in editing, using appropriate vocabulary and constructing paragraphs and essays.

1a: Using correct paragraph/essay format, students will write basic paragraphs or essays focusing on cause/effect, problem/ solution and persuasive. To do this, they will use effective pre-writing strategies to generate clear and well supported content in both paragraphs and essays. Students will focus on how to organize and write introductions and conclusions and contrast these with body paragraphs (L3). They will write a hook, connecting sentences, and a thesis statement in the introduction. They will write a topic sentence, main point sentences, details and examples in 2-3 body paragraphs that demonstrate organization and logical support by giving examples, illustrations, definitions and descriptions and using appropriate transitions and connecting strategies. They will write a restatement of the thesis statement and a personal comment in the conclusion.

1b: Students will use, spell and edit for descriptive, exact, and academic vocabulary with a consistent perspective (1st, 2nd, 3rd person) and appropriate formality (list of words for student reference is being developed).

1c: Students will correctly use/ edit for basic grammar, capitalization and punctuation and begin to use L4 grammar. They will use and edit for modals appropriate for the type of writing assignment they do (possibilities are can, could, should, have to, must, might, may, must not, should not, don't have to

Listening/Speaking

Outcome 1: Students will demonstrate comprehension of 75% of 4-6 twelve to fifteen minute lectures and/or conversations.

1a: Students will listen to 12-15 minute lectures, take notes, re-write notes into outline format, study the outline and on another day take a comprehension quiz without outline or notes.

1b: Students will listen to 12-15 minute lectures, take notes and use these notes to answer comprehension questions immediately after listening to the lecture.

Outcome 2: Students will recognize, comprehend, spell and use 75% correctly the vocabulary from material covered in the textbook and/ or enriched by the instructor in writing and speaking

2a: Students will recognize correct pronunciation and correctly spell targeted words.

2b: Students will demonstrate understanding of meaning and use of targeted words.

Outcome 3: Students will orally present 75% correctly information about assigned topics

3a: Students will give 1 formal graded speech and a variety of other speaking activities. The formal individual speech needs to be 2-4 minutes long. Other types of activities can include conversations (dialogs), individual meetings with instructors to demonstrate spontaneous speech ability and comprehension, or formally stating an opinion on an issue.

Outcome 4: Students will demonstrate 75% correct understanding of the use and meaning of auxiliary modal verbs.

4a: Students will recognize, understand, spell and use modal auxiliary verbs in questions and answers (possibilities are can, could, should, would, would rather, have to, must, might, may, must not, should not, don't have to; shouldn't have done; might have been).

High Intermediate: Level 5

Grammar:

Outcome 1: Students will demonstrate 75% understanding of the following grammatical structures by both selecting appropriate structures based on meaning and form and producing meaningful sentences or paragraphs.

1a. Students will recognize parts of speech and parts of sentences (including clauses) use this to edit for mistakes and apply it to production of noun and adverb clauses

1b. Students will be able to understand, form and produce adverb clauses of real (review if and teach unless, even if and whether or not) and unreal conditional

1c. Student will be able to understand, form and produce noun clauses that are the subject of a sentence, object of a verb, object of a preposition, and that follow certain nouns or adjectives; they will also recognize and produce reduced noun clauses.

1d. Students will be able to understand, form and produce passive verbs and participial adjectives

1e. Students will be able to understand, form and produce causatives (let, make, have, get, and help)

1f. Students will understand, recognize and produce parallel structure and paired coordinating conjunctions.

1g. Students will understand the use and correctly use basic and advanced articles (use of 'a' , 'the' , no article and another/other).

Reading

Outcome 1: Students will demonstrate comprehension of 75% of previously read and newly read passages of 900-1000 words.

1a: Students will recognize and write in their own words main ideas for paragraphs and entire passages.

1b: Students will demonstrate understanding of main supporting details by answering comprehension questions.

1c: Students will make inferences.

1d: Students will guess the meaning of new vocabulary words from context.

1e: Students will recognize paragraph level organization and relationships among ideas of passages and rhetorical forms of passages looking at transition expressions and reference words. This includes analyzing grammatical features to aid in comprehension (focus on past modals, past perfect usage, reduced adverb and adjective clauses and transition expressions)

Outcome 2: Students will be able to correctly use 75% of the academic vocabulary presented in L5 in comprehension activities and in writing.

2a: Students will understand the meaning of new words using prefixes and suffixes (some focus on changes to parts of speech) identified by the instructor.

2b: Students will demonstrate comprehension of meaning and use of targeted words.

Outcome 3: Students will demonstrate knowledge and ability to use study skills to increase their fluency and reading speed with 75% comprehension.

3a: Students will finish tests in the allotted time.

3b: Students will read extensively outside of class, mark and take notes, and demonstrate their understanding by answering objective, analytical and/or application type questions on previously read content without looking at the text.

3c: Students will read and mark new material and answer objective questions in a specified time.

Outcome 4: Students will be able to write an effective summary of and reaction to topics studied at 75% accuracy.

Writing

Outcome 1: Students will produce well-written and meaningful essays under time constraints. Students will demonstrate 75% accuracy in editing, using appropriate vocabulary and constructing essays at least one of which will include basic use of outside sources.

1a: Using correct essay format, students will write essays focusing on compare/ contrast and argumentative rhetorical forms that move to including basic cited sources. Students will (review) demonstrate the ability to write introductions

and conclusions. They will write a hook, connecting sentences, and a thesis statement in the introduction. Students will (focus) write well organized and clearly supported body paragraphs and smoothly link ideas in their paragraphs by using transitions and connecting strategies. They will write a topic sentence, main point sentences, and supporting sentences in 2-3 body paragraphs. They will use a variety of general types of support such as example, definition, and illustration and compare/contrast. They will write a restatement of the thesis statement and a personal comment in the conclusion.

1b: Students will identify appropriate source material (in sources provided by the instructor) that supports their main points, use basic in-text citations, and connect source to own ideas.

1c: Students will use, spell and edit for descriptive, exact, and academic vocabulary with a consistent perspective (1st, 2nd, 3rd person) and appropriate formality (list of words for student reference is being developed).

1d: Students will correctly use punctuation and capitalization and grammar, including the use of L5 grammatical structures as they are learned (see grammar skills comparison chart). This includes using and editing for modals appropriate for the type of writing assignment they do (possibilities are can, could, should, would, would rather, have to, must, might, may, must not, should not, don't have to; shouldn't have done; might have been).

Listening/Speaking

Outcome 1: Students will demonstrate 75% comprehension of 4-6 fifteen to twenty minute lectures.

1a: Students will listen to 15-20 minute lectures, take notes, rewrite notes into outline format, study the outline and on another day, take comprehension quizzes without the notes or outline.

1b: Students will listen to 15-20 minute lectures, take notes and use notes to answer comprehension questions immediately after the lecture.

Outcome 2: Students will correctly recognize, comprehend, spell and use 75% of the vocabulary from the materials covered in the textbook and/or enriched by the instructor.

2a: Students will recognize correct pronunciation and correctly spell targeted words.

2b: Students will demonstrate understanding of meaning and use of targeted words.

Outcome 3: Students will be able to orally present information with 75% accuracy about academic topics.

3a: Students will give 1 formal graded speech and a variety of other speaking activities. The formal individual speech needs to be 3-5 minutes long. Other types of activities can include conversations (dialogs),

individual meetings with instructors to demonstrate spontaneous speech ability and comprehension, or formally stating an opinion on an issue (modified debate format).

Outcome 4: Students will demonstrate 75% understanding and use of auxiliary modal verbs.

4a: Students will recognize, understand, spell and use modal auxiliary verbs in questions and answers (possibilities are can, could, should, would, would rather, have to, must, might, may, must not, should not, don't have to; shouldn't have done; might have been).

Advanced: Level 6

Outcome 1: Students will read, identify and mark important information in an academic textbook and demonstrate 75% understanding of it.

Outcome 2: Students will listen and take notes on 50 minute lectures and other aural materials on academic topics related to the textbook and demonstrate 75% understanding.

Outcome 3: Students will orally present information with 75% accuracy about academic topics using own ideas and supporting the ideas with outside information.

3a: In groups, students will give a speech including an introduction, main points and conclusion of 8-15 minutes in a group. All students must participate in presenting information. Students will be given both a group (2%) and individual (3%) score.

3b: Students will generate own ideas on the topic, supported with source information which they identify, use, organize and present in a detailed outline.

3c: Students will use some complex grammar, a variety of sentence structures, and a range of vocabulary with minimal errors that do not detract from overall comprehensibility. They will use comprehensible pronunciation, fluency, and speaking strategies.

3d: Students will accurately summarize, paraphrase and cite academic information they have read or heard.

Outcome 4: Students will demonstrate understanding of study skills by answering answer 75% correctly different types of test questions commonly found in university classes.

4a: Students will accurately recognize, summarize and paraphrase academic information they have read or heard on tests and quizzes.

Outcome 5: Students will write an essay on an academic topic using their own ideas and supporting the ideas with outside information with 75% accuracy.

5a: Students will write essays including an introduction, body paragraphs, and conclusion of 750-1,000 words in the time given. Also, students will generate own ideas on the topic, support them with source information, and organize these ideas in response to a given prompt. Writing will show unity and coherence.

5b: Students will use some complex grammar, a variety of sentence structures, and a range of vocabulary with minimal errors that do not detract from overall comprehensibility.

5c: Students will choose appropriate sources from the material provided and accurately produce quotations, paraphrases and summaries of this material. Students will correctly use the citation format given to them.