Intensive English Program

Student Handbook

Spring 2018 - Fall 2018

English Language Institute
Union 302
University of Central Missouri
Warrensburg, Missouri
Welcome

The faculty and staff of the English Language Institute (ELI) and the Center for Global Education (CGE) would like to welcome you to the Intensive English Program (IEP) at the University of Central Missouri (UCM). The IEP is an excellent program to help improve students’ English skills and prepare for university coursework. We are glad you selected UCM. The Center for Global Education is the primary liaison between international students, the University, and the Warrensburg community. Our office provides a wide range of services such as orientation activities, international student advising, information about immigration, and co-curricular programming. Your time at UCM will give you excellent opportunities to learn about life in the United States, to have fun through many cultural activities, and to progress in your academic career. We look forward to working with you to develop your English language skills and reach your academic goals as an undergraduate or graduate student.

Intensive English Program
Mission Statement

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.
NOTES:

Table of Contents

Welcome .................................................................................................................. 2
IEP Mission Statement ......................................................................................... 2
Abbreviations & Acronyms .................................................................................. 4
Important Campus Phone Numbers ..................................................................... 4-5
UCM/ELI Calendar ................................................................................................ 6
UCM Student Information .................................................................................... 7-8
TOEFL/IELTS/PTE, TOEFL Testing .................................................................... 7
IEP Placement Testing .......................................................................................... 7
University Health Policies and Student Health Insurance .................................. 8
Student ID Cards .................................................................................................. 9
Text Messaging Service ......................................................................................... 9
University Health Center ...................................................................................... 9
After-Hours Medical Care ..................................................................................... 10
Counseling Center ................................................................................................ 10
Safety in the Residence Halls ............................................................................... 10
Social Opportunities ............................................................................................. 10
International Student Organization ...................................................................... 11
Blackboard ............................................................................................................ 11
UCM Student Email System ................................................................................ 11
First-Day Attendance Policy ................................................................................ 11
New IEP Student Information ............................................................................. 12-13
Communication, Syllabus, Homework/Assignments .......................................... 12
Ask Questions ....................................................................................................... 12
Change of Address ............................................................................................... 12
US Identification .................................................................................................. 13
Making Travel Plans .............................................................................................. 13
Can I Miss Finals? ................................................................................................ 13
Conversation Partner Program ............................................................................ 13
How to Move Through the IEP ........................................................................... 14-15
Complaints ............................................................................................................ 16-17
Steps for an Exceptions Committee Petition ....................................................... 16-17
IEP Course Descriptions and SLOs ................................................................... 17-43
Undergraduate TOEFL Waiver Program ............................................................. 44
STEM and Prof. Studies Graduate TOEFL Waiver Program ............................. 44-45
ELI Policies ........................................................................................................... 46-51
Textbook Policy .................................................................................................. 46
Attendance Policy for the ELI ............................................................................. 47-48
Academic Honesty .............................................................................................. 49
Academic Dishonesty Advising for IEP Students .............................................. 50
Grade Mode: Pass/Fail and GPA ......................................................................... 50-51
UCM Resources .................................................................................................. 50-51
General Tips & Suggestions ............................................................................... 54
What is Expected in a University Classroom ...................................................... 54-55
Homework Expectations ..................................................................................... 55
### Abbreviations & Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADM</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Bb</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Blackboard</td>
<td>Software program used in most UCM classes</td>
</tr>
<tr>
<td>CMSU</td>
<td>Previous name of UCM</td>
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<tr>
<td>ELI</td>
<td>English Language Institute</td>
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<tr>
<td>ELL</td>
<td>Ellis Hall</td>
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<tr>
<td>ESL</td>
<td>English as a Second Language</td>
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<tr>
<td>IEP</td>
<td>Intensive English Program</td>
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<tr>
<td>GPA</td>
<td>Grade Point Average</td>
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<tr>
<td>HUM</td>
<td>Humphreys Building</td>
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<tr>
<td>Intl</td>
<td>International</td>
</tr>
<tr>
<td>ISO</td>
<td>International Student Organization</td>
</tr>
<tr>
<td>LIB</td>
<td>James C. Kirkpatrick Library</td>
</tr>
<tr>
<td>MO</td>
<td>Missouri</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>UCM</td>
<td>University of Central Missouri</td>
</tr>
<tr>
<td>UHC</td>
<td>University Health Center</td>
</tr>
<tr>
<td>UN</td>
<td>Elliott Union</td>
</tr>
<tr>
<td>Wbg</td>
<td>Warrensburg</td>
</tr>
<tr>
<td>WD</td>
<td>Wood Building</td>
</tr>
<tr>
<td>WDE</td>
<td>Ward Edwards Building</td>
</tr>
<tr>
<td>WMMC</td>
<td>Western Missouri Medical Center</td>
</tr>
</tbody>
</table>

### Important Campus Phone Numbers

- Computer Help Desk/TSC: 660-543-4357
- Counseling Center: 660-543-4060
- Health Center: 660-543-4770
- Library: 660-543-4154
- Multipurpose Building: 660-543-4015
- Student Financial Services: 660-543-8266
- Student Recreation and Wellness Center: 660-543-8643
- Testing Services: 660-543-4919
- UCM Police & Public Safety: 660-543-4123
- Union Information Desk: 660-543-4052
- Union Recreation Center: 660-543-4375

### Homework Expectations

In IEP classes, to earn an A, you can expect to spend **at least 2 hours of studying for every credit hour per week**. Example: 6 hours of credit per session = 12 hours of studying per week, outside of class. A rule of thumb for homework in an academic college course is 3 hours of study per week for each credit hour taken.

11. Treat all professors, instructors, and classmates with utmost respect.

12. Visitors are not allowed in the classroom without prior approval by the ELI director.
What is Expected in a University Classroom

1. Complete homework before class.
2. Print out completed homework before coming to class.
3. Be on time to class.
4. Bring your textbook, notebook paper, and writing instrument.
5. Take notes, be attentive, refrain from sleeping.
7. Use soap and wear deodorant to control personal body odor. Do not wear a lot of cologne or perfume.
8. Hats and sunglasses should be removed while in the classroom.
9. Remove all electronic equipment, i-pods, headsets, phone adapters.
10. Phones should be put on silent or shut off. Do not take photos of assignments in the classroom without permission.

General Tips & Suggestions

1. Consult with your advisor and instructors often. Faculty office hours will be posted on office doors and on the course syllabus. Usually, appointments are not necessary if you want to see a faculty member during posted office hours. If those times are not convenient, other times may be available by appointment. Send an email directly to the instructor to ask for an appointment.
2. Do not drop a class without permission from the ELI director or an advisor in the Center for Global Education.
3. In the United States, university professors and employers require regular attendance. Students who are absent too many times or drop a course without prior approval are in danger of losing their student visa status with U.S. immigration.

ELI/IEP Faculty & Staff

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International Student and Scholar Services Advisors ................ isss@ucmo.edu

UCM and ELI Calendar

Spring 2018 (January — May)
Jan. 8..........................First Day of Classes
Jan. 10..........................Session 1 Last Day to Enroll / Change Classes
Jan. 15..........................Martin Luther King Day, No Classes
Feb. 27..........................Session 1 Finals
Feb. 28..........................Session 1 Finals
Mar. 6..........................First Day Session 2 IEP Classes
Mar. 8..........................Session 2 Last Day to Enroll / Change Classes
Mar. 19-23......................Spring Break, No Classes
Apl 30..........................Session 2 Final Exams
May 1..........................Session 2 Final Exams
UCM Student Information

TOEFL or IELTS or PTE
The required TOEFL score for undergraduate admission in academic degree programs at UCM is 61 IBT, 5.5 IELTS or 45 PTE. For graduate admission in most UCM graduate programs, students must achieve a 79 IBT, 6.0 IELTS or 53 PTE. International students who do not meet the minimum English proficiency requirements are not permitted to enroll in regular academic classes. Conditionally admitted students will participate in UCM’s Intensive English Program until the...

Accessibility Services—Union 224 (660-543-4421)
This office offers academic assistance and arranges accommodations for students who have disabilities. To learn more about their services, you can stop by the office or visit their website.

The Welch-Schmidt Center for Communication Disorders—Martin 34 (660-543-4993)
Clinicians offer free hearing testing and one semester of free one-to-one tutoring in oral communication skills (pronunciation, fluency, and grammar). Many students who are non-native speakers of English have found these tutorials beneficial and enjoyable.

ELI-IEP Library
The library contains a wide variety of textbooks which students may borrow for learning and improving English as a Second Language. Union 302

IEP Student Mailbox
Students can collect mail in Union 302. Students are notified when there is mail in their mailboxes. Union 302

IEP Faculty Mailboxes
Students may leave homework or other materials for instructors in their mailboxes in the ELI. If the ELI is closed, students may leave homework with a staff member at the Center for Global Education (CGE). IEP instructors have mailboxes in the CGE as well. ELI: Union 302 CGE: Union 302
UCM Campus Resources

Library Services—Information Desk (660-543-4565)
Get help at the UCM library. You may access your library account, the online catalog, and electronic databases from James C. Kirkpatrick Library’s website at http://library.ucmo.edu. For research assistance contact the reference desk at the James C. Kirkpatrick Library.

The Learning Commons—JCKL 3150 (660-543-8729)
At the Learning Center you can learn through individualized, self-paced programs to develop speed-reading, study, memory improvement, vocabulary, listening, and standard spoken English skills. Also, you can get help preparing for various standardized tests like TOEFL, GRE, GMAT, or LSAT exams. There is no fee for students enrolled at UCM.

The Writing Center—JCKL Library 3160 (660-543-8729)
The Writing Center offers a variety of services to both international students and domestic. The primary goal of the Center is to help students improve their writing skills and become independent writers. There is no fee for students enrolled at UCM.

Computer Facilities—JCKL Library 1250 (660-543-4196)
The Harmon Computer Commons in the James C. Kirkpatrick Library is a popular site with over 100 computers with a variety of computer programs and accessories. You can use the computers in the Harmon Computer Commons to access and complete your Blackboard Assignments. You can receive assistance from Computer Commons Staff. Additional computers and printing stations are available in the JCKL and around campus.

Counseling Center—Humphreys 131 (660-543-4060)
Free counseling is available to UCM students. Stop by or call for an appointment. Services also include stress management workshops.

Minimum test requirement is met or the student has successfully completed all levels of the IEP as per the TOEFL waiver program. Institutional TOEFL results earned at other institutions are not valid at UCM.

TOEFL Testing
The TOEFL internet based test is offered several times each semester through the Testing Services department at UCM. The Office of Testing Services is located in Humphreys Building, Room 216. IELTS and PTE Testing Centers are not available on the UCM campus. Contact Testing Services at 660-543-4919 for more information about the TOEFL.

IEP Placement Test and Level Assessment
IEP students are required to take an initial placement test, which consists of two parts. The first part is the English Placement Test created by the University of Michigan. This test assesses reading, listening, grammar and vocabulary. The second part includes a 30 minute writing sample which follows Educational Testing Services guidelines. Additional assessments for reading, grammar, writing, listening, and speaking are conducted during the first week of classes. Placement is finalized at the conclusion of the first week.

Fees and Expenses
Housing, meal plans, and instructional fees are billed throughout the semester. Fees are set by the Board of Governors and are subject to change. IEP students are charged a mandatory activity fee which will cover IEP activities (examples: bowling party, baseball game, shopping trips). All charges and fees need to be settled with the Student Financial Services office located in Ward Edwards, Room 1100.

University Health Policies and Health Insurance
In accordance with the recommendations of the Center for Disease Control (CDC) and state and university regulations, all inter-
national students are required to purchase UCM International Student Health Insurance. Students identified as “sponsored” by the Center for Global Education may have alternate health insurance. The health care documents must be submitted / resubmitted each semester BEFORE the semester deadline. The deadlines during the academic year are September 1st and February 1st. If complete documentation is not received before the deadline, the student will automatically be issued UCM insurance and the student’s account will be charged.

The University also requires that international students MUST have a tuberculosis, t-spot test inside the U.S. as well as proof of two MMR immunizations. Meningitis vaccinations are required for students living in campus housing.

The University uses an insurance company which provides students with a basic medical policy, an evacuation clause, and repatriation coverage. This policy pays for MMR immunizations and t-spot testing, as well as for subsequent related X-rays if needed. It also pays for most common health issues students will encounter, but it does not cover all costs. The premium for the University plan is automatically added to the student’s bill.

GPA Mode:

GPA means “Grade Point Average.” This is the average of all the grades earned in classes at UCM (both IEP and Academic).
- Each grade earned is assigned a number of points:
  - A (90%-100%) = 4 points
  - B (80%-89%) = 3 points
  - C (70%-79%) = 2 points
  - D (60%-69%) = 1 point
  - F (0-59%) = 0 points

Each course is worth a certain number of credit hours; typically 1.5 credits per session-length class. The number of credits is multiplied by the “points” earned to give you the total number of “Grade Points” earned for each class.

**EXAMPLE**

<table>
<thead>
<tr>
<th>Class</th>
<th>Grade</th>
<th>Points X Credit</th>
<th>= Grade points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>B</td>
<td>3</td>
<td>4.5</td>
</tr>
<tr>
<td>Writing</td>
<td>C</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>CommSkills</td>
<td>A</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Grammar</td>
<td>D</td>
<td>1</td>
<td>1.5</td>
</tr>
<tr>
<td>Testing Skills</td>
<td>A</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td><strong>6.5</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>

Grade Point Average = 17/6.5 = 2.62 = C

- All GPA grades will be included in the UCM academic undergraduate GPA. This could positively or negatively affect a student’s chances to receive scholarships and employment recommendations in the future.
- Students must earn a class grade of C (70% or higher) to move up to the next level, unless a higher percentage is required by an academic department.

Student Identification Cards

Identification (ID) cards are generally obtained during orientation. Students need to obtain their student ID cards in Elliott Union 207-A. All students are required to have a current UCM ID card. This card should be carried at all times and must be presented upon the request of University officials or law enforcement. Student ID cards are necessary for checking out books at the library, gaining free entry into UCM athletic events, using UCM facilities, and purchasing textbooks. An ID card is issued only once during a student’s career at UCM. A fee of $25 is charged for replacement.
Academic Dishonesty Advising—IEP Students
Plagiarism—for consequences please refer to your syllabus.

Please refer to your Student Planner Handbook for a complete explanation.

An IEP student who has been reported of plagiarism or cheating will be penalized and referred to the Curriculum Committee chair, who is responsible for academic dishonesty advising. Second or multiple reports will result in further penalty.

Grade Mode

Students must select either Pass/Fail or GPA Grade Mode. (Sponsored students must use the grade mode expected by their sponsor.)
- Students must choose a Grade Mode by the second day of classes.
- Students must choose the same Grade Mode for all classes in a semester.
- Students may change their grade mode at the beginning of the next semester.

Pass/Fail Mode:
- Students who have excessive absences, who have committed multiple acts of academic dishonesty, or who have violated UCM discipline rules will earn a Fail grade.
  • Students who perform in a course consistently, will pass a course with a Pass grade.
  • Students who achieve a 70% or higher in a course will move up with a Pass grade
  • Students who achieve less than a 70% will repeat a course with a Pass grade
- A Pass grade is not counted in GPA calculations.
- A Fail grade affects GPA in that it creates a status of Probation, Suspension, or Dismissal for academic reasons.

Text Messaging Service
As a part of an effort to improve timely communication to the campus community, especially when it relates to campus safety and inclement weather, the University of Central Missouri has implemented a new voluntary text messaging program. Faculty, staff, and students who opt-in to the program have the opportunity to receive emergency alerts, severe weather alerts, and information about school closings or delays due to weather.

How to Opt-In: Individuals who are interested in participating can sign up via the web at www.ucmo.edu/textcaster. Easy-to-follow directions are on that site. All participants have the opportunity to select which types of alerts they wish to receive. Participants are encouraged to contact their wireless carrier to learn more about charges that may apply to text messaging.

University Health Center
The University Health Center is available to help meet students’ primary health care needs while on campus. The Health Center is located at 600. S. College St. To make an appointment at the Health Center please call 660-543-4770. Please refer to your International Student Handbook for more details.

After-Hours Medical Care

WMMC Express Care
Address: 427 Burkarth, Ennis 1 Building, Warrensburg, MO
Phone: +1 (660) 262-7580
Hours: Mon– Fri: 8:00am-8:00pm; Sat: 8:00am-2:00pm

WMMC Emergency Room
Address: 403 Burkarth Rd., Warrensburg, MO
Phone: +1 (660) 747-2500
Hours: 24 hours/day. Use only for emergencies.
**Counseling Center**

UCM’s Counseling Center (CC) is a safe place for students to talk about problems including stress. CC is located on the UCM campus, Humphreys 131, and can be reached at 660-543-4060.

**Safety in the Residence Halls**

In all residence halls, all exterior doors, except the front door, are locked at 9 p.m. The front doors are locked at midnight. Students’ room keys allow them to enter the building at any time. The front desks are staffed 24 hours a day and are close to the front entrance for safety.

**Social Opportunities**

A college education is more than what happens in the classroom. At UCM, students are encouraged to participate in a variety of activities outside of the classroom that will create a well-rounded educational experience. The Office of Student Activities hosts dances, plays, films, concerts, bowling, clubs, intramural sports, and student government. Students of UCM graduate with a student engagement portfolio, which is part of the Learning to a Greater Degree Contract. At UCM there are about 210 student organizations. Visit the Office of Student Activities, Elliott Union 217 or check out their website at www.ucmo.edu/osa/.

**International Student Organization**

The International Student Organization (ISO) is an active student group whose primary goals are to broaden campus awareness of multiculturalism and bring together students from around world in celebration of diversity. Members come from many different cultures and countries. The purpose of the organization is educational as well as social. Membership fees are $15 for the academic year. Call the Center for Global Education’s Student Services team for information at 660-543-8085.

**Blackboard**

Blackboard is an online course management system used by many instructors and students for classroom communication. It

**Civility Statement**

A successful learning experience requires mutual respect on behalf of the students and the instructor. The instructor, as well as students, should not be subjected to any student’s behavior that is in any way disruptive, rude, or challenging to the teacher’s authority in the classroom. A student should not feel intimidated or demeaned by his/her classmates or instructor, and students must remember that the instructor has primary responsibility for maintaining control over classroom behavior and academic integrity. The instructor can order temporary removal or exclusion from the classroom of any student engaging in disruptive conduct or conduct violating the general rules as found in the Student Planner/Handbook under Rights and Responsibilities.

**Academic Honesty**

Honesty in all endeavors is essential to the function of society. Honesty in the classroom among students and between students and faculty is a matter that should concern everyone in the University community. Academic honesty is one of the most important qualities influencing the character and image of an educational institution. As higher education is challenged to improve the quality of its programs, there is great value in emphasizing academic standards and integrity.

It is the University’s responsibility to provide an educational process that informs both students and faculty of their rights and responsibilities regarding such important matters as cheating, plagiarism, and professional ethics (please refer to pages 7, 13-14 of the online UCM Student Handbook at www.ucmo.edu/student/handbook.cfm).

**Student Responsibilities**

Students must be aware that the consequences of violating standards of academic honesty are extremely serious and costly and may result in the loss of academic and career opportunities. Students found to have committed violations against academic honesty face removal from University classes and degree programs, and/or suspension from the University, while remaining fully responsible for payment of current and any past
Ask your instructor for the homework assignments that you have missed.

Ask your instructor when the homework must be turned in.

If you miss a quiz, ask the instructor if you may make up the quiz.

If you can make up the quiz, schedule a time with your instructor to take the quiz.

DO NOT expect your instructor to find you and tell you what to do.

DO NOT discuss your missed work during class. Make an appointment to see your instructor, discuss before or after class, or come in during office hours.

What happens if I am LATE to class?

1. If you are late, come into class quickly and quietly. Go to your seat and begin following the lesson.

2. If you come late, in the middle of a quiz or in the middle of assignments, your instructor will decide if you may make up the work. You may receive zero (0) points.

3. If you come late on a regular basis, your instructor may mark you as absent.

4. If you come to class late on a regular basis, your instructor will require a meeting with you to discuss the problem and penalties. If you continue coming late after the meeting, a meeting will be arranged with the director of the ELI.

UCM Student Email System

Each student is provided with a campus student email account. This email will be used for all official communication from campus offices, including billing information from the office of Student Financial Services. Campus-wide announcements of activities, programs, weather alerts, and class cancellations / changes are sent through this email account. Students are expected to check their student email account regularly.

First-Day Attendance Policy

UCM uses a procedure to validate student enrollment on the first day of classes. Students must attend each class on the first day the class is scheduled to meet in order to stay enrolled in the class.

New IEP Student Information

Communication

If you have any questions about your class, please ask your instructor. If you are absent, or will miss a class, you must contact your instructor prior to missing the class or as soon as possible thereafter. The instructors are here to help you, but you must ask for help. If you can’t reach your instructor, please contact the director of the ELI for assistance.

Syllabus

For each class in which you are enrolled, the instructor will provide a tentative syllabus outlining specific details for that class. Items which may be covered on your syllabus include: instructor’s name, office phone number, office hours, e-mail address, assignment guidelines, homework, readings, textbooks...
required, class expectations, and much more. Keep your syllabus for each class so you can refer to it throughout the semester.

**Homework/Assignments**
The amount of homework, how a paper should be submitted, how the assignment should be done, and due dates will vary with each instructor. Refer to your syllabus and if you still have questions, ask your instructor.

**Ask Questions**
If you are unsure about anything, please ask! You can ask your instructors, the ELI director, or the Center for Global Education staff. We will help you find an answer.

**Change of Address**
If you move during your stay at UCM, either on-campus or off-campus, you are required to fill in a Change of Address form at https://www.ucmo.edu/graduate/current/Forms.cfm#changeofaddress and contact the English Language Institute staff with your updated information.

**US Identification**
For details on obtaining a social security card, a Missouri State Identification Card, or a Missouri State Driver’s License, please refer to your International Student Handbook.

**Making Travel Plans**
When making travel plans for the end of the semester, please remember to: turn in all assignments, complete all exams, and contact the Center for Global Education if you plan to travel outside of the United States. Please refer to the International Student Handbook for more details.

**Can I Miss Finals?**
NO. If you have concerns, you must speak to your instructor,

**Attendance Policy**
Attendance is very important for student success at UCM. The IEP wants to help you achieve your educational goals and develop good habits for your college career. IEP instructors expect students to be in class on time every day.

1. Students who have **four (4) absences** (for any reason) in a core class (Reading, Writing, Grammar, Communication Skills, or Testing Skills) or **three (3) absences** in an elective class in one session will receive a grade of “F” (failure) in that class. **Failure may require a student to repeat the class.**

2. Students who receive grades averaging below 2.0 in the semester will be placed on probation according to the UCM policy (refer to UCM Undergraduate Catalog). Repeated absences and lateness to class will result in probation. Students may be placed in Tutorial class while on probation.

3. Any student on probation who continues to fail classes because of attendance or other problems will be suspended from UCM.

**What is an Absence?**
An absence includes being sick, taking a driver’s test, picking up a friend at the airport—**anything** that keeps you from attending class.

**Can I miss finals?**
NO. If you have concerns, you must speak to your instructor, the director of the English Language Institute, and an international student advisor in the Center for Global Education.

**What Should I Do if I am Absent?**
- Contact your instructor on the day you are absent via email or phone.
- If you are absent more than one day, stay in touch with your instructor.
3. Have a minimum of 90% attendance for all IEP classes.
4. Successfully complete the highest level in the IEP.
5. Demonstrate continued improvement on the TOEFL test.
6. Receive recommendations from all core IEP instructors.
7. Complete the ELI Exit Exam at the end of the semester.
8. Complete Transition Advising.

IEP POLICIES

IEP Textbook Policies and Procedures

In the U.S., the cost of textbooks is not included in tuition charges. All students must purchase the required textbook(s) for each of class.

1. Students must purchase every textbook for every class. IEP students will purchase textbooks at the UCM Bookstore after the General Student Meeting (GSM) the second week of classes.

2. Students can pay with cash or credit card. Students may also charge their books to their student account or make other arrangements with the Textbook Chair.

3. If a student purchases a used book, they must erase all markings from the book. The instructor must approve the book for use in the class. All used books must be approved by Tuesday of the second week of classes (before the GSM).

4. If a student purchases a textbook online or from a source other than the UCM bookstore, the student must have the book approved by the instructor or Textbook Chair by Wednesday of the second week of classes (before the GSM).

How To Move Through the Undergraduate (UG) IEP

Levels of Study
The UG IEP has nine levels of study. Generally, one level requires attendance of 8 weeks of class (1 session).

<table>
<thead>
<tr>
<th>Level</th>
<th>TOEFL Paper-based</th>
<th>TOEFL Internet-based</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Beginning</td>
<td>350</td>
</tr>
<tr>
<td>Level 2</td>
<td>High Beginning</td>
<td>350-400</td>
</tr>
<tr>
<td>Level 3</td>
<td>Low Intermediate</td>
<td>400-450</td>
</tr>
<tr>
<td>Level 4</td>
<td>Intermediate 1</td>
<td>450-465</td>
</tr>
<tr>
<td>Level 5</td>
<td>Intermediate 2</td>
<td>480-500</td>
</tr>
<tr>
<td>Level 6</td>
<td>High Intermediate 1</td>
<td>465-500</td>
</tr>
<tr>
<td>Level 7</td>
<td>High Intermediate 2</td>
<td>480-550</td>
</tr>
<tr>
<td>Level 8</td>
<td>Advanced 1</td>
<td>480-550</td>
</tr>
<tr>
<td>Level 9</td>
<td>Advanced 2</td>
<td>550-790</td>
</tr>
</tbody>
</table>
Students in the IEP move up in level when they successfully complete the Student Learning Outcomes with a C (70%) average or better. This grade is earned through assessment of Student Learning Outcomes as stated in each course Syllabus. If a student fails a class due to absences, they may still progress to the next level if they have completed the Student Learning Outcomes for a course with a 70% average or better. Students in the IEP can move out of the Undergraduate IEP program in two ways:
1. Attain the required TOEFL, IELTS, or PTE score.
2. Complete the Undergraduate TOEFL waiver program (see p. 45).

How To Move Through the Graduate (GRAD) IEP

Levels of Study
Students in the GRAD IEP move up in level when they successfully reach Student Learning Outcomes with a C (70%) average or better for CS, CIS and most Majors. However, a B (80%) average or better is required for the following majors—all Technology, Industrial Management, Kinesiology, and MBA. Academic departments have the right to set the percentage at which their majors must pass classes in the IEP.

Students in the IEP can move out of the Graduate IEP program in two ways:
1. Attain the required TOEFL, IELTS, or PTE score.
2. Complete the Graduate TOEFL waiver program (see p. 43).

*TOEFL, IELTS, PTE-Academic
At any time during the session, IEP students may schedule an IBT TOEFL exam at UCM or a TOEFL/IELTS/ PTE exam at another test center. Students are advised to plan for a minimum of 15 business days for scores to be considered for movement in level or movement to regular academic courses. UCM must receive proof of scores before the add/drop deadline in order to move out of the IEP during that session.

See page 7 for required score details.

**Graduate students must still fulfill the requirements as specified by the degree/department in addition to recommendations from the ELI. Refer to the UCM Graduate Catalog for details.

Grades
Students can access grade reports for each class at the end of each
academic vocabulary they will encounter in their mainstream University classes in all subject areas. Students will continue to build everyday vocabulary.

**Advanced Vocabulary Development (Level 6 - IEP 0416)**

This course is designed to prepare international students for the academic vocabulary they will encounter in their mainstream University classes in all subject areas using the textbook as a guide to learn new vocabulary and incorporate the vocabulary into specific subject areas through reading and writing activities.

### Accent Reduction Course Description and Student Learning Outcomes

**Accent Reduction (IEP 0711)**

This course is designed to broaden students’ awareness of problematic pronunciation, intonation issues, and to help them produce more target-like sounds and patterns.

**Student Learning Outcomes**

A.R.1 Learn to assess individual problematic areas of pronunciation and intonation.
A.R.2 Develop correction techniques.
A.R.3 Develop good pragmatics, turn-taking skills, and comprehension check techniques.

**Seminar in American Culture Course Description and Objectives**

**Seminar in American Culture (IEP 0511)**

This class explores the diversity within American history and traditions.

**Student Learning Outcomes:**

A.C.1 Students will participate and lead various IEP activities session, transcripts after each semester, and from their instructors after each session. Final grade reports are available one week after the completion of final exams. Students will receive a printed copy of the ELI gradecard in their ELI mailbox. Students may also request end-of-session evaluations from the director of the ELI.

**Full-time IEP students**

Full-time IEP students take a minimum of 12 credit hours per semester. **Note:** Students who are currently enrolled part-time and finish the IEP at the mid-semester may be required to maintain 12 credit hours for the remainder of the semester to fulfill immigration requirements.

**Advising**

Students will meet with the director of the English Language Institute each session in a scheduled conference to discuss student progress and any concerns of either the student or the director. Additional advising sessions may be requested by the student and the director.

**Exit Exam**

Students, including those who finish the TOEFL Waiver program and leave the IEP at mid-semester, are required to successfully complete the IEP Exit Exam.

**Complaints**

If you believe something is wrong in the ELI or if you have a complaint the following steps should occur
1. Talk to your instructor
2. Contact the director of the ELI
3. Contact a student advisor or the director of the Center for Global Education
4. Write a confidential note and put it in the ELI director's mailbox
5. Tell a faculty or staff member the situation and what you would like to happen.

If you have a complaint, you will be asked to explain the complaint in a private meeting with the ELI director. Then, if the complaint is regarding a class or a faculty member, you will be asked if you have discussed the complaint with the instructor. If you are uncomfortable or unwill-
ing to discuss the situation with the instructor, then the director will advise you based on the nature of the complaint.

If you disagree with a decision made regarding placement or movement within the program you may submit a written petition to the Exceptions Committee. The Exceptions Committee considers petitions based on the evidence provided by the student, the instructor(s), and student’s performance in the IEP. The director of the ELI presents each case to the committee as your representative. The Exceptions Committee does not consider complaints or petitions related to the university’s admissions standards.

Admissions complaints are directed to the International Admissions team in Ward Edwards 1800.

Steps for an Exceptions Committee Petition:
When a student expresses the desire to have a hearing from the Exceptions Committee, that student will:
• Write a letter which contains information which:
  ⇒ is signed and dated by the complainant;
  ⇒ describes the situation;
  ⇒ explains the disagreement with what is happening;
  ⇒ expresses a desired result; and provides any documentation necessary to support the petition.
• Submit the letter to the director of the English Language Institute. The date of receipt will be recorded by the recipient. The director of the English Language Institute will call a meeting of the Exceptions Committee as soon as possible.
• The director of the English Language Institute will present the student’s case to the committee.
• The committee will make a decision regarding the petition.
• The director will notify the student in writing of the decision and provide information about how to further appeal if desired.
• If you have a complaint, we want to help you. We will listen carefully and act fairly. Other helpful resources on campus are the Counseling Center & the Office of Student Experience and Engagement.

COURSE DESCRIPTIONS and STUDENT LEARNING OUTCOMES

Student Learning Outcomes
CS9_SLO1: Take accurate and effective Cornell notes over academic and/or authentic lectures, including experiencing and analyzing a regular, academic class.

CS9_SLO2: Participate in group discussions to discuss the main ideas and details from notes over the academic listening passage and apply them to personal and real-world experience.

CS9_SLO3: Give individual and group presentations using basic research techniques (e.g. websites, electronic journals) for a minimum of 5 minutes in one of a variety of modes (PROBLEM/SOLUTION).

CS9_SLO4: Improve intelligibility through focused pronunciation practice and self-assessment.

Vocabulary Course Descriptions
Low Intermediate Vocabulary Development (Level 3 - IEP 0413)
This is an introduction to general vocabulary that students need for everyday communication.

Intermediate Vocabulary Development (Level 4 - IEP 0414)
This course is a refining of general vocabulary. Students will be introduced to dictionary skills.

High Intermediate Vocabulary Development (Level 5 - IEP 0415)
This course is designed to introduce international students to the
Advanced Communication Skills 1 (Level 8- IEP 0316)
Students are expected to prepare academic presentations. The components of this presentation include: gathering ideas through brainstorming, researching information, and organizing information. Students will also apply active listening skills to authentic, university-level tasks including, but not limited to, observing a guest lecturer and giving a summary of the lecture.

Course Goal
Students will incorporate research into academic presentations and utilize note-taking as primary tool for academic lectures.

Student Learning Outcomes
CS8_SLO1: Take accurate and effective Cornell notes over academic and/or authentic lectures, including experiencing and analyzing a guest academic lecturer.
CS8_SLO2: Participate in group discussions to discuss the main ideas and details from notes over the academic listening passage and apply them to personal and real-world experience.
CS8_SLO3: Give individual and group presentations using basic research techniques (e.g. websites, electronic journals) for a minimum of 5 minutes in one of a variety of modes (PERSUASIVE).
CS8_SLO4: Improve intelligibility through focused pronunciation practice and self-assessment.

Advanced Communication Skills 2 (Level 9- IEP 0326)
Students are expected to prepare academic presentations. The components of this presentation include: gathering ideas through brainstorming, researching information, and organizing information. Students will also apply active listening skills to authentic, university-level tasks including, but not limited to, observing a regular academic class and reporting on it.

Course Goal
Students will incorporate research into academic presentations and utilize note-taking as primary tool for academic lectures.

Reading Course Descriptions and Student Learning Outcomes

Beginning Reading (Level 1 - IEP 0011)
In this course, students will focus on developing pre-academic language skills to help the reading process. The purpose of this course is to develop vocabulary and learn reading strategies while working with simplified texts.

Course Goal
The main goals of Reading 1 are to develop bi-lingual dictionary skills, and increase vocabulary and recognize text organization in order to make meaning from simplified texts.

Student Learning Outcomes
R1_SLO1: Students will increase pre-academic vocabulary and spelling skills by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner.
R1_SLO2: Interpret meaning of lists and short readings using vocabulary and non-textual clues.
R1_SLO3: Use a bilingual dictionary to determine pronunciation and meaning of vocabulary words.

High Beginning Reading (Level 2 – IEP 0012)
This course builds on the beginning students’ reading strategies and introduces an academic concentration in the area of vocabulary and reading structures while continuing an extensive focus on pre-academic vocabulary.

Course Goal
The goal of this course is to guide the student from simplified readings to longer readings with a concentration on overall comprehension of the text and building non-academic vocabulary.

Student Learning Outcomes
R2_SLO1: Students will increase pre-academic vocabulary and spelling skills by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner.
R2_SLO2: Demonstrate comprehension of lists and short readings of increasing length by answering Yes/No and
WH-questions from the readings.

R2_SLO3: Use a bilingual dictionary and/or Learner's English dictionary to determine pronunciation and meaning of vocabulary words.

**Low Intermediate Reading (Level 3 – IEP 0013)**

In this course, students will read graded passages of increasing length. Students will be introduced to reading skills such as skimming and scanning for comprehension.

**Course Goal**

Students will begin reading longer passages which have been graded (i.e. with modified vocabulary, sentence complexity, and grammar structures) showing comprehension through application of reading skills, such as summary, sequencing, and outlining.

**Student Learning Outcomes**

R3_SLO1: Students will increase pre-academic vocabulary, paying special attention to affixes of those words, and spelling skills by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner.

R3_SLO2: Demonstrate comprehension and identify topic, main idea, and supporting detail of graded multi-paragraph passages.

R3_SLO3: Use a bilingual dictionary and/or Learner's English dictionary to determine pronunciation and meaning of vocabulary words.

R3_SLO4: Make inferences using context clues with guidance.

**Intermediate Reading 1 (Level 4 - IEP 0014)**

Students will begin to read longer graded passages and authentic material including a short novel in fiction sessions. This course will focus on key vocabulary and main ideas being key components of reading comprehension. Students will practice structured reading activities to develop fluency.

**Course Goal**

Students will begin by successfully applying reading strategies and skills to graded, level-adjusted readings on non-academic and/or authentic lectures.

CS6_SLO2: Participate in group discussions to discuss the main ideas and details from notes over the academic listening passage and apply them to personal and real-world experience.

CS6_SLO3: Give individual and group presentations using basic research techniques (e.g. websites, electronic journals) for a minimum of 5 minutes in one of a variety of modes (COMPARE & CONTRAST).

CS6_SLO4: Improve intelligibility through focused pronunciation practice and self-assessment.

**High Intermediate Communication Skills 2 (Level 7- IEP 0325)**

Students will build a greater use of speaking and listening by performing academic tasks such as incorporating outside sources in academic presentations, listening and summarizing academic lectures, and working cooperatively in group discussions and/or presentations.

**Course Goal**

Continued development of speaking and listening skills at the academic level, including the use of outside research and group collaboration in academic presentations.

**Student Learning Outcomes**

CS7_SLO1: Take accurate and effective Cornell notes over academic and/or authentic lectures.

CS7_SLO2: Participate in group discussions to discuss the main ideas and details from notes over the academic listening passage and apply them to personal and real-world experience.

CS7_SLO3: Give individual and group presentations using basic research techniques (e.g. websites, electronic journals) for a minimum of 5 minutes in one of a variety of modes (CAUSE & EFFECT).

CS7_SLO4: Improve intelligibility through focused pronunciation practice and self-assessment.
Intermediate Communication Skills 2 (Level 5- IEP 0324)
Students will build greater use of vocabulary and idioms common to both academic life and everyday experience. Students will interact with each other to reinforce conversational grammar and English fluency. Student will also give academic presentations.

Course Goal
Development of speaking and listening skills at the academic level, including group discussions and academic presentations.

Student Learning Outcomes
CS5_SLO1: Demonstrate active listening by taking effective Cornell notes and writing a summary using those notes
CS5_SLO2: Discuss familiar and academic topics using level-appropriate grammar structures
CS5_SLO3: Give individual presentations on progressively difficult concepts (e.g. topics of everyday life to academic topics)
CS5_SLO4: Improve intelligibility through focused pronunciation practice and self-assessment.

Intermediate Reading 2 (Level 5 - IEP 0024)
Students will begin to read longer academic graded passages in non-fiction sections and authentic material including a graded short novel, poetry, and/or short stories in fiction sessions. This course will focus on key vocabulary and main ideas being key components of reading comprehension. Students will practice structured reading activities to develop fluency.

Course Goal
Students will begin by successfully applying reading strategies and skills to graded, level-adjusted readings on non-academic topics in order to understand and apply information found in the text.
**Student Learning Outcomes**

R5_SLO_1: Students will increase academic vocabulary and spelling skills by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner using words from the General Service 2000 Word List, University Word List, and of vocabulary found in the readings.

R5_SLO2: Students will actively read (using skimming and scanning, annotating, note-taking using the Cornell system, and outlining) in order to comprehend and summarize (orally and in writing) level-appropriate novels and works of poetry and prose and increase knowledge of the literary elements of plot, setting, and characters.

R5_SLO_3: Students will read critically in order to understand information found in the text of level-appropriate fiction/non-fiction readings and apply that information in order to discuss issues and solve problems through written responses and group discussions.

R5_SLO_4: Increase reading fluency using in- and out-of-class fluency-building activities using an already-covered text so that students can focus more on reading speed than making meaning.

**High Intermediate Reading 1 (Level 6 - IEP 0015)**

Students will focus on determining meaning in context by applying and analyzing information found in assigned readings and by beginning to synthesize this information with other contexts. Students will practice structured reading activities to develop fluency. Students will read a novel in Fiction sessions.

**Course Goal**

Demonstrate comprehension of main ideas, supporting details, and transitions in academic texts and fiction and apply and analyze that information, as well as begin to synthesize that information with other texts and non-textual contexts.

**Student Learning Outcomes**

R6_SLO1: Students will increase academic vocabulary and spelling skills by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner using words from the General Service 2000 Word List, University Word List, and of vocabulary found in the readings.

Students will build vocabulary, work with conversational grammar, ask and answer basic, necessary questions, and sustain focused exchanges in small groups.

**Course Goal**

Students will practice listening and speaking skills needed for everyday tasks including small group discussions, building toward an introduction to academic tasks. A secondary point of focus will be building vocabulary.

**Student Learning Outcomes**

CS3_SLO1: Summarize a short listening passage orally and/or in writing, and answer questions about it with at least 70% accuracy.

CS3_SLO2: Use appropriate turn-taking in conversation and classroom discussion.

CS3_SLO3: Give a 2-3 minute speech using simple past, present progressive and future tenses; adjectives; possessives; comparatives/superlatives.

CS3_SLO4: Reproduce specific sentence-level information based on listening skills.

**Intermediate Communication Skills 1 (Level 4 - IEP 0314)**

Students will develop and build vocabulary common to everyday life. Use of Academic English, intonation patterns, idioms, and short presentations are introduced to students.

**Course Goal**

Students will transition from communication activities based on everyday language to longer, more academic communication tasks, including presentations and group discussions.

**Student Learning Outcomes**

CS4_SLO1: Demonstrate active listening by taking effective Cornell notes and writing a summary using those notes.

CS4_SLO2: Discuss familiar topics using level-appropriate grammar structures.

CS4_SLO3: Give individual presentations on progressively difficult concepts (e.g. topics of everyday life to academic topics).
CS1_SLO1: Identify scenes, pictures, actions, etc., based on aural descriptions (including a focus on greetings and short dialogues).

CS1_SLO2: Participate in an interview with a student asking and answering yes/no questions, recording, recalling, and retelling answers.

CS1_SLO3: Give a 30-second speech describing an important person or thing.

CS1_SLO4: Recognize different sounds in discrete pairs and do simple one-word dictations.

High Beginning Communication Skills (Level 2- IEP 0312)
Students will focus on building an awareness of vowel and consonant sound distinctions, building a pre-academic vocabulary foundation, developing a knowledge of basic sentence and question order, and developing an awareness of intonation and other speech patterns.

Course Goal
This course focuses on building an awareness of vowel and consonant sound distinctions, building a pre-academic vocabulary foundation, and developing a knowledge of basic sentence and question order, and developing an awareness of intonation and other speech patterns. The purpose of this course is to familiarize students with the characteristics of a presentation and develop their listening and turn-taking skills.

Student Learning Outcomes
CS2_SLO1: With at least 70% accuracy, answer questions from a brief listening passage including descriptive details, dates, amounts, math problems, etc.

CS2_SLO2: Interview a student and be interviewed by a student using yes/no and basic WH-questions, recording, recalling, and retelling answers.

Low-Intermediate Communication Skills (Level 3- IEP 0313)

High Intermediate Reading 2 (Level 7 IEP-0025)
Students will focus on determining meaning in context by applying and analyzing information found in assigned readings and by beginning to synthesize this information with other contexts. Students will practice structured reading activities to develop fluency. Students will read a novel in the Fiction sessions.

Course Goal
Demonstrate comprehension of main ideas, supporting details, and transitions in academic texts and fiction and apply and analyze that information, as well as begin to synthesize that information with other texts and non-textual contexts.

Student Learning Outcomes
R7_SLO1: Increase academic vocabulary by creating a vocabulary portfolio of academic vocabulary from the University Word List and of vocabulary found in the extended reading proficiency.

R6_SLO2: Students will actively read (using annotation, note-taking using the Cornell system, and outlining) level-appropriate non-fiction readings (including textbooks, newspapers, blogs, magazines, etc) and fiction (poetry, short stories, and/or novels) in order to comprehend main ideas and supporting details and examples and increase knowledge of academic subjects.

R6_SLO3: Students will read critically in order to apply and analyze information from level-appropriate fiction/non-fiction readings. Students will also begin to synthesize information found in the assigned text with the social-cultural-historical context of the reader, the author, and other texts (fiction and non-fiction) through written responses and group discussions.

R6_SLO 4: Increase reading fluency using in- and out-of-class fluency-building activities using an already-covered text so that students can focus more on reading speed than making meaning.
R7_SLO2: Students will actively read (using annotation, note-taking using the Cornell system, and outlining) level-appropriate non-fiction readings (including textbooks, newspapers, blogs, magazines, etc) and fiction (poetry, short stories, and/or novels) in order to comprehend main ideas and supporting details and examples and increase knowledge of academic subjects.

R7_SLO_3: Students will read critically in order to apply and analyze information from level-appropriate fiction/non-fiction readings. Students will also begin to synthesize information found in the assigned text with the social-cultural-historical context of the reader, the author, and other texts (fiction and non-fiction) through written responses and group discussions.

R7_SLO_4: Increase reading fluency using in- and out-of-class fluency-building activities using an already-covered text so that students can focus more on reading speed than making meaning.

Advanced Reading 1 (Level 8 IEP-0016)
This course focuses on academic preparation in that the textbooks and novels emphasize academic style of American prose. Students will develop the abilities and confidence to understand complex vocabulary, tone, implication, and style found in written material is an important component to this course through applying, analyzing, synthesizing, and evaluating academic texts. Students will practice structured reading activities to develop fluency.

Course Goal
The goal of Advanced Reading is to build students’ reading skills so they can confidently approach a variety of reading tasks in regular, academic courses.

Student Learning Outcomes
R8_SLO1: Students will increase academic vocabulary and spelling skills from the University Word List and new vocabulary encountered in the extended reading by identify-

The goal of Advanced Grammar is to refine student’s conceptual knowledge of sophisticated grammar forms, analyze academic language, and apply knowledge of grammar to produce sophisticated and varied language.

Student Learning Outcomes
GR9_SLO1: Identify and use phrasal verbs in reading, writing, listening, and speaking tasks.
GR9_SLO2: Identify and use common preposition combinations in reading, writing, listening, and speaking tasks.
GR9_SLO2: Write about a teacher-approved topic using previous grammar points and explain why particular structures were used.
GR9_SLO3: Speak about a teacher-approved topic using all previous grammar points and explain why particular structures were chosen.
GR9_SLO4: Pass an assessment of discrete grammar points with at least 70% accuracy
GR7_SLO4: Identify and use causative verbs in reading, writing, listening, and speaking tasks.
GR7_SLO5: Analyze, edit, and explain all previous grammar structures in weekly journals.

**Advanced Grammar 1 (Level 8 IEP 0216)**

Students will examine complicated structures as needed for clear and precise communication. This course is designed to improve and refine students’ grammar, speaking, and writing skills so that they can use grammatical structures correctly and effectively within the academic setting. In addition, students will be expected to analyze and edit texts for grammatical accuracy.

**Course Goal**
The goal of Advanced Grammar is to refine student’s conceptual knowledge of sophisticated grammar forms, analyze academic language, and apply knowledge of grammar to produce sophisticated and varied language.

**Student Learning Outcomes**

GR8_SLO1: Identify and use conditional clauses in reading, writing, listening, and speaking tasks.
GR8_SLO2: Identify and use gerunds and infinitives in reading, writing, listening, and speaking tasks.
GR8_SLO3: Edit and explain previous grammar structures contained within students’ own formal production.
GR8_SLO4: Edit and explain previous grammar structures contained within selected reading and listening passages.

**Advanced Grammar 2 (Level 9 IEP 0226)**

Students will examine complicated structures as needed for clear and precise communication. This course is designed to improve and refine students’ grammar, speaking, and writing skills so that they can use grammatical structures correctly and effectively within the academic setting. In addition, students will be expected to analyze and edit texts for grammatical accuracy.

**Course Goal**
The goal of Advanced Grammar is to refine student’s conceptual knowledge of sophisticated grammar forms, analyze academic language, and apply knowledge of grammar to produce sophisticated and varied language.

**Student Learning Outcomes**

GR8_SLO1: Identify and use conditional clauses in reading, writing, listening, and speaking tasks.
GR8_SLO2: Identify and use gerunds and infinitives in reading, writing, listening, and speaking tasks.
GR8_SLO3: Edit and explain previous grammar structures contained within students’ own formal production.
GR8_SLO4: Edit and explain previous grammar structures contained within selected reading and listening passages.

**Advanced Reading 2 (Level 9 IEP-0026)**

This course focuses on academic preparation in that the textbooks and novels emphasize academic style of American prose. Students will develop the abilities and confidence to understand complex vocabulary, tone, implication, and style found in written material is an important component to this course through applying, analyzing, synthesizing, and evaluating academic texts. Students will practice structured reading activities to develop fluency.

**Course Goal**
The goal of Advanced Reading is to build students’ reading skills so they can confidently approach a variety of reading tasks in regular, academic courses.

**Student Learning Outcomes**

R9_SLO1: Students will increase academic vocabulary and
spelling skills from the University Word List and new vocabulary encountered in the extended reading by identifying, producing, and using vocabulary with over 70% accuracy in a systematic manner.

R9_SLO2: Students will actively read (using annotations, note-taking using the Cornell system, and outlining) in order to comprehend and summarize (orally and in writing) level-appropriate novels and works of poetry and prose and increase knowledge of the literary elements of plot, setting, and characters.

R9_SLO_3: Students will read critically in order to apply and analyze information from level-appropriate fiction/non-fiction readings. Students will synthesize information found in the assigned text with the social-cultural-historical context of the reader, the author, and other texts (fiction and non-fiction) through written responses and group discussions. Finally, students will evaluate ideas found in the synthesized texts and other contexts and defend their opinions of those ideas.

R9_SLO_4: Increase reading fluency using in- and out-of-class fluency-building activities using an already-covered text so that students can focus more on reading speed than making meaning.

Writing Course Descriptions and Student Learning Outcomes

Beginning Writing (Level 1 - IEP 0111)
The purpose of this course is to familiarize students with the English alphabet, pre-academic vocabulary, and basic rules of spelling. Students will focus on pre-academic writing skills.

Course Goal
The goal of this class is to prepare students to focus on pre-academic writing skills by laying the foundation of English alphabet formation and basic spelling rules.

Student Learning Outcomes
W1_SLO1: Use basic grammar structures to write simple sen-

Course Goal
With the use of gerunds and infinitive, additional modal forms, and passive and active voice, students will meet the demands of complex grammar usage found in academic reading and writing tasks.

Student Learning Outcomes
GR6_SLO1: Identify and use modals of possibility, permission, and advisability correctly based on context and tense.

GR6_SLO2: Use, edit, produce adjective clauses and use them correctly based on context and tense.

GR6_SLO3: Use, edit, produce adverb clauses and use them correctly based on context and tense.

GR6_SLO4: Analyze, edit, and explain all previous grammar structures contained weekly journals.

High Intermediate Grammar 2 (Level 7 - IEP 0225)
More complex grammar structures will be the focus of this course. Students will be expected to apply these complex structures to academic writing and speaking. Areas of weakness will be improved. Students will be introduced to a grammatical analysis process.

Course Goal
Through correct use of noun and adjective clause structures, students will meet the demands of complex grammar usage found in academic reading and writing tasks.

Student Learning Outcomes
GR7_SLO1: Identify and use noun clauses in reading, writing, listening, and speaking tasks.

GR7_SLO2: Use both quoted and reported speech in reading, writing, listening, and speaking tasks.

GR7_SLO3: Identify and use passive voice in reading, writing, listening, and speaking tasks.
GR4_SLO3: Use the expletive construction “There is” and There are”

GR4_SLO4: Identify, edit and use count and non-count nouns and article usage

GR4_SLO5: Analyze, edit, and explain all previous grammar structures contained weekly journals.

**Intermediate Grammar 2 (Level 5 - IEP 0214)**

Students will continue to build on the application of accurate grammar knowledge in academic tasks. Students will be introduced to phrasal verbs, as well as modals. The course will also assess students over previously learned discrete grammar points.

**Course Goal**

Students in this class will refine verb usage with phrasal verbs, perfect tense and modals in order to accurately use grammar for academic purposes.

**Student Learning Outcomes**

GR5_SLO1: Identify and use “how” question structure.

GR5_SLO2: Identify and use perfect verb tenses.

GR5_SLO3: Use, edit and produce the modals of ability and preference and use them correctly based on context and tense.

GR5_SLO4: Analyze, edit, and explain all previous grammar structures in weekly journals.

GR5_SLO5: Pass an assessment of all previous discrete grammar points with at least 70% accuracy

**High Intermediate Grammar 1 (Level 6 - IEP 0215)**

More complex grammar structures will be the focus of this course. Students will be expected to apply these complex structures to academic writing and speaking. Areas of weakness will be improved.

**High Beginning Writing (Level 2 - IEP 0112)**

In this course, students will focus on beginning to write sentences and questions using appropriate sentence structures, punctuation, and capitalization. During the course, both pre-academic writing and introductory academic writing will be taught including how to write related sentences which lead to the production of short paragraphs.

**Course Goal**

The goal of this class is to help students recognize and create sentences, paragraphs, and simple compositions and the vocabulary necessary to write about non-academic subjects.

**Student Learning Outcomes**

W2_SLO1: Write simple and compound sentences using basic punctuation, capitalization and grammar structures for different writing tasks

W2_SLO2: Write WH-questions and Yes/No questions and answers to WH-questions and Yes/No questions by using structures from a prompt

W2_SLO3: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.

W2_SLO 4: Write DESCRIPTIVE paragraphs of increasing lengths using correct format describing familiar persons, objects, activities and places

**Low Intermediate Writing (Level 3 - IEP 0013)**

The purpose of this course is to help students develop their expository writing skills. By the end of this semester students will be
able to create logical, complete sentences. Students will be introduced to paragraph structure and short compositions in narrative and descriptive modes. be able to create logical, complete sentences. Students will be introduced to paragraph structure and short essays.

**Course Goal**
Students will write about everyday topics using logical, complete sentences with appropriate writing mechanics, and students will be able to write logical, complete paragraphs with appropriate mechanics at the end of the level.

**Student Learning Outcomes**
- **W3_SLO1**: Complete a free writing elaborating on a short description using logical sentences incorporating transitional phrases
- **W3_SLO2**: Write a coherent paragraph (6 sentences) with topic, supporting details, and concluding sentences using the steps of the Writing Process
- **W3_SLO3**: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.
- **W3_SLO4**: Write a NARRATIVE composition of 3 short paragraphs which includes a clear beginning, middle and end using the Writing Process

**Intermediate Writing 1 (Level 4 - IEP 0014)**
The purpose of this course is to help students transition from pre-academic expository writing to academic paragraph structure. By the end of this level, students will be able to create logical, complete paragraphs.

**Course Goal**
The goal of Intermediate Writing is to transition from pre-academic writing skills and tasks to academic writing skills and tasks.

**Student Learning Outcomes**
- **W4_SLO1**: Students will be able identify and edit the four sentence types using proper coordinating and subordinating conjunctions. Students will be able to write grammatically

Students will apply their grammar skills moving from sentence-level constructions to paragraph-level in tasks focused on pre-academic, everyday language, including parts of speech, simple and progressive verb tenses, and question formation.

**Student Learning Outcomes**
- **GR3_SLO1**: Use reflexive pronouns, articles, determiners, quantifiers, and prepositions of time and place in correct word order.
- **GR3_SLO2**: Use simple past (including irregular past) and past progressive with correct subject/verb agreement for singular/plural and third person in statement and question form.
- **GR3_SLO3**: Use comparatives and superlatives.
- **GR3_SLO4**: Produce the verbs like, want, have, and need with infinitives
- **GR3_SLO5**: Produce questions with appropriate “do” support.
- **GR3_SLO6**: Pass an assessment of discrete grammar points with at least 70% accuracy

**Intermediate Grammar 1 (Level 4 - IEP 0214)**
Students will continue to build on the application of accurate grammar knowledge, including refinement of usage of previous grammar points, in adapted academic tasks.

**Course Goal**
Students in this class will transition from learning about grammar in language for everyday situations to accurately using grammar for academic purposes.

**Student Learning Outcomes**
- **GR4_SLO1**: Identify and use the seven basic parts of speech in order to talk about and analyze English grammar
- **GR4_SLO2**: Use “will” and “be going to” to express future intent in statement and question form.
High Beginning Grammar (Level 2 - IEP 0212)
In this course, students will continue working on sentence-level grammar, with particular focus on accuracy of simple tense statements and questions, identification of regular and irregular past tense, and identification of count and non-count nouns. In addition, students will continue to communicate at a pre-academic level.

Course Goal
The goal of this class is to begin focusing on verb tense and agreement, count and non-count nouns, and correct word order in statement and question formation in the context of communication at a pre-academic level.

Student Learning Outcomes
GR2_SLO1: Use nouns, verbs, adjectives, pronouns (subject, object, and possessive), and adverbs of frequency appropriately in correct word order for statement and question form.
GR2_SLO2: Produce and respond to “wh” questions in complete sentences.
GR2_SLO3: Use “be” verbs and “have” in simple past and simple future with correct subject/verb agreement for singular/plural and first/second person;
GR2_SLO4: Identify count/non-count nouns
GR2_SLO5: Identify regular/irregular verbs;

Low Intermediate Grammar (Level 3 - IEP 0113)
Students will continue to focus on sentence-level grammar expanding to paragraph-level grammar at the pre-academic level bridging to adapted academic tasks. Accurate use of parts of speech, basic verb tenses and forming questions is one of the goals at this level. Student will apply grammar rules to everyday communication.

Course Goal

Intermediate Writing 2 (Level 5 - IEP 0124)
Students will transition from academic paragraph structure to essay structure. Students will be introduced to the pre-writing process and the five-paragraph essay structure, which includes introduction, thesis statement, supporting body paragraphs, and conclusion. Students will organize and write a Descriptive and an Opinion essay. Students will also write a timed academic paragraph and a timed academic essay.

Course Goal
Transition from pre-academic writing skills and tasks to academic writing skills and tasks.

Student Learning Outcomes
W5_SLO1: Complete two 40-minute timed writing (2 essays—Descriptive and Opinion) in response to a writing prompt. Paragraphs should include a topic sentence and appropriate organization and support and examples
W5-SLO2: Write five-paragraph essays in a variety of rhetorical modes (DESCRIPTIVE and OPINION) using a variety of sentence types, correct organization, overall coherence, adequate support, appropriate transitions and the steps of the Writing Process
W5_SLO3: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.
**High Intermediate Writing 1 (Level 6- IEP 0115)**
Students will build on paragraph and essays skills in order to organize and write Compare & Contrast and Process essays. They will begin to incorporate academic research with guidance. Students will learn to summarize and use direct quotations. Students will also complete timed academic essays in response to TOEFL-like prompts.

**Course Goal**
Continue developing academic writing skills and tasks in preparation for more advanced rhetorical modes and research development.

**Student Learning Outcomes**

W6_SLO1: Produce at least three (3) short-essay length (4-5 paragraphs) 30-minute timed writings based on TOEFL-like prompts and essay-test questions using proper organization and adequate support and details.

W6_SLO2: Write five-paragraph, Compare & Contrast essays using a variety of sentence types, correct organization, overall coherence, adequate support, and appropriate transitions. Essays will also include correct grammar and academic vocabulary usage.

W6_SLO3: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.

W6_SLO4: Perform guided research to be included in their essays. Students will be able to use a direct quote and a summary in their essays and provide correct in-text and end-of-text citation.

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**High Intermediate Writing 2 (Level 7- IEP 0125)**
Students will build on paragraph and essays skills in order to organize and write Argumentative and Cause & Effect essays. They will also continue to incorporate academic research with guidance. Students will learn to summarize and paraphrase. Students will also complete timed academic essays in response to

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**Grammar Course Descriptions and Student Learning Outcomes**

**Beginning Grammar (Level 1 - IEP 0211)**
In this course, students will learn basic sentence-level grammar, from word order and subject/object pronouns to questions and short answers. In addition, students will focus on pre-academic English skills to assist with living and studying in an English speaking country.

**Course Goal**
The goal of this class is to prepare students to learn and use basic sentence-level grammar to assist with living and studying in an English-speaking country.

**Student Learning Outcomes**

GR1_SLO1: Recognize and differentiate between nouns, verbs, and adjectives.

GR1_SLO2: Recognize and differentiate between subject, objective, and possessive pronouns.

GR1_SLO3: Use “be” verbs and “have” in simple present and present progressive with correct subject/verb agreement for singular/plural and first/second person.

GR1_SLO4: Recognize and produce word order for statements and yes/no questions.
vides logical and adequate details to support their answer

W8_SLO2: Write a cohesive and coherent Persuasive research paper that includes the writing process (brainstorming, outlining, multiple drafts, editing, and proofreading)

W8_SLO3: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.

W8_SLO4: Correctly complete guided research to be included in a research paper. Students will be able to use quotations, summaries, and paraphrases of appropriate academic texts and provide correct in-text and end-of-text citation

Advanced Writing 2 (Level 9- IEP 0126)
Students will build on paragraph and essays skills in order to organize and write a Problem/Solution research paper. They will also continue to incorporate academic research, including summaries, direct quotations, and paraphrase, into their academic writing. Students will also complete timed academic essays in response to TOEFL-like prompts.

Course Goal
Build academic research and writing skills in order to be able to confidently approach a variety of writing tasks in regular, academic courses.

W9_SLO1: Produce at least three (3) short-essay length (4-5 paragraphs) 30-minute timed writings based on TOEFL-like prompts and essay-test questions in which the student provides logical and adequate details to support their answer

W9_SLO2: Write a cohesive and coherent Problem/Solution research paper that includes the writing process (brainstorming, outlining, multiple drafts, editing, and proofreading)

TOEFL-like prompts.

Course Goal
Continue developing academic writing skills and tasks in preparation for more advanced rhetorical modes and research development.

Student Learning Outcomes
W7_SLO1: Produce at least three (3) short-essay length (4-5 paragraphs) 30-minute timed writings based on TOEFL-like prompts and essay-test questions using proper organization and adequate support and details.

W7_SLO2: Write five-paragraph Cause & Effect essays using a variety of sentence types, correct organization, overall coherence, adequate support, and appropriate transitions. Essays will also include correct grammar and academic vocabulary usage.

W7_SLO3: Students will demonstrate increasing written proficiency by using the systematic approach of the Writing Process to build a portfolio.

W7_SLO4: Perform guided research to be included in their essays. Students will be able to use a direct quote, a summary, and a paraphrase in their essays and provide correct in-text and end-of-text citation.

Advanced Writing 1 (Level 8- IEP 0116)
Students will build on paragraph and essays skills in order to organize and write a Problem/Solution research paper. They will also continue to incorporate academic research, including summaries, direct quotations, and paraphrase, into their academic writing. Students will also complete timed academic essays in response to TOEFL-like prompts.

Course Goal
Build academic research and writing skills in order to be able to confidently approach a variety of writing tasks in regular, academic courses.

W8_SLO1: Produce at least three (3) short-essay length (4-5 paragraphs) 30-minute timed writings based on TOEFL-like prompts and essay-test questions in which the student pro-