Intensive English Program

Office Address:
206 Milledge Hall
103 Hooper St.
UGA Campus
Athens, GA 30602

Office Hours
Monday to Friday
Please email Laura Clark at iep@uga.edu to schedule an appointment.

Contact Information
Phone Number: (706) 542-7575
Email: iep@uga.edu
Internet: iep.uga.edu
Facebook: The University of Georgia Intensive English Program
IEP Administration and Instructors

IEP Administration
Laura Clark, Program Coordinator and Instructor: iep@uga.edu/lfreyes8@uga.edu

IEP Instructors
Mrs. Laura Clark, Instructor: iep@uga.edu/lfreyes8@uga.edu
Mr. Lavon Smith, Instructor: lsmith@uga.edu
Mr. Greg Timmons, Instructor: gtimmons@uga.edu
Index

Click on the links below to go to the information you want to find!

What is the Intensive English Program?
Mission statement of the IEP
Arriving and paying your tuition
Important information about your visa
IEP Classes:
How to move from one level to the next level
   Class Grades and GPA
   IEP Level Exit Exam
   Student Score Summary
   Repeating a level
   Level change request
Attendance Policy
   Dismissal for low attendance
Healthcare
Advising
IEP Complaint Procedure
IEP Code of Conduct
General Safety Tips
Fun things to do at UGA
Athens Transportation
Achievement Scale
Appendix
   Class change request
   Permission to release information
   Student Complaint Form
   Conversation Partners Program
   Conversation Partners Application
   Waiver of Liability (for IEP activities)
Complete List of Goals, Objectives and Student Learning Outcomes for Every Course
What is the Intensive English Program?

The Intensive English Program (IEP) is a non-credit English language program for students who wish to learn academic English in a university setting.

New students take a placement test when they arrive and are placed into one of the IEP’s six levels:

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>High beginning</td>
</tr>
<tr>
<td>Level 2</td>
<td>Low-intermediate</td>
</tr>
<tr>
<td>Level 3</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Level 4</td>
<td>High intermediate</td>
</tr>
<tr>
<td>Level 5</td>
<td>Advanced</td>
</tr>
<tr>
<td>Level 6</td>
<td>Mastery part 1</td>
</tr>
<tr>
<td>Level 7*</td>
<td>Mastery part 2</td>
</tr>
</tbody>
</table>

*Level 7 is only offered if we have 5 or more full-time students who have completed level 6 and wish to take another level.

The IEP offers four 7.5-week sessions and one 4-week session a year:
- Spring I: January to March
- Spring II: March to May
- Summer: July
- Fall I: August to October
- Fall II: October to December

* Students who enter in the summer will take the first part of their level in June (if a June program is offered) and the second part in July.

**Full-time students** take five classes and study 18 hours a week Monday through Thursday.

**Part-time students** can take one to four classes and study 4-16 hours a week Monday through Thursday.
Mission Statement of the Intensive English Program

The mission of the UGA Intensive English Program is to offer a rigorous, supportive, and student-centered English language program that will help our students to develop the English language proficiency and the cultural competence they need to enter and succeed in American Universities.

We also provide opportunities for international professionals on campus and in the community to further develop their English skills. Our program is housed within the Division of Academic Enhancement, an academic department whose mission is to help all students at the University achieve academic success. We believe that our students deserve the best-qualified and most experienced faculty who can teach classes that are both challenging and enjoyable. Moreover, as our program (which started in January 2014) continues to grow, we regularly offer new courses and electives that are designed to meet our students’ evolving needs. We also strive to make the IEP an integral part of the University of Georgia. Thus, our students attend classes throughout the campus, take part in various campus social activities, and have opportunities to meet with other UGA students through the Conversation Partners program. Finally, we understand that studying in a new culture, far away from home and family, can be stressful, so we try to offer a supportive and welcoming environment. We want our students to know that we value not only their hard work and academic achievements but also their individuality, their cultural diversity, and their contributions to the global community at UGA. http://iep.uga.edu/mission-statement/

What Department is the IEP in?
Our program is housed within the Division of Academic Enhancement, an academic department whose mission is to help all students at the University achieve academic success.
Applying to the IEP

To study in the IEP you must be **18 years old**, and your English level must be at an intermediate level or higher. **We do not accept complete beginners in our program.**

Before applying, students must take our free online placement test so that the IEP can determine their English proficiency level. If a student’s scores meet the program requirements, then he or she can apply on our website, [iep.uga.edu](http://iep.uga.edu).

By clicking on the “Apply” tab, students can find a list of documents they need to submit with their application. These documents include:

- A photocopy of your passport (photograph and facing page)
- A signed and completed certificate of finances
- Supporting documents to accompany the certificate of finances (bank statements or certificates of deposit showing you have the required funds). The exact amount required is listed on the certificate of finances
- If someone else is paying for your tuition, that person must sign the certificate of finances, and write a sponsorship letter. There is an example on the website.
- A completed application form

All these forms are available on our website, [iep.uga.edu](http://iep.uga.edu), under the “Apply” tab.

**Students must pay the $150 application before we process their documents.**

After we have received the application fee and all the required documents, your I-20 will be issued within 10 days and be sent to you electronically.
Arriving at the IEP and Starting to Pay Your Tuition

When to arrive

The program start dates are listed on our website, jep.uga.edu. Click on “Programs” and then “Important Dates.”

All new students must arrive in time to take the placement test, which is held before the start of each new session.

Late Arrival

If your arrival is delayed, you can still attend the IEP as long as you arrive before the second week of classes begins. If your arrival is delayed, you must inform us by email before classes begin (email us at iep@uga.edu). Students will not be accepted if they are more than one week late.

Paying your Tuition

Tuition should be paid in the first week of class. Students who have not paid their tuition before the end of the first week of class will not be able to attend classes in the second week. You can pay by credit card or debit card through our online payment portal.
Staying in Touch with the IEP

If we need to contact you to give you important information, we will contact you by email.

We will email you at the email address you gave to us when you started at the IEP. If you change this email address, you must inform us immediately.

YOU SHOULD CHECK YOUR EMAIL EVERY DAY!
Immigration and Visa Information

Overview

Immigration Services (IS) at the University of Georgia (UGA) provides immigration and visa-sponsorship information to prospective international students.

Once a student is admitted, IS creates and maintains the immigration records of international students in the Student Exchange Visitor Information System (SEVIS).

IS will continue to provide support and regulatory guidance to students throughout their academic program.

Contact Information:

Immigration Services will send emails to student from immigration@uga.edu. It is required that you read communication from our office and respond when necessary. You should be sure to check your spam or junk mail folders to be sure that emails are not going there.

Please review the About Us section of the Immigration Services Website for more information on how to get in touch with our office.

Most requests from our office can be made through our online portal: Compass.uga.edu. Once admitted, students will be sent log in information to this portal via email.

Visa Process

INCOMING STUDENTS

Immigration Document Application:

Once admitted to the IEP, Immigration Services will work with the IEP coordinator and the student to create the necessary immigration documentation: I-20 for F-1 students or the DS-2019 for J-1 students.

An international student can also hold a different visa status, such as an H-4, A-1, J-2 and others. B-1 or B-2 tourists, or those from visa waiver countries admitted under the visa waiver program may not legally study. You may check with Immigration Services to confirm if your visa type is eligible for study.
The Immigration Services Website details the pre-arrival information and visa application steps on the [Incoming International Students Page](#). Please become familiar with this information as you prepare to study in the US.

**Online Immigration Check-in and Mandatory Orientation:**

After you arrive in the US, you must log into [Compass.uga.edu](https://compass.uga.edu) and complete the online check-in which will require you to report your local US address and upload your immigration document copies.

You will also be required to view the [IEP orientation video](#) and complete the IEP Orientation Quiz on [Compass.uga.edu](https://compass.uga.edu)

**Current International Students**

**MAINTAINING STATUS**

**Full-time study requirement:**

F-1 Students are required to take full-time coursework. Full-time coursework in the IEP is considered 5 classes per week.

F-2 visa holders are eligible for part-time classes only. This allows an F-2 student to take one to four classes per week.

J-2 visa holders are eligible for part-time or full-time classes.

Too many absences from a class may put your immigration status at risk. If you miss more than 20% of your classes you will be out of status, and your SEVIS record will be terminated. Additionally, if you fail your classes in three consecutive sessions, you are not meeting US Immigration’s requirement to make satisfactory progress, which can also result in your SEVIS record being terminated. To avoid termination of your status, you should proactively communicate with your teacher, the IEP coordinator, and Immigration Advisor so they can assist you.

**Vacation:**

Students participating in the Intensive English Program will be eligible for an annual vacation after completing the minimum instructional time equivalent to an academic year: 36 weeks of instructional time.
Each session of the Intensive English Program lasts 8 weeks with approximately 10 days between each session. Therefore, an IEP F-1 Student must complete 4 regular length sessions to earn annual vacation.

Maximum allowable time for the annual vacation is One Term; 8 weeks of break. The student must be registered for the session immediately following the 8 week break. A student who has studied in the IEP for four (or more) consecutive sessions can apply to take a break in the next session. During this break, the student can remain in the US, but does not have to take (or pay for) any classes.

To be eligible for a break you must:

- Study for 4 or more consecutive (back-to-back) sessions in the IEP (36 weeks of instructional time)
- Apply to the IEP Office to request a break
- Purchase medical insurance to cover you during the break
- Be registered for the IEP for the following session. Your break session cannot be your last session in the IEP

For example, a student who begins in January 2022 can do the following

- Spring 1—study full time
- Spring 2—study full time
- Summer—study full time
- Fall 1—study full time (and apply to take a break in fall 2)
- Fall 2—take a break
- Spring 1—MUST return to study full time in the IEP

You do not have to take a break in your 5th session, but you can if you want to!

**Travel:**

F-1 and J-1 students and their dependents must have a signature from an Immigration Services advisor on the form I-20 or DS-2019 before they depart the U.S. To obtain the signature, please go to compass.uga.edu, log in, and submit the Replace I-20 Document (for F-1 visa holders) or Replace DS-2019 Document (for J-1 visa holders) form. Select "travel" as the reason for the replacement document.

International travel can be unpredictable and pose some risk. If you make the personal decision to travel internationally, please carefully review the [Immigration Services Travel & Re-Entry page](https://compass.uga.edu) for general information regarding travel and required re-entry documents. If your U.S. entry visa is expired, be aware that applying for a visa could be unpredictable and subject to further delays if U.S. Consulates are not open.

**Employment:**
IEP students are allowed to work part-time (up to 20 hours per week) on Campus for a UGA Department (for example, the UGA dining hall). Working off-campus is not permitted and doing so will cause your immigration status to be terminated.

Working in the US will require you to have a Social Security Number. Information on how to obtain this can be found here.

**Extending, Transferring, Changing Levels, Departing the US:**

Changes in a student’s academic program may require updated to your immigration documents. Any changes should be reported within 10 days on Compass.uga.edu.

Additionally, at the end of your academic program, there is a limited grace period in which you can request to change to a new academic level, transfer your immigration record, or choose to depart the US.

The grace period for F-1 Students is 60 days and the grace period for J-1 students is 30 days.

Please review the details of these processes, as well as other helpful information, in the Current International Student section of the Immigration Services website.
**Sycamore Campus**

The IEP uses a registration system called Sycamore Campus to register students in classes, calculate your GPA (Grade Point Average), keep track of attendance, and issue grade reports.

When you begin your program at the IEP, we will send you an invitation to log in to Sycamore Campus as well as a user name and password. You will need to access Sycamore Campus to check your attendance record, get your grade report, and print your transcripts.

This is the website where you can log in to Sycamore Campus:  

If you forget your login information or your password, email the IEP office (iep@uga.edu) to request a new password.
IEP Classes

While you are studying in the IEP, you will be taking classes in different levels, from level 1 (high beginning) to level 7 (advanced). To move from one level to the next level, you have to pass your current level.

How do I Move from One Level to the Next?

Class Grades and GPA

IEP Level Exit Exam (LEE)
How do I move to the next level?

When you arrive at the IEP, you will take a placement test and be placed into a level. At the end of each level, the IEP instructors look at two things to decide if you are ready to move to the next level:

1. Class grades and grade point average based on the student learning outcomes\(^1\) for each level.
2. Your score on the IEP Level Exit Exam

- You must pass your classes with an average grade of C or higher
  
  \textbf{AND}
  
- You must get the IEP Level Exit Exam Score required to move to the next level

If your average grade for your classes is lower than C or if you fail the level exit exams, you will have to repeat the same level in the next session.

\(^1\) The Student Learning Outcomes are explained at the end of this handbook
Class Grades and Grade Point Average (GPA)

Your class grades are based on your performance in your classes including homework and assignments, participation and attendance, and tests and exams. They are also based on your ability to demonstrate that you have met the required student learning outcomes (SLOs) for each class.

How your GPA is Calculated

Every grade in every class counts toward your GPA. The highest possible GPA is 4.0. The lowest possible GPA is 0.

You need a GPA of 2.0 (a C average) to pass the level.

The table below shows how much each grade counts toward your GPA

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td>A</td>
<td>4</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>B</td>
<td>3</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>C</td>
<td>2</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>D</td>
<td>1</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>F</td>
<td>0</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

To calculate your GPA, add the grade points and divide by the number of classes taken. For example, if a student has an A, B+, C, and a D, the GPA will be $4 + 3.3 + 2 + 1 / 4 = 2.825$. The GPA will be 2.825 and the student has passed the level.

Getting a GPA of 2.0 is one of the two criteria you need to meet to show that you are ready to move to the next level. The other criterion is passing the level exit exams (see next page).
IEP Level Exit Exam

At the end of each level you will take the IEP Level Exit Exam (LEE).

The LEE exam has five parts:

An Essay Exam
You must write an essay in response to an essay prompt (1 hour)

A Speaking Exam
You must do a short speaking test in which you will be given a short prompt and respond to the prompt with two instructors (5 minutes)

A Listening Exam
You will listen to a conversation or lecture and answer multiple choice questions (about 10 minutes)

A Reading Exam
You will read some passages and answer multiple choice questions. (30 minutes)

A Grammar Exam
You will do a multiple choice grammar quiz (25 minutes)

All Level Exit Exams will be given in the last week of the session.
All the exams will be scored by two IEP instructors. To pass the Level Exit Exams, you must get the score required to pass to the next level. (Different scores are required for different levels.)

To move to the next level you must pass your Level Exit Exams AND pass your classes.

At the end of each session you will receive the student score summary on the next page. This document reports your GPA and your scores on the LEE exam. It also informs you about what level you will be in in the next session.
University of Georgia Intensive English Program Student Score Summary

Your grades for your courses and your grades on the Level Exit Exams are based entirely on showing that you met the student learning outcomes printed on your syllabi and in the back of this handbook.

To pass to the next level, you need

1. A GPA of 2.0 for your classes last session (An average score of C or higher in your classes)
2. A passing score on the IEP Level Exit Exams.

How your GPA is Calculated

Every grade in every class counts toward your GPA. The table below shows how much each grade counts toward your GPA.

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4</td>
<td>A</td>
<td>4</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>B</td>
<td>3</td>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>C</td>
<td>2</td>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>D</td>
<td>1</td>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>F</td>
<td>0</td>
<td>F</td>
<td>0</td>
</tr>
</tbody>
</table>

You need a GPA of 2.0 (an average of C or higher) to pass your classes.

Finding your Grades and GPA in Sycamore Campus

- To see your exact grades, please log into your account on Sycamore Campus and click on “grades.”
- To see a summary of your grades on your report card, click on “student documents.”
- If you have questions about your class grades, please contact your instructor by email at the email address your instructor provided to you on your class syllabus.

IEP Level Exit Exams

Your scores for the IEP level exit exams are given in the table below. For each exam, you will receive a grade of P (pass) or F (fail). If you have questions about your Level Exit Exam grades, please contact the IEP director at iep@uga.edu.

Please read the table below carefully. It tells you your GPA, your Level Exit Exam scores, and your level in the next session.

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Level in last session</th>
<th>GPA</th>
<th>Level Exit Listening</th>
<th>Level Exit Speaking</th>
<th>Level Exit Reading</th>
<th>Level Exit Writing</th>
<th>Level Exit Grammar</th>
<th>Level in next session</th>
</tr>
</thead>
</table>

- To find more information about what you should be able to achieve before exiting your current level and moving to the next level please refer to:
  - The student learning outcomes printed on every class syllabus
  - The achievement scale on page 44 of the student handbook
  - A complete list of student learning outcomes for each class at the back of this handbook
Repeating a Level

If you do not pass your classes with a C average AND pass the Level Exit Exams you will have to repeat a level. It is not unusual for students to repeat a level once or twice. The maximum number of times a student can take any level is 3 times. If you do not pass your class after three attempts you are not making satisfactory progress in the program.

US Immigration requires all students to make satisfactory progress in Intensive English Programs. Therefore, any student who is studying on an F-1 or J-1 visa and who does not pass his or her classes after three attempts will have to leave the program. If students decide to transfer to a different program, the Office of International Education can process the transfer request.

Level Change Request

If you feel that your level is incorrect, you can fill out the “Student Request of Level Change Form” in the appendix at the end of the student handbook. However, filling out the form does not guarantee that your request will be granted.
Attendance Policy

1. We expect students to attend all their classes.
2. **There are no excused absences.**
3. Every absence is counted.
4. If you are absent for medical reasons, you should submit a note signed by a U.S. doctor.
5. If you are a sponsored student and your government or other organization is providing a scholarship for you to attend our program, we will report all your absences to your sponsor.

**If you have more than the allowed number of absences, you will be dismissed from the program.**

The number of absences you are allowed depends on the number of classes you are taking.

<table>
<thead>
<tr>
<th>Number of hours you spend in class each week</th>
<th>Maximum number of absences allowed before dismissal</th>
<th>Number of hours you spend in class each week</th>
<th>Maximum number of absences allowed before dismissal</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>36</td>
<td>12</td>
<td>18</td>
</tr>
<tr>
<td>22</td>
<td>33</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>20</td>
<td>30</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td><strong>18</strong></td>
<td><strong>27</strong></td>
<td><strong>6</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>16</td>
<td>24</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>14</td>
<td>21</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Most full-time students take 18 hours of class per week, so the maximum number of absences allowed in one 7.5-week session before dismissal is 27. Students who have more than the allowed number of absences for one class will probably fail that class. **Failing one class will lower your GPA and could cause you to fail the entire level.**
Dismissal from the Program for Low Attendance

Any student who has more than the allowed number of absences will be dismissed from the IEP and his or her SEVIS records will be terminated. When a SEVIS record is terminated, the student may be able to apply for reinstatement.

If there is a good and well-documented reason for exceeding the allowed number of absences (such as an illness or the death of a family member), the IEP may be willing to support the student’s application for reinstatement. The IEP director will make a decision on whether or not to support an application for reinstatement on a case-by-case basis.

If the IEP director does not support the student’s application for reinstatement, the student may still have the option of applying to another program. In that situation, the Office of International Education will inform the program to which the student applies for a transfer that the student will be transferring with a terminated SEVIS record.

If a student is dismissed from the IEP, he or she will not be allowed to remain in the US without applying for reinstatement, so it is essential that any student whose SEVIS record is terminated either

1) apply for reinstatement (at the IEP or in another program) or

2) leave the United States to return home. Students who apply for reinstatement must attend classes while they are waiting for their application to be processed.
Healthcare

What should I do if I am sick?

Emergency Healthcare

Healthcare and Medical Insurance

Example of Insurance Letter

Counseling and Mental Health
What should I do if I am sick?

If you have a **serious** accident, injury, or accident and you need **immediate emergency medical care**, you should call 911.

If you are too sick to go to the doctor by yourself, please contact Laura Clark so that we can help you: lfreyes8@uga.edu/iep@uga.edu

If you are sick (but it is not an emergency), you should NOT go to the UGA Health Center because you do not pay the Health Center fees.

Also, you should NOT go to a hospital (unless you have an emergency) because hospitals are very expensive.

If you need to see a doctor, **we recommend that you go to an Urgent Care Clinic.** Please see the list of clinics below.

- **Bulldog Urgent Care** (Very close to UGA Campus)
  - 494 Baxter Street Suite C (706) 715-4696
  - (downtown opposite North Campus)
  - [https://www.urgentcare247.com/locations/bulldog](https://www.urgentcare247.com/locations/bulldog)

- **Peachtree Immediate Care Athens**
  - 1480 Baxter Street Suite A (706) 543-0228
  - [https://www.peachtreemed.com/location/athens/](https://www.peachtreemed.com/location/athens/)
  - This clinic is on the Athens Transit bus line

- **Reddy Medical Group**
  - 1061 Dowdy Road #100 (706) 621-7555
  - [www.reddyurgentcarecenters.com](http://www.reddyurgentcarecenters.com)
• Athens Regional First Care
  • 485 Highway 29 North  (706) 438-4080
  • https://www.wellstreet.com/office-locations/athens-urgent-care/?utm_source=gmb&utm_medium=yext

**Emergency Healthcare**

If you have an emergency and you need immediate assistance call 911 and ask for an ambulance. The ambulance will come to pick you up and take you to hospital.

If you have an injury you think might be serious, you can also go to hospital by yourself (or ask a friend to take you). There are two hospitals in Athens:

**Piedmont Athens Regional**
1199 Prince Avenue
Athens, GA 30606
(706) 475-7000

**St. Mary’s Hospital**
1230 Baxter St.
Athens, Ga 30606
(706) 389-3000

Please be aware that hospitals are very expensive in the US, and your insurance will not cover everything: you will have to pay the first $100 deductible and you will also have to pay 20% of the cost between $100 and $5000.
Healthcare and Medical Insurance

All full-time students in the IEP MUST purchase Health Insurance.

The health insurance that most IEP students purchase is provided by T. W. Lord Associates.

It includes the following benefits:

- Coverage for medical expenses up to $250,000
- Coverage for emergency medical evacuation (returning the student to his or her own country) of up to $50,000
- Repatriation of mortal remains (the body) up to $25,000

The insurance does NOT cover maternity (pregnancy or child birth). Also, it does NOT cover pre-existing conditions.

In other words, it will NOT pay for a health problem, illness, or injury you had before you came to the US. The insurance is only designed to cover illness and injury that occurs while you are living in the US.

The way the insurance works is very similar to the insurance most employees at UGA have (but it costs less for IEP students):

- If you have to go to see a doctor, you have to pay a deductible of $100 for the first visit.
- After the $100 has been paid by the student, the insurance company will pay 80% of the cost between $100 and $5000 and 100% of the cost between $5000 and $250,000.
- Some things (like dangerous sports and activities) are NOT covered by your health insurance.
Example of Insurance Letter

August 21, 2014

To Whom It May Concern:

This correspondence confirms that the above named individual will be insured during the stay in the USA. The coverage is Seven Stones Inbound; underwritten by United States Fire Insurance Company with Policy Number [blank]. The coverage is effective from August 15, 2014 through October 15, 2014.

This policy provides coverage for medical expenses up to $250,000, emergency medical evacuation up to $50,000 and repatriation of mortal remains up to $25,000 while traveling in the United States. Our firm administers this plan.

I trust this is the information you require. Please call me if you have any questions.

Sincerely,

[Signature]

Vera Davis
International Benefits

You will receive a letter like this as your proof of medical insurance.

You will have to pay for treatment when you go to a doctor. Save your receipt and the IEP Office will help you contact the insurance company to get back the part of the payment that is covered by your insurance.

Click here to find a full description of the health insurance policy.
Advising

We encourage all of our students to talk to an advisor when they have questions or concerns about living in the USA, about their courses, or about any other issues they want to talk to someone about. You can make an appointment to meet with an IEP advisor by emailing the IEP Office at IEP@UGA.edu.

Counseling and Mental Health

If you are seriously concerned about your mental health and think that you could be a danger to yourself or to other people, you should call 911.

If you need to talk to a counselor or mental health professional, but it is not an immediate emergency, you can contact one of the UGA counseling centers below. Most of these centers provide counseling at a low cost (usually $10 per hour for students).

- Family Counseling Services (706) 549-7755
- The UGA Psychology Clinic (706) 542-1173
- Center for Counseling and Personal Evaluation at the College of Education (706) 542-8508

The IEP staff or director can also help you to contact these centers if you need help.
IEP Complaint Procedure

What should I do if I have a complaint?

If you have a problem or a complaint, you should talk to one of your instructors. The instructor will try to help, but if the instructor cannot help, he or she will refer you to the IEP Director.

If you feel that the problem still has not been resolved, you should fill out the “Student Complaint Form” that you can find in the appendix at the end of this handbook.
IEP Code of Conduct

We expect all students to obey the UGA and IEP Code of Conduct. When you come to your orientation on the first day, you will have to sign the IEP Code of Conduct.

You can read the code of conduct on the next page. All IEP students must sign the code of conduct. If you do not sign the code of conduct, you will not be able to study in the IEP.

Students who violate the code of conduct (break a rule in the IEP code of conduct) will have to meet with the IEP Director and will be given written notification that they have violated the code of conduct. The IEP director will make a decision about what action to take if a student violates the code of conduct. The action could include dismissal from the IEP.

Appeals Process for Violations of Code of Conduct

If a student wishes to appeal a decision made by the IEP director, the student should contact the IEP (iep@uga.edu) to make an appointment to meet with the Director of the Division of Academic Enhancement (DAE)--home of the IEP at UGA. The Director of the DAE will hear student appeals on violations of the IEP Code of Conduct, review the case, and serve as the final arbiter (decision maker) in the appeal process. Again, violation of the IEP Code of Conduct could include dismissal from the IEP.
IEP Code of Conduct

All IEP students must agree to the following code of conduct:

1. I will follow all the rules for UGA students.  
2. I will attend class regularly, complete class assignments, and prepare for class.
3. I will follow the directions of UGA employees including IEP instructors, administrators, and staff.
4. I will be honest academically and professionally.
   a. I will not cheat, plagiarize, or help others to cheat.  
      (https://ovpi.uga.edu/sites/default/files/uga-academc-honesty-policy-may-07.pdf)
   b. I will not tell lies about myself or others in speaking or writing.
5. I will not steal or damage property belonging to the University or to others.
6. I will not act in a way that is harmful or dangerous to me or to other people.
7. I will not behave in a way that is disorderly, disruptive, physically or verbally abusive or threatening to other people.
8. I will be responsible for my own behavior and I will treat my classmates, my instructors, UGA employees, UGA students and other people in the community with respect.
9. I will not smoke or drink alcohol inside or outside a UGA building or anywhere on the UGA campus.
10. If I am under 21, I will not drink alcohol anywhere at any time.
11. I will not break any laws or commit any crimes.

I understand that if I do not follow the code of conduct, I may face disciplinary action or be dismissed from the program. The Director of the IEP and the Director of the Division of Academic Enhancement have the authority to dismiss me from the IEP if I do not follow the IEP or UGA code of conduct.

By writing my name below, I am agreeing that I will follow the IEP Code of Conduct.

Name: ____________________________ Date: _______________

For more information about the IEP Code of Conduct, see the IEP Student Handbook:  
http://iep.uga.edu/programs/student-handbook/
General Safety Tips

https://www.police.uga.edu/campus-safety

Download the UGA Safe App: **UGA Safe – University of Georgia Office of Emergency Preparedness**

prepare.uga.edu/uga-safe/

The University of Georgia Crime Prevention Unit works to provide a safe secure environment for faculty, staff, and students. The University is an open campus with threats of the real world. This article, constructed by the Crime Prevention Unit, provides general information to help you become better aware of your environment and reduce the chances of you becoming a victim.

**Three Basic Personal Safety Rules:**

**DO:** Stay alert; keep your mind on what’s around you.

**DO:** Communicate the message that you’re calm, confident and know where you’re going. Stand tall, walk purposely and make eye contract.

**DO:** Trust your instincts. If something does not feel right, it probably isn’t.

Safety in the Public…

- When walking with one other person you reduce your chance of becoming a victim by 63%.
- When walking with more than one other person you reduce your chance of becoming a victim by more than 90%.
- Never walk or jog alone.
- Avoid poorly lit streets, alleys, vacant lots, and parking lots.
- Walk close to the curb surroundings, don’t be overconfident.
- Attackers look for a passive victim, so walk with a steady pace and appear purposeful.

Safety in your Residence…
• List only your last name and first initial on mailboxes and in the phone book.
• Do not allow strangers in your residence.
• Keep all entrances well illuminated.
• Use good deadbolt locks and solid core doors.
• Do not give personal information over the phone.
Fun things to do at UGA!

IEP Activities
To find out more about activities and events organized by the IEP, you should check out the IEP Facebook page:
https://www.facebook.com/iep.uga.edu/

We post information about IEP trips and events on Facebook every day, as well as information and events for UGA and Athens as a whole.

The Conversation Table
This is a weekly meeting where IEP students meet up with UGA students and other community members at a local coffee shop, restaurant, or park to practice English outside of the classroom. In fall 2016, the conversation table meets at 5PM on Tuesday evenings. See our Facebook page for more details!

The Conversation Partners Program
In the conversation partners program, we will try to match you up with a UGA student so that you can meet up once a week for conversation. Partners are matched based on their language interests and hobbies. For more information, email ieppartner@uga.edu, or contact Marina Doneda: mdoneda@uga.edu. An information sheet and application form for this program can be found in the appendix.

IEP Trips and Activities
We arrange trips to Atlanta and other places of interest every session. This fall we are going to Stone Mountain and Atlanta (Aquarium, Coca Cola Museum, and/or CNN). We have also taken trips to Six Flags over Georgia, Tanger Outlets, gone kayaking, and more. We try to plan an activity of trip at least twice per session. For more information, go to our Facebook page:
https://www.facebook.com/iep.uga.edu/
UGA and Athens Activities and Services

There is always something to do at UGA. To find out what is going on, please check out the UGA calendar: calendar.uga.edu or the IEP Facebook page.

IEP students get discounts at some events, but not at all events because IEP students do not pay UGA activity fees.

The Ramsey Sports and Recreation Center

The Ramsey Center is one of the best sports and recreation centers in the nation, with three swimming pools, many weight rooms and gyms, basketball, squash, racquetball, a climbing wall and many other activities. IEP students can join the Ramsey Center for only $15 a month. For more information, see the Ramsey Center website: https://recsports.uga.edu/

Student Clubs and Organizations

Joining a student club or organization is a great way to meet Americans and make friends! Did you know that there are more than 800 clubs and student organizations at UGA? Check out the full list at this website: https://uga.collegiatelink.net/organizations

Athens, Georgia

Athens, Georgia is home to many fun (and often free) annual events and festivals. Athens was ranked as the third best place to live in the United States by Outdoor Magazine in 2016 and is home to over 400 restaurants, night clubs, and music venues. In addition, Athens has many beautiful parks and outdoor spaces. To learn more about Athens, visit https://www.visitathensga.com/
UGA and Athens Transit Buses

Getting around on campus

UGA buses are white, red, and black. IEP students can get on and off the bus at the bus stops and do not need to show their ID card to ride the UGA bus. UGA buses are free to everyone. You can find more information about the UGA bus and its routes here: https://www.transit.uga.edu/

Getting around off campus

Athens Transit Buses are free like UGA buses. IEP students can use these buses to get to and from their apartments, the grocery store, and other places of interest, like the mall. Go to http://athenstransit.com/ for fares, schedules and routes.
Achievement Scale

The description below explains what students will be able to do at the end of each level they successfully complete.

Level 1:
- Can understand and use familiar everyday expressions and basic phrases
- Can introduce themselves and others and can ask and answer questions about personal details such as where they live, people they know and things they have
- Can identify different parts of speech of a sentence and use present and past tense verb forms
- Can write one page of text on a topic of personal interest with introduction and conclusion
- Can use vocabulary developed in the class when speaking and when writing
- CEFR Scale A1-A2; Approximate TOEFL IBT 20-34; TOEFL ITP 300

Level 2:
- Can understand sentences and expressions important for communicating about personal and family information, shopping, local geography, employment
- Can express likes and dislikes, requests, suggestions, and advice
- Can identify and use verb tenses in present, present perfect, past, past perfect, and future; understand and use basic modal verbs
- Can read and understand low-intermediate level texts and discuss those texts in spoken form and in writing to identify the main ideas and important details
- Can use transitions and connectors, such as “however”, “on the other hand”, “as a result”, etc.
- Can write an original composition on an assigned topic, with an introduction, body paragraphs of support that have a topic sentence, supporting details, and a conclusion
- Can summarize in speaking and in writing the main idea and important details of lectures and texts at a lower-intermediate level
- Can use vocabulary from the class to increase speaking and writing abilities
- CEFR Scale: A2-B1; Approximate TOEFL IBT 35-54; TOEFL ITP 350
Level 3:
- Can understand the main points of conversation about matters regularly encountered in work, school, and/or in one’s free time and be able to communicate in most situations likely to arise while travelling in an area where the language is spoken
- Can summarize and paraphrase information from class lectures and the course book and answer comprehension questions
- Can give a prepared speech or presentation for at least 2 minutes
- Can identify gerunds and infinitives in texts; use correct prepositions after verbs; identify and use comparatives and superlatives; identify and construct sentences with adjective and adverb clauses
- Can comprehend intermediate-level texts and summarize the main ideas and key details of support
- Can utilize reading strategies such as skimming and scanning to locate important information and understand the meaning of unfamiliar words from context
- Can write an organized essay on an academic topic with an introduction, clear thesis statement, at least 2 body paragraphs with topic sentences, and a conclusion
- Can use academic vocabulary in the class in speaking and in writing
- CEFR Scale B1; Approximate TOEFL IBT 45-55; TOEFL ITP 400

Level 4:
- Can express opinions on a variety of topics and provide support for those opinions; can summarize and paraphrase information to answer comprehension questions from class lectures; can compare and contrast ideas and infer meanings from talks and lectures
- Can give a presentation of at least 3 minutes using visual aids such as PPT or Prezi and take questions from the audience
- Can identify and use various types of noun and adjective clauses; can distinguish between active and passive voice and understand the appropriate use of both; can construct sentences using the present and future real and unreal conditionals
- Can read and comprehend the main idea of an upper-intermediate text and its supporting details and important points
• Can write a well-organized persuasive essay, using different grammatical and sentence structures, transition and connectors
• Can write summaries of texts from the course book, paraphrasing main ideas and key details of support and answer comprehension questions based on various readings centered on one topic or theme
• Can use academic vocabulary and important collocations to increase speaking and writing proficiencies
• CEFR Scale B1-B2; Approximate TOEFL IBT 55-65 TOEFL 450

Level 5:
• Can communicate effectively for social, academic and professional purposes
• Can understand information from an academic lecture such as those students would encounter as undergraduate students at U.S. universities (lectures of 10-15 minutes or more)
• Can paraphrase main ideas and points in an academic lecture and in group discussions
• Can give a prepared speech or presentation, using visual aids such as PPT or Prezi, of at least 4 minutes and answer questions from the audience; and can speak for one minute and half on a topic the student has had not previously prepared for
• Can write sentences correctly using present and future real and unreal conditionals, participle phrases, adjective and adverb clauses, comparatives and superlatives, verb tenses, and modals, and explain the purpose for and use of articles and demonstratives in academic texts
• Can comprehend academic texts as well as new reports/published essays written for native speakers, being able to identify main ideas and supporting details
• Can write: a 5-6 paragraph well-organized persuasive essay with a clear opinion and well-supported arguments; a write a research paper of 3-5 pages; emails and other correspondence that is socially and culturally appropriate in an academic setting.
• Can use academic vocabulary to increase communication and written proficiencies and to increase scores on language tests such as TOEFL and IELTS
• CEFR Scale: B1-B2; TOEFL IBT: 65-75 TOEFL ITP 500
Level 6:

- Can identify and restate main ideas and key supporting details from a class lecture, as students would encounter in an undergraduate course
- Can give a 4-6 minute presentation on an assigned academic subject, using visual and outside sources to inform the presentation (PPT or PREZI); can give a talk for at least 2 minutes on a topic not previously prepared for
- Can comprehend the main idea, supporting details and key points of academic text written for students at the undergraduate level
- Can identify and understand vocabulary in context and important collocations, being able to use these in students’ own writing and speaking
- Can use (orally and in writing) grammatical structures characteristic of academic texts at the undergraduate level
- Can write academic essays (cause and effect, process, problem-solution) on complex subjects
- Can use academic vocabulary and collocations to increase overall language proficiency and achieve higher scores on TOEFL, IELTS, GRE
- CEFR Scale: B2; TOEFL IBT 75-85 TOEFL ITP 550

Level 7:

- Can comprehend both orally and in texts the information required for success at the undergraduate and graduate level at U.S. universities.
- Can produce both orally and in writing information required for success at the undergraduate and graduate level at U.S. universities
- Can negotiate the linguistic requirements to become a successful, contributing member of undergraduate or graduate level program of study at a U.S. university.
- CEFR Scale: C1; TOEFL IBT 80-90 TOEFL ITP 550+
Appendix

Class change request
Permission to release information
Student Complaint Form
Conversation Partners Program
Conversation Partners Application
Complete List of Goals, Objectives and Student Learning Outcomes for Every Course
UGA IEP Class Change Request Form

NOTE: Filling out this form does not guarantee that you will be allowed to change classes.

Your full name: ____________________________________________________________

Email address: _____________________________________________________________

Current Level/Section/Class (example: “4A” or “IELTS”): ______________________

Desired Level/Section/Class (class you want to move into): ______________________

Reason you want to change classes:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please fill out this form and submit it to Victoria in the IEP office. We will notify you about whether or not the change has been approved after we have made a decision. While you wait for notification, you should continue to attend the classes you were originally assigned.

Office use only:

Request ______ approved ______ denied Initials: ________ date: _____________
Permission to Release Education Record Information

I give permission for The Intensive English Program at the University of Georgia to release information on my grades, attendance, and program completion to the following organizations or people (check one)

- The New York Attaché’s Office of the Turkish Consulate
- The Saudi Arabian Cultural Mission (SACM)
- Other

(If you checked “Other” please write the name of the person or organization you want us to give the information to:

___________________________________________________________________
___________________________________________________________________
___________________________________________________________________
___________________________________________________________________

Student’s Name: ___________________________________________________
Student’s Signature: _________________________________________________
Date: ______________
Today’s Date: _______________________

IEP Session: ___________________

UGA IEP Student Complaint Form

Your full name: ________________________________________________________________________

Email address: ________________________________________________________________________

_____ I am appealing because I was dismissed from the program for attendance

(Use the back of this form to explain why your attendance record was inaccurate)

_____ I am complaining about another IEP decision. (Please fill out the information below)

_____ I am complaining about a teacher, a class, or something that happened to me in class (Please list the name of the teacher and level below.)

Teacher’s name __________________ Class and level ________________________

1     Please explain your complaint. What is the action or decision that you would like to be reviewed?

___________________________________________________________________________

2     Why do you disagree with this action or decision?

___________________________________________________________________________

3     How would you like to see this action or decision resolved?

___________________________________________________________________________

Please fill out this form and submit it to Victoria in the IEP office (Room 205). We will notify you after we have made a decision.

Office use only:

Request    _____ approved    _____ denied    Initials :_______ date: ___________
What is the Conversation Partners Program?

The Conversation Partners Program is offered by the University of Georgia’s Intensive English Program. This exciting new language exchange program gives IEP student’s the opportunity to meet a UGA student while sharing their culture and language and improving their own English language skills in a non-academic setting.

Who can participate in the Conversation Partners Program?

All IEP students as well as students studying at the University of Georgia who wish to improve their foreign language skills and learn more about a foreign culture can participate in this program. While participants need not be language majors, they should have an interest in learning about and sharing new cultural experiences. Conversation Partners should be reliable, social, and respectful.

How does the Conversation Partners Program work?

When the Intensive English Program receives your application for the Conversation Partners Program, we will begin to look for a compatible language partner. In the case that an adequate match cannot be found, you will be placed on a waiting list. Once we have matched you with a language partner, you should e-mail or call him/her in order to schedule weekly meetings. These meetings are to be arranged around your schedule, and you are not required to meet on campus. At the end of the semester, we will contact you to find out if you would like to continue participating as a Conversation Partner.

What are the requirements for participating in this program?

You must demonstrate a commitment to the program by meeting up with your language partner at least once a week for one hour during the semester. Please contact us once a month to keep us informed on how your meetings are going. We ask that you do not get romantically involved with your conversation partner. If such a relationship does form, please inform us so that we can find you a new conversation partner.

How to apply for the Conversation Partners Program

Please submit the attached application form to ieppartner@uga.edu.
## IEP CONVERSATION PARTNERS APPLICATION FORM

Please fill out the following application and e-mail it to ieppartner@uga.edu. Thank you for your interest in the IEP’s Conversation Partners Program!

### IEP APPLICANT INFORMATION

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date of Application:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active E-mail:</td>
<td>Phone:</td>
</tr>
</tbody>
</table>

### Highest Level of Education Completed
- [ ] High School
- [ ] Bachelors
- [ ] Graduate OR Some Graduate

### Major:

### Interests (Hobbies, sports, etc.): Please fill this in. It will help us match you!

<table>
<thead>
<tr>
<th>Gender:</th>
<th>I prefer my partner to be:</th>
<th>Native language:</th>
<th>Other languages spoken:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] Female</td>
<td>[ ] Female</td>
<td>[ ] Male</td>
<td>[ ] Male</td>
</tr>
</tbody>
</table>

### OTHER INFORMATION

1. What languages do you speak and what is your proficiency level in each language?

   __________________________________________________________
   __________________________________________________________

   The language(s) I would like to practice: English

2. Any additional comments/concerns

   __________________________________________________________

3. When do you plan on leaving Athens?

   __________________________________________________________
Release, Waiver of Liability and Covenant Not to Sue

READ CAREFULLY BEFORE SIGNING

I hereby acknowledge my awareness that my participation in the University of Georgia’s Intensive English Program field trip to (site) on (date) to engage in the following activities, as part of the following IEP courses: may expose me to risks of property damage and bodily or personal injury, including injury that may prove fatal. Examples of the risks that I may be exposed to include:


as well as other risks that may not be foreseeable. I hereby assume any and all such risks.

The following will be provided by the University/College/Department (please check all that apply):

- transportation
- meals
- other (please explain: )

For the sole consideration of The University of Georgia allowing me to participate in the Intensive English Program field trip, I hereby release and forever discharge The University of Georgia, the Board of Regents of the University System of Georgia, their members individually and their officers, agents and employees from any and all claims, demands, rights and causes of action of whatever kind, arising from or by reason of any personal injury, property damage, or the consequences thereof, resulting from or in any way connected with my participation in the field trip.

I understand that the acceptance of the Release, Waiver of Liability and Covenant Not to Sue by the Board of Regents of the University System of Georgia shall not constitute a waiver, in whole or in part, of sovereign immunity by said Board, its members, officers, agents, and employees.

I hereby certify that I am at least 18 years of age and that I have read and understood the above.

SIGNATURE ______________________________ DATE __________________

PRINTED NAME ____________________________

Waiver requested by ________________________ (faculty/staff); ______________________ (dept)

Revised May 18, 2015
Section 1: Core Courses
 Presents Goals, Course Objectives, SLOs for Core Courses

- Grammar
- Listening & Speaking
- Reading
- Writing
- Vocabulary (levels 1 and 2 only)

Section 2: Elective Courses
 Presents Goals, Course Objectives, SLOs for Elective Courses

- IELTS Course 1
- IELTS Course 2
- Debating and Argumentation
- Speak Like an American
- Academic Writing
- Pronunciation
- Grammar Plus
- Reading Discussion

CEA Definitions:
Course goal: "The overall intended outcome or target for the course. The goal guides the development of meaningful course objectives and informs the students and teachers of the purpose of the course."

Course objective: "A specific curricular element taught through content and activities. The course objectives guide instruction and lesson planning in order to provide a learning experience for all students, and, in aggregate, address the course goals."

Student Learning Outcome: "A description of what the student will know or be able to do with the language as a result of the course of instruction. A student learning outcome is written in terms of observable and measurable language skills. Along with course objectives, student learning outcomes provide the foundation of assessment by implying what will be assessed and appropriate methods of assessment."

Section 1: Core Courses
Level 1 Grammar

**Course Goal:** To help students develop a strong foundation of basic English grammar structures, particularly verb tenses and parts of speech.

**Course Objectives:**

- To familiarize students with the various parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, articles, and prepositions
- To familiarize students with sentence structure terms including subject, verb, direct object and indirect object
- To teach students to recognize, understand, and use various types of pronouns (subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns)
- To review and expand on students’ knowledge of the basic English verb tenses including simple present, present progressive, simple past, past progressive, present perfect, and present perfect progressive. This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean
- To introduce students to some of the metalanguage (in this case, names of sentence components, parts of speech, and verb tenses) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Identify the parts of speech of words in simple English sentences. For example, students should be able to label the parts of speech of all the words in the sentence “He quickly ate the huge hamburger from the restaurant.”

2. Identify the various components (subjects, verbs, direct objects, and indirect objects) of given sentences.

3. Use the correct pronoun in fill-in-the blank and multiple choice exercises.

4. Write their own, original sentences correctly using subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns

5. Identify the various verb tenses used in a given paragraph of text.
6. Use the correct verb tense (formed and spelled correctly) in fill-in-the-blank and multiple-choice exercises.

7. Write own original sentences or paragraphs in the appropriate tense, with tenses formed and spelled correctly.

8. Write complete sentences that begin with capital letters and end with appropriate punctuation.

**Level 1 Listening/Speaking**

**Course Goal:** The main purpose of this course is for students to build fluency and confidence in communicating in English about themselves and in common, everyday situations.

**Course Objectives:**

- To use illustrations in real-world contexts to build students vocabulary (related to students’ most immediate needs, such as personal information, family, school, community, housing, transportation, health, and work) in meaningful events, which enable them to understand and respond to class discussions and topics.

- To build linguistic and grammatical competence in response to questions and simple step instructions. Focus on moving beyond “yes/no” answers to the use of modals and helping verbs (e.g. questions & answer tags)

- To scaffold students’ understanding of speaking patterns, intonation, and word order and build knowledge of essential grammatical structures used in declarative, interrogative, imperative, and exclamatory sentences

- To be able to use the simple present, present progressive, simple past, and past progressive correctly

- To develop listening skills through the use of audio and video recordings in order for students to identify the topic

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Demonstrate the ability to ask and answer yes/no and information questions

2. Demonstrate the ability to communicate basic information about themselves, such as name, home and email address, phone number, home country/language and recognize this information in the speech of others

3. To be familiar with greetings and leave-takings, introductions (“This is my friend ______”), very basic small talk, and “community” conversations (store, restaurant, etc.)
4. To be able to have brief conversations about their likes/dislikes, their home country, and UGA/Athens
5. To be able to identify and utilize the verb tenses: present, present progressive, simple past, past progressive, and present perfect tenses

**Level 1 Reading**

**Course Goals:**
(1) To build upon and develop students’ reading comprehension proficiency starting with basic phrases and expressions frequently used in areas of most immediate relevance including shopping, employment, family information, and personal statements.

(2) To comprehend adapted readings (narratives, personal stories), with information written mostly in the present tense, building up to stories using the simple past tense by the end of the course.

**Course Objectives:**
- To activate, utilize, and link students’ background knowledge of texts through pictures to generate discussion of the text and scaffold textual comprehension
- Comprehension: to focus on identifying and understanding the text’s main ideas, characters, key points, supporting details and examples, and vocabulary through guided discussions and questions, generating discussion that targets story development, characters, predicting what will happen next, vocabulary and word choice
- Scanning: to teach scanning skills to quickly identify main ideas and get understanding of text’s main idea and organization
- Textual organization: To understand and identify important organizational aspects of the text and the purpose these serve in creating a successful text: introduction, topic sentence of paragraphs, supporting details and examples, transitions, connectors, and other rhetorical devices
- Vocabulary: To identify and understand new vocabulary, creating a list of important vocabulary words and expressions from the text; vocabulary development emphasizes verbs; to practice strategies for “guessing” vocabulary in context
- Sentence level focus: Identify parts of speech and function of words in sentences. Identify important sentence grammatical structures (e.g. subject + verb + object / compound verbs / compound sentences) Identify and discuss use of rhetorical devices
- Summaries: Develop the skill of writing summaries; brainstorming and outlining main ideas (possible use of graphic organizers, mapping); students talk out ideas in their own words and the teacher guides students through putting these into written language

**Student Learning Outcomes:**
By the end of the course, students should be able:
1. To read and comprehend texts based on the skill level of the course book and other adapted readers that supplement the course book, identifying the main idea, recognizing important details and key points, identifying connectors and other rhetorical devices, both in writing and orally

2. To discuss the main idea of a text, putting it into their own words and transforming this into writing in the form of short summaries and answers to discussion questions

3. To discuss and write about topics such as family information, personal background, academic background, students’ culture, local culture, student needs as international students both personal and academic in nature—knowledge learned in discussion of textual organization and sentence level analyses (e.g. grammatical forms, sentence structures, and vocabulary) will facilitate students ability to accomplish this outcome

4. To understand and use present and past tenses in declarative and interrogative sentences

5. To identify modals and understand purpose and use: to be / do / did; can / could; will / would

6. To understand the purpose of “There is / There are”

7. To identify pronoun referents

8. To acquire the understanding and use of a wider-range of verbs (vocabulary development emphasizing verbs)

**Level 1 Writing**

**Course Goals:**

(1) To develop a student’s ability to communicate in writing with a focus on fluency (being able to write a lot) in English.

(2) To help students become comfortable expressing ideas in written form.

**Course Objectives:**

- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and sharing written work with others]

- To develop confidence and fluency by writing about personal or “daily life” topics though narrative and descriptive writings [Related class activities include reading/analyzing model essays and writing original compositions in and out of class]

- To introduce students to the writing process (brainstorm, write a draft, revise, edit) [Related class activities include reading/analyzing model essays, practicing writing in and out of class and having students revise their own work based on teacher and/or peer feedback]
• To practice introducing and concluding a piece of writing and creating coherence through transitions and/or time/space order clues [Related class activities include reading/analyzing model essays, and practicing writing in and out of class]

• To teach students to edit their own work by focusing on capitalization and punctuation rules, the importance of spelling words correctly, and the basic structure of English sentences (simple, compound, and complex sentences) [Related class activities include providing students with lists of rules, practicing editing in or out of class, and having students revise their own work based on teacher feedback]

**Student Learning Outcomes:**
By the end of this course, students should be able:

1. To write approximately one page of text on a personal or everyday topic, with an introduction and conclusion of at least one sentence each

2. To demonstrate an awareness of audience through the use of transitions and other coherence devices

3. To write a comprehensible, original composition without the assistance of a dictionary (either paper or digital)

4. To demonstrate the ability to write simple, compound, and complex sentences.

**Vocabulary Level 1**

**Course goal:** To consolidate essential vocabulary through communicative activities, moving from passive knowledge to active use, and to build upon it, acquiring a further range of lexical proficiency to support students’ ability to communicate, orally and in writing, in both conversational and academic contexts as required to learn the learning objectives in level 2.

**Learning Objectives:**

• Consolidate vocabulary development for immediate personal needs (e.g. describing oneself, one’s situation, and one’s feelings, emotions, wants, and desires)

• Focus on development of verbs to describe, explain, question, answer, compare and contrast, challenge, and agree and disagree

• Development of vocabulary for describing people, places, and things

• Development and use of vocabulary of transitions, connectors (e.g. as well, on the other hand, however, nevertheless, moreover, etc.)

• Development of knowledge of word families and prefixes and suffixes and the strategies to use them effectively, building vocabulary knowledge and use
• Development of important collocations, phrasal verbs, and idioms common to everyday speech both orally and in writing

• Develop understanding of the difference of literal and figurative use of vocabulary and the use of metaphorical language and analogies to explain and describe

• Develop vocabulary used in academic contexts for comparing and contrasting, describing, challenging, questioning, and explaining

**Student Learning Outcomes:**
By the end of the course, students should be able to:

1. Use the vocabulary needed to describe personal needs, wants, desires, feelings, and emotions.

2. Use the vocabulary necessary to discuss situations and events happening in students’ lives immediate environment.

3. To use the vocabulary necessary to relay stories or narratives of specific events.

4. To use a range of verbs to explain, describe, define, indicate, claim, questions, and compare and contrast.

5. To be able to identify and use important collocations, phrasal verbs, and common idioms.

6. To use knowledge of word families to increase vocabulary knowledge and use.

7. Be able to identify and use transitions and connectors, orally and in writing, for use in both conversational and academic contexts.

8. Have an understanding of the difference between literal and figurative language.

**Level 2**

**Level 2 Grammar**

Course Goal: To introduce students to low-intermediate level grammar structures, including verb tenses and modals, in both everyday and academic contexts.

Course Objectives:

• To review and expand on students’ knowledge of English verb tenses including the introduction of past perfect and future tenses (other verb tenses were covered in Level 1). This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean.
• To familiarize students with the forms, meanings, and uses of various modal verbs and modal-like expressions

• To introduce students to some of the metalanguage (names various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction

**Student Learning Outcomes:**

By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various verb tenses used in a given paragraph of text.

2. Use the correct verb tense (formed and spelled correctly) or modal in fill-in-the blank and multiple-choice exercises.

3. Write original sentences or paragraphs in the appropriate tense, with tenses formed and spelled correctly.

4. Choose the correct modal to use (write or say) in various situations, such as making requests, giving advice, and discussing preferences.

5. Write complete sentences that begin with capital letters and end with appropriate punctuation and avoid run-on sentences and sentence fragments.

**Level 2 Listening/Speaking**

**Course Goal:** To facilitate students’ transition from listening and speaking tasks related to personal, everyday communications to listening to and speaking about more academic topics/situations

**Course Objectives:**

• To develop students’ listening comprehension skills through teacher- and student-led discussions and activities as well as recorded conversations, lectures, and videos, so that students are exposed to a wide variety of accents and speaking styles

• To practice describing places as well as following/giving directions to a specific location

• To practice using modal verbs and other appropriate phrases when making, accepting, or refusing invitations; asking for or giving advice; discussing abilities; apologizing; and asking for help
• To introduce recognizing, understanding, and using stress and intonation patterns in sentences, reduced pronunciation (i.e., “cudja” instead of “could you”), and linked phrases (phrases that are generally not clearly enunciated, such as “run out of”)

• To build and strengthen students’ knowledge of vocabulary related to everyday situations as well as introduce students to vocabulary relevant to university and other academic contexts

• To practice using appropriate verb tenses and vocabulary when speaking

**Student Learning Outcomes:**
By the end of the course, students should be able to:

1. Demonstrate the ability to understand simple conversations by answering comprehension questions after listening to short conversations

2. Demonstrate the ability to understand spoken English containing reductions (for example, “could you” pronounced “cudja”) or linked words/phrases (for example, the phrase “run out of” is often pronounced as if it’s all one word (each word is not clearly enunciated in everyday speech))

3. Carry on a comprehensible conversation for a minimum of two minutes on personal or “small talk” subjects (background information, likes/dislikes, the weather, weekend activities, etc.).

4. Demonstrate the ability to negotiate situations of incomprehension or misunderstanding (“I’m sorry, could you repeat that?” “What does ______ mean?” etc.).

5. Demonstrate the ability to follow/give directions to a specific location.

6. Demonstrate the ability to use modal verbs and other appropriate phrases when making, accepting, or refusing invitations; asking for or giving advice; discussing abilities; apologizing; and asking for help

7. Demonstrate the ability to understand and use other key vocabulary from the textbook and class lectures/discussions/activities

8. Demonstrate the ability to ask and answer both yes/no and information questions

9. When speaking, use the correct verb tense at least 50% of the time

10. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 60% of the words correctly

**Level 2 Reading**
Course Goal: To read adapted academic texts, developing strategies for before reading, during reading, and after reading that facilitate student comprehension

Course Objectives:
• To begin to practice types of academic reading required of students at American universities by reading texts on academic topics but with simplified syntax

• To introduce students to a variety of reading strategies (such as previewing, skimming, scanning, finding main ideas, building background knowledge, examining graphs/diagrams, etc.) to improve reading comprehension and fluency

• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English; to introduce students to vocabulary on the Academic Word List

• To practice summarizing and explaining the main points, key ideas, and processes of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test)

Student Learning Outcomes:
By the end of the course, students should be able:

1. Read and understand both fiction and non-fiction at a low-intermediate level of English and be able to remember and discuss those texts, both orally and in writing.

2. Identify main ideas and supporting details in low-intermediate level texts. Demonstrate the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing.

3. Demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class.

Level 2 Writing

Course Goal: To facilitate students’ transitions from writing personal, everyday communications to beginning to write in a more academic manner by focusing on sentence structure and paragraph development

Course Objectives:
• To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include freewriting and sharing written work with others]

• To continue to practice the writing process (brainstorm, write a draft, revise, edit) [Related class activities include reading/analyzing model essays, practicing writing in and out of class and having students revise their own work based on teacher and/or peer feedback]
• To introduce academic writing by focusing on constructing good, solid paragraphs with clear topic sentences as well as unity and coherence [Related class activities include reading/analyzing model essays, and practicing writing in and out of class]

• To teach students to edit their own work by focusing on capitalization and punctuation rules, the importance of spelling words correctly, and the basic structure of English sentences (simple, compound, and complex sentences) [Related class activities include providing students with lists of rules, practicing editing in or out of class, and having students revise their own work based on teacher feedback]

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To demonstrate the ability to write well-organized paragraphs with a clear focus, a well-constructed topic sentence, and unity of ideas

2. To demonstrate an awareness of audience through the use of transitions and other coherence devices

3. To write a comprehensible, original composition without the assistance of a dictionary (All sentences in the composition should begin with a capital letter and end with appropriate punctuation. All sentences should contain at least one subject and one verb. Subjects and verbs should agree.)

4. To demonstrate the ability to use a variety of sentence types in their writing (simple, compound, and complex sentences)

5. To demonstrate an awareness of paragraph structure and organization: topic sentence, supporting details, concluding sentence

6. (All sentences in the composition should begin with a capital letter and end with appropriate punctuation. All sentences should contain at least one subject and one verb. Subjects and verbs should agree.)

**Level 2 Vocabulary**

**Course Goal:** To increase students’ active and passive vocabulary by introducing them to words *in context* and by providing extra-linguistic support to enhance understanding while increasing their awareness of concrete and abstract language.

**Course Objectives:** Read about and discuss diverse topics, such as:

* Courtship and marriage customs
• Views on technology

• High school life in different cultures

• Health and well-being

• Academic and professional challenges

• Animals in captivity and in the wild

• Hobbies and recreation

• An introduction to social justice leaders in U.S. history

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Comprehend a range of high-frequency words used in articles/stories

2. Match paraphrases to sentences in short readings

3. Take dictation related to the themes studied in class

4. Respond aurally to picture-prompts based on vocabulary

5. Listen to short talks based on the themes above and answer questions about them

6. Give examples of words used concretely and abstractly

7. Match synonyms with definitions

8. Speak about the themes covered; some circumlocution to be expected

**Level 3**
Level 3 Grammar

Course Goal: To improve students’ English grammar skills in order to prepare them for academic work at an American university.

Course Objectives:

- To teach students the difference between transitive and intransitive verbs
- To familiarize students with some common phrasal verbs and verb + preposition combinations
- To teach students how to use comparatives and superlatives when writing and speaking
- To introduce students to gerunds and infinitives: what they are and when and how they are used in English sentences
- To introduce students to adjective and adverb clauses, including the correct use of the relative pronouns who, which, that, and whom, and the possessive “whose”
- To introduce students to some of the metalanguage (names various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction.

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Identify verbs (in context) as either transitive or intransitive and to identify gerunds and infinitives in given texts.

2. Use the correct preposition after verbs in fill-in-the blank and multiple choice exercises.

3. Students will be able to correctly choose a gerund or infinitive in fill-in-the blank and multiple-choice exercises.

4. Write their own original sentences or paragraphs that correctly utilize phrasal verbs, verb + preposition combinations, comparatives, and superlatives.

5. Choose the correct word (who, which, that, whom, whose) in fill-in-the blank and multiple choice exercises related to adjective clauses.

6. Identify adjective and adverb clauses in sentences/texts and to write sentences using adjective and adverb clauses.
7. Write complete sentences that begin with capital letters and end with appropriate punctuation, and avoid run-on sentences and sentence fragments. Sentences should follow all capitalization rules and contain few, if any, spelling mistakes.

Level 3 Listening/Speaking

Course Goal: To improve students’ English listening and speaking skills in order to prepare them for academic work at an American University

Course Objectives:

- To develop students’ listening comprehension skills through teacher- and student-led discussions and activities as well as recorded conversations, lectures, and videos, so that students are exposed to a wide variety of accents and speaking styles
- To practice comparing/contrasting, discussing similarities and differences, pros and cons. To practice using appropriate vocabulary related to stating preferences and giving approval.
- To strengthen students’ comprehension of lectures and longer talks by listening to lectures or talks on a variety of topics, discussing and practicing listening/comprehension strategies, learning to outline and summarize lectures/talks and take useful notes on them
- To practice recognizing, understanding, and using stress and intonation patterns in sentences, reduced pronunciation (i.e., “cudja” instead of “could you”), linked phrases (phrases that are generally not clearly enunciated, such as “run out of”), and blended consonants
- To build and strengthen students’ knowledge of vocabulary related to everyday situations as well as introduce students to vocabulary relevant to university and other academic contexts. For example, learn vocabulary and phrases as well as American cultural norms for interrupting or contradicting politely.
- To introduce students to public speaking through short extemporaneous (i.e., little or no preparation) speeches and short presentations. Talk to students about Academic Honesty related to speeches and presentations.
- To practice using appropriate verb tenses, word order, and vocabulary when speaking
- To practice asking appropriate and grammatically correct questions in response to conversations, discussions, or lectures

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

1. Demonstrate the ability to compare and contrast things, describe similarities and differences between things, and discuss the pros and cons of something. Demonstrate the ability to use appropriate vocabulary related to stating preferences and giving approval.
2. Demonstrate the ability to outline, summarize (orally and/or in writing), and answer comprehension questions on short lectures

3. Demonstrate the ability to understand spoken English containing reductions, linked words/phrases, blended consonants, and specific intonation patterns

4. Demonstrate the ability to understand and use other key vocabulary from the textbook and class lectures/discussions/activities

5. Demonstrate the ability to negotiate situations of incomprehension or misunderstanding (“I’m sorry, could you repeat that?” “What does ______ mean?” etc.)

6. Demonstrate the ability to give a prepared speech or presentation of at least 2 minutes

7. Demonstrate the ability to give an extemporaneous talk (no previous preparation) for at least 30 seconds

8. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

9. When speaking, use the correct verb tense at least 60% of the time

10. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 70% of the words correctly

Level 3 Reading

Course Goal: To improve students’ reading skills in order to prepare them for academic work at an American university

Course Objectives:
- To practice types of academic reading required of students at American universities
- To use a variety of reading strategies to improve reading comprehension and fluency
- To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English
- To familiarize students with aspects of American history and culture that will help them understand American academic culture and expectations as well as college textbooks written for an American-educated audience
- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions
Student Learning Outcomes:
By the end of this course, students should be able:

1. To read and understand both fiction and non-fiction at an intermediate level of English and be able to remember and discuss those texts, both orally and in writing (texts include the course book and supplemental reading such as: “Penguin Readers Levels 4 or 5”, “Cambridge Readers Levels 4 or 5”, “Footprints Library Levels 6 or 7”, “Page Turners Level 6, 7, or 8”)

2. To identify main ideas and supporting details in intermediate-level texts

3. To identify and understand important textual features: organization and type of text, paragraph and sentence level structures, parts of speech, transitional phrases and connectors, and other rhetorical devices

4. To demonstrate the ability to summarize and explain the main ideas and key points of an academic text, both orally and in writing

5. To demonstrate the ability to correctly use vocabulary specific to the texts covered in class

Level 3 Writing

Course Goal: To complete a student’s transition to academic writing by introducing essays and focusing on organization

Course Objectives:
- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and writing about/explaining ideas in course readings]

- To practice types of academic writing required of students at American universities, moving away from personal, “about me” writing to more academic essays such as compare/contrast, “logical division of ideas” or process essays [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]

- To familiarize students with the structure of a well-organized paragraph and academic essays of at least four paragraphs, with a focus on introductions, conclusions, thesis statements, topic sentences, coherence, and unity. [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]

- To help students learn to edit their own work as well as that of others [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]

- To familiarize students with American university expectations regarding plagiarism [Related class activities include discussing what constitutes plagiarism and going over strategies to avoid plagiarizing]

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write an organized essay with an introduction, clear thesis statement, at least two body paragraphs with topic sentences, and a conclusion

2. To write a comprehensible essay without the assistance of a dictionary (either paper or digital)

3. To demonstrate the ability to follow academic norms regarding capitalization and end-of-sentence punctuation: All sentences should begin with capital letters and end with appropriate punctuation.

4. Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

**Level 4**

**Level 4 Grammar**

**Course Goal:** To support and foster the growth of students’ English grammar skills as they apply to academic English and university contexts.

**Course Objectives:**
- To improve students’ ability to recognize and correctly use adjective clauses, noun clauses, the passive voice, and conditionals
- To improve students’ general competency with grammatical forms in American English
- To assist students with learning important grammatical concepts necessary for understanding and being understood in the context of an American university

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Recognize/identify various types of clauses (especially noun and adjective clauses)

2. Write grammatically correct sentences containing noun and adjective clauses

3. Properly punctuate sentences containing adjective and/or noun clauses, including identifying (restrictive) and non-identifying (non-restrictive) adjective (relative) clauses

4. Distinguish between active and passive voice in sentences

5. Recognize when it is appropriate to use the passive rather than active voice

6. Correctly form the passive in sentences
7. Use the proper verb tenses when writing sentences with present and future real and unreal conditionals

8. Students should demonstrate in writing an overall grammatical competency at a high intermediate level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization rules should be followed.

**Level 4 Listening/Speaking**

**Course Goal:** To support and foster the growth of students’ English listening and speaking skills related to academic English and university and professional situations

**Course Objectives:**

- To develop students’ listening comprehension skills through teacher- and student-led discussions and activities as well as recorded conversations, lectures, and videos, so that students are exposed to a wide variety of accents and speaking styles

- To practice making and understanding arguments and analogies; to practice expressing opinions; to practice offering and requesting clarification

- To strengthen students’ comprehension of lectures and longer talks by listening to lectures or talks on a variety of topics, discussing and practicing listening/comprehension strategies, learning to outline and summarize lectures/talks and take useful notes on them

- To strengthen students’ comprehension of lectures and longer talks by learning to build background knowledge, predict content, and distinguish between main ideas and supporting details

- To expand upon recognizing, understanding, and using stress and intonation patterns in sentences, reduced pronunciation (i.e., “cudja” instead of “could you”), linked phrases (phrases that are generally not clearly enunciated, such as “run out of”), and blended consonants

- To build and strengthen students’ knowledge of vocabulary relevant to university and other academic contexts. For example, learn vocabulary and phrases as well as American cultural norms for expressing opinions and making arguments.

- To develop students’ public speaking/presentation skills through short presentations using visual aids such as Power Point or Prezi. Talk to students about Academic Honesty related to speeches and presentations

- To practice using appropriate verb tenses, word order, and vocabulary when speaking
• To practice asking appropriate and grammatically correct questions in response to conversations, discussions, or lectures

• To practice demonstrating language and behavior that is polite and appropriate in an American classroom setting, including: turn-taking, interrupting, interjecting, addressing the teacher and other students to express agreement or disagreement

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Express opinions on several different topics, supporting those opinions with reasons and examples in classroom discussions and group activities

2. Demonstrate the ability to outline, summarize (orally and/or in writing), and answer comprehension questions on short lectures

3. Demonstrate the ability to understand spoken English containing reductions, linked words/phrases, blended consonants, and specific intonation patterns

4. Demonstrate the ability to understand and use other key vocabulary from the textbook and class lectures/discussions/activities

5. Demonstrate the ability to give a prepared speech or presentation of at least 3 minutes and answer questions from the audience. The speech should include visual aids such as Power Point or Prezi.

6. Demonstrate the ability to give an extemporaneous (no previous preparation) talk for at least 1 minute

7. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

8. When speaking, use the correct verb tense at least 70% of the time, especially in prepared talks (speeches, presentations, debates)

9. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 80% of the words correctly.

**Level 4 Reading**

**Course Goals:**
(1) To develop reading strategies and skills that will allow students to effectively comprehend upper-intermediate academic English texts

(2) To identify the craft and strategic writing techniques used by published writers in order to develop reading strategies that facilitate language development, reading comprehension, and writing skills

Course Goals:
• Identify and understand different genres of texts (argumentative, expository, descriptive, narrative)

• Identify and understand the different textual features—structure, organization, tone, word choice—characteristic of the genre of text being read

• Reading for main ideas: Identify and understand the main argument of the text and the author(s)’ purpose and tone

• Reading for details: Identify and evaluate evidence in support of the principle argument

• Reading critically: To infer ideas from the text and to make connections from the text to (a) other texts, (b) to contextual themes being studied at that time in class, (c) and to connections and relevance to events in the world outside.

• To identify and comprehend vocabulary in context

• To understand and develop skimming and scanning strategies to effectively locate salient information in a text and understand overall meaning

• To be able to discuss meaning of the text in students’ own words, facilitating the development of paraphrasing skills for students’ writing development

• Identify and understand grammatical structures in text, such as: gerunds as subjects, infinitive clauses, participle phrases, adjective and adverbial clauses, noun clauses, modals and auxiliaries, conditional tenses, compound-sentences, parallel structures, active and passive voice, reduced clauses

• Understand the use of graphics and illustrations in a text and the relation to the text’s main ideas and supporting evidence

Student Learning Outcomes:
By the end of the course, students should be able:
1. To comprehend the main idea of an adapted upper-intermediate text and its supporting details and key points, both orally and in writing

2. To identify the genre of the text and comprehend overall textual organization: main ideas, thesis statements, topic sentences, supporting details and examples, both orally and in writing
3. To write summaries of texts from the course book, paraphrasing main ideas and key points of support

4. To make inferences from texts’ main idea(s) and key points

5. To identify and explain, both orally and in writing, how writers vary sentence structure, use transition words, connectors, word choice (vocabulary), grammatical features, and correct syntax in order to craft well-written text, texts with strong lexical cohesion, a good flow, and an economy of discourse

6. To identify and understand vocabulary in context and important collocations

Level 4 Writing

Course Goal: To engage students in the practices of successful academic writers, targeting and teaching strategic writing skills that will allow students to move from a lower-intermediate level to an upper-intermediate level of academic writing proficiency

Course Objectives:

• Learn textual organization and structure to enhance the knowledge of how different texts (e.g. argumentative, descriptive, comparison, cause and effect) are written and constructed, developing the knowledge that allows students to successfully employ these forms in their own writing [Related class activities include reading and analyzing textual features, identifying signal words and phrases, and discussions of how these function to serve the text’s purpose]

• To learn how to construct the key components of an argumentative essay: introduction with a thesis statement, body paragraphs with topic sentences and supporting evidence and/or examples, counterargument paragraph, conclusion [Related activities include reading/analyzing model essays, in-class and out of class writing activities addressing each component, student discuss and analyze each other’s work, argumentative essay assignments]

• To learn how to create outlines and graphic organizers in pre-writing in order to facilitate strategies that allow students to efficiently and successfully write argumentative and comparison texts [Related class activities include modeling different graphic organizers and identifying strategies for their use, creating graphic organizers from writing prompts, reviewing and discussing students’ work, group work and sharing of different strategies among classmates]

• To learn to write compare and contrast paragraphs and essays, learning to use key organizational components and signal words or phrases (e.g. on the other hand, whereas, while, although, similarly, likewise, etc.) [Related activities include modeling, in-class writing activities such as fill in the blank for missing signal words or transition phrases, students discuss and analyze each other’s work, compare and contrast essay assignments]

• To learn how to write general-to-specific paragraphs and specific-to-general paragraphs [Related activities include reading and analyzing both types of paragraphs for purpose and use, identifying topic sentences and sentences of support, sequencing, identifying use of transitions and connectors]
• Sentence level skills: To analyze, practice, and develop the understanding and use of different grammatical structures such as: simple, compound, and complex sentences; how to avoid sentence fragments, run-ons, and comma splices; parallel structures; reduced clauses; modals; conditionals; active and passive voice; noun and adjective clauses; participle phrase; infinitive phrases [Related activities include reading and analyzing various sentence structures within texts to identify different grammatical forms and their use; sentence combining activities; error corrections; cloze activities; students revise their written work (i.e. essays, papers) and explain changes]

Student Learning Outcomes
By the end of the course, students will be able:
1. To answer content-based discussion questions about the readings in the students’ reading class. The questions require students to define terms, explain concepts and connections, and synthesize information.
2. To write argumentative essays related to themes discussed in the students’ reading course and in the students’ writing class discussions
3. To write compare and contrast essays
4. To write summaries of texts, identifying main ideas and key important details of support
5. To revise multiple drafts of essays
6. To use embedded and block quotes to support their ideas and arguments in their writing
7. To use the conventions of appropriate citation methods (e.g. APA, MLA, etc.)

Level 5

Level 5 Grammar

Course Goal: To ensure that students have the English grammar skills necessary to read, write, speak and understand academic English at the undergraduate level. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

Course Objectives:
• To identify and practice forming sentences of various types (simple, compound, complex, and compound-complex) as well as practice identifying and correcting run-on sentences and sentence fragments
• To identify and practice using present and future real and unreal conditionals
• To practice identifying and using participle phrases
To review adjective and adverb clauses, comparatives and superlatives, verb tenses, and modals

To expand on students' knowledge of articles and demonstratives

**Student Learning Outcomes:**

By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various types of sentences (simple, compound, complex, and compound-complex) used in an academic text.

2. Write their own original sentences of various types (simple, compound, complex, and compound-complex) with no run-on sentences/comma splices or sentence fragments.

3. Identify and correct run-on sentences/comma splices and sentence fragments.

4. Write their own original sentences correctly using present and future real and unreal conditionals, participle phrases, adjective and adverb clauses, comparatives and superlatives, verb tenses, and modals.

5. To explain the purpose of articles and demonstratives in academic texts.

6. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

**Level 5 Listening/Speaking**

**Course goal:** To ensure that students are able to listen and communicate effectively in English in situations similar to what they would encounter at the undergraduate level at an English-speaking university.

**Course Objectives:**

- To develop students' ability to listen for and predict the main idea and key details of support in lectures and talks.

- To practice paraphrasing the main idea in a lecture/discussion/reading, both in speaking and writing.

- Understanding signal words and time and sequence words as clues to chronological order to guide note-taking.

- Understanding and practicing appropriate uses of expressions to agree or disagree.
• Understanding and practicing expressions introducing digressions and returns to the main topic in lectures and ways of divulging information.

• To strengthen students comprehension of tone conveying intention in genuine, rhetorical, and challenging tag questions and be able to use these questions in conversations and lectures

• To introduce how to interject and interrupt in a polite fashion during a lecture/discussion

• To strengthen students use of definitions and contextual cues to understand meaning of unknown words

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. To demonstrate an understanding of information gleaned from an academic lecture such as those students would encounter as undergraduate students at US universities (lectures of 10-15 minutes or more).

2. Paraphrase main ideas and points in an academic lecture and in group discussions

3. Identify and understand digressions from the main topic during a lecture—signal words employed in their use; purpose; returning to the main topic

4. To demonstrate ability to take accurate notes on classroom lectures

5. To use visual aids such as Power Point or Prezi with visuals that should not contain grammatical mistakes or spelling errors

6. To use accurate pronunciation, intonation, and tone so that most native speakers would not have significant problems understanding the student in oral exchanges and presentations

7. Not make significant word choice or grammatical errors when speaking, especially in prepared talks (speeches, presentations, debates). Students will use the correct verb tense at least 80% of the time

8. To be able to speak fluently about their major and their future career/education plans or research interests

9. Demonstrate the ability to give a prepared speech or presentation of at least 4 minutes and answer questions from the audience

10. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 1 minute, 30 seconds

11. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 90% of the words correctly
Level 5 Reading

Course Goal: To ensure that students are able to read and understand academic English texts at the undergraduate level and to continue to reinforce and expand students’ knowledge of academic vocabulary

Course Objectives:

- To practice types of academic reading required of students at American universities by reading multi-page (over 1,000 words) academic texts (academic topics, academic syntax and vocabulary)

- To introduce students to a variety of reading strategies/text features (such as words and phrases used to connect ideas or indicate point of view as well as markers of specific text types-cause/effect, problem/solution, etc.) to improve reading comprehension and fluency

- To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List

- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).

- To think critically about the content of readings

- To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments

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

1. To read and understand non-fiction, academic texts as well as news reports/published essays written for native speakers of English and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

Level 5 Writing

Course Goal: To prepare students for the kinds of writing they would be expected to do as an undergraduate at an American university with a focus on research writing

Course Objectives:
• To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include freewriting and writing about/explaining ideas based on course readings]

• To practice types of academic writing required of students at American universities, with a focus on argument/persuasive writing and research writing (incorporating outside sources into a piece of writing) [Related class activities include discussing essay elements, reading/analyzing model essays/papers, and writing essays/papers in and out of class]

• To familiarize students with the process of finding appropriate sources to use as research and support in creating a research paper and supporting an argument. [Related activities include exploring the options offered through the UGA library system and discussing how to find appropriate materials online]

• To teach students how to incorporate outside sources into a piece of writing: paraphrasing vs. quoting directly, as well as learning the conventions of a particular citation style (such as APA or MLA) for both in-text and end-of-text citations.

• To practice outlining and summarizing academic texts and essays, with an emphasis on effective paraphrasing.

• To familiarize students with American university expectations regarding plagiarism [Related class activities include discussing what constitutes plagiarism and going over strategies to avoid plagiarizing. Discuss UGA’s Academic Honesty policy]

• To familiarize students with pragmatically appropriate communication in common academic situations (for example, emailing a professor to ask to turn in an assignment late or to ask for a letter of recommendation).

• To help students learn to edit their own work as well as that of others [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]

**Student Learning Outcomes:**

By the end of the course, students will be able:

1. To write a 5 or 6 paragraph, well-organized persuasive essay with a clear opinion and well-supported arguments.

2. To write a comprehensible essay without the assistance of a dictionary (either paper or digital).

3. To find appropriate sources to support an argument on a topic related to their area of study (Students should be able to justify, orally or in writing, why those sources are appropriate, reliable, and trustworthy.)

4. To write a research paper of 3-5 pages with appropriate in-text or end-of-text citations in a commonly used style such as APA or MLA.
5. To write email and other correspondence that is socially and culturally appropriate in an academic setting.

6. To write essays and other written assignments that contain few grammatical mistakes related to spelling and verb tense and generally avoiding run-on sentences, comma splices, and sentence fragments.

7. To write essays that have few syntactical errors.

8. To follow academic norms regarding capitalization and punctuation (Essays and other written assignments should contain few mistakes related to spelling, verb tense, using an appropriate tense as well as forming tenses correctly, subject-verb agreement, or sentence structure and generally avoiding run-on sentences, comma splices, and sentence fragments.)

Level 6

Level 6 Grammar

Course Goal: To continue to improve students’ knowledge and use of English grammar in preparation for professional contexts and/or undergraduate or graduate work at an English-speaking university. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

Course Objectives:
- To review and practice using passive voice
- To learn how to incorporate appositives to provide additional information about a noun or noun phrase
- To understand how to effectively use the present perfect and present perfect continuous to introduce problems and solutions
- To identify and practice using common noun phrase structures
- To identify and practice adjective and adverb clauses (including reduced clauses)
- To practice using infinitives of purpose to propose solutions to problems
- To identify and practice "It" constructions
- To practice greater accuracy in the use of grammatical forms

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:
1. Identify the various grammatical forms presented in the class and understand how they are used in specific types of writing.

2. Write short academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course (passive voice, appositives, various verb tenses—especially perfect tenses, common noun phrase structures, adjective and adverb clauses (including reduced forms), infinitives of purpose, and "It" constructions).

3. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

**Level 6 Listening/Speaking**

**Course Goal:** To continue to foster the growth of students’ English listening and speaking skills in authentic university-level contexts, supplying further opportunities for students to develop and enhance their listening and speaking proficiency

**Course Objectives:**

- To strengthen students’ ability to listen for and understand appropriate signal words and expressions that indicate main ideas, key supporting details, examples, transitions, and digressions and returning to the point.

- To practice expressing main ideas and providing key details of support from a lecture and to critically analyze and question a speaker’s assertion(s)

- To practice listening for contextual cues and tone of voice that reveal characters’ situations and emotions, including detecting sincerity, irony, and satire

- To practice using formal and informal expressions, with the appropriate tone of voice, to admit a lack of knowledge or misunderstanding, one’s feelings on a particular subject, agreement or disagreement, and to debate pros and cons on different topics

- To understand and use vocabulary to interrupt and interject during a lecture or group discussions

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. Identify and restate main ideas and key supporting details from a class lecture, orally and in writing, as students would encounter in an undergraduate course
2. Analyze a lecture describing how the lecturer: conveyed the overall meaning successfully, used supporting details, organized and sequenced the lecture, and engaged the audience

3. Identify main ideas and key points from fellow classmates’ presentations, orally and in writing

4. Give a 4-6 minute presentation on an assigned academic subject, using visual and outside sources to inform the presentation (PPT or PREZI)

5. Compare and contrast a variety of concepts and ideas around academic topics and current events, both orally and in writing

6. Identify and show the ability to effectively use vocabulary developed during course activities

7. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 2 minutes

8. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

9. When speaking, use the correct verb tense at least 85% of the time

10. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 90% of the words correctly

Level 6 Reading

Course Goals:
(1) To foster students’ academic English reading skills and to supply them with strategies that will allow them to successfully comprehend texts written for undergraduate and graduate level students at universities where English is the medium of instruction

(2) To utilize students’ knowledge of language, text organization, and the world to understand what they read

(3) To teach students to read like writers

Course Objectives:
- To develop academic reading and vocabulary skills to apply to thematically related readings in order to understand texts’ main ideas, important key points, supporting details and examples
- To supply students’ with reading strategies and skills that can be utilized across different academic disciplines: identifying signal words that introduce claims and evidence; strategies for managing unfamiliar words; annotating a reading; using the dictionary and outside sources to find word meaning; using graphic organizers to categorize and keep notes of texts’ main ideas and important details and examples; making inferences; identifying language chunks; adjusting reading strategies to reading purpose; preparing for tests
• Test taking strategies: To develop critical reading skills and help students prepare for course quizzes and exams, students will develop test taking strategies such as anticipating and identifying important points from the readings, taking notes on the discussions about key points in the readings, and making connections between different readings in each thematic unit.

• Scanning and skimming: Students will develop skimming and scanning strategies to increase reading speed and comprehension, being able to anticipate what the text will be about, the text’s organization, the text’s main ideas, and important supporting details.

• Textual organization: Students will analyze each text determining the type of text (argumentative, expository).

• Students will understand and analyze how writers use different forms of organization in different sections of a text, within paragraphs, and within individual sentences, identifying specific formatting forms, words, or punctuation that signal these organizational structures (e.g. cause and effect, comparison, contrast, definition, classification, problem-solution).

• Sentence-level and grammatical focus: Students will carefully analyze each text to understand how writers employ different grammatical forms, sentence variations, transitions and connectors, and other rhetorical devices to achieve a strong lexical cohesion, a good flow, and economy of discourse in a well-crafted academic text.

• Students will develop awareness of writing techniques and strategies employed by the author(s) of the readings with the aim to begin to read like writers—a key element in the growth and development of literacy proficiency that facilitates reading comprehension and academic writing ability.

• Reading responses: Students will answer short answer discussion questions related to each text, to questions that require students to make connections between texts written on a similar theme, and to questions about text organization.

• Summaries: Students will write summaries, identifying the type of text, the text’s purpose, the text’s main idea, the text’s important supporting / key points.

• Essays and reports: Students will write essays and reports in relation to each units theme.

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To comprehend the main idea, supporting details and key points of academic text written for students at the undergraduate and graduate level, both orally and in writing.

2. To identify the genre of the text, organizational features within the text, within paragraphs, and within sentences and to comprehend overall textual organization, such as main ideas, thesis statements, topic sentences, supporting details and examples, both orally and in writing.
3. To identify and understand vocabulary in context and important collocations and be able to use these in students’ own writing and speaking

4. To write summaries of texts from the course book

5. To write essays in relation to each unit’s theme

6. To make inferences from the text’s main idea(s), both orally and in writing

7. To identify and explain, both orally and in writing, how writers vary sentence structures, use transition words, connectors, word choice (vocabulary), grammatical features, and correct syntax in order to craft texts with strong lexical cohesion, a good flow, and an economy of discourse, fostering students reading capabilities (i.e. effectiveness, speed) and allowing students to use these skills and knowledge for development in their own writing

Level 6 Writing

Course Goals:
(1) To prepare students for undergraduate and graduate level writing with an emphasis on research writing

(2) To develop the ability to learn to read like writers—identifying, understanding, and being able to use structures and techniques learned while reading texts

Course Objectives
• To use a variety of both controlled and communicative exercises so that students can bridge the gap between identifying grammatical structures and using them. [Related activities include analysis of grammatical structures; use of structures in explicit activities; use of structures in writing activities]

• To analyze, practice, and develop the understanding and use of different grammatical forms and structures—modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases—in order to enhance students’ capability to employ a variety of sentence structures that result in paragraphs with strong lexical cohesion, a good flow, and an economy of discourse [Related activities include analyzing various sentence structures to identify grammatical forms and their use within texts; sentence combining and restructuring activities; error correction activities; cloze activities]

• To equip students with the skills and language to: successfully write sentences and texts that classify, define, compare and contrast, and present problems and their solutions; use cohesive devices; use language to emphasize or hedge; paraphrase; narrow down on a topic; describe the steps in a process or solution; evaluate data; present and refute opposing views; present findings from outside sources and research [Related activities include reading model sentences and texts and analyzing them for the use of such forms of writing and their features (e.g. signal words, rhetorical devices); writing definitional, compare and contrast, process, and problem-solution texts; analyses and revision of students’ work]
• To prepare students for graduate level writing, i.e. literature reviews and research articles
[Related activities include reading and analyzing literature reviews and research articles;
identifying important information from such sources; identifying common themes across
different texts and synthesizing this information; paraphrasing and using block and embedded
quotes to support students’ ideas and/or claims; writing a research paper with at least 6-8
outside sources]

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write a research paper, identifying a topic in their field of study and creating a literature
review to inform this work; at least 5-7 outside sources, following appropriate citation
conventions (APA, MLA)

2. To write 5-6 paragraph persuasive essay with a clear opinion and well-supported arguments

3. To write a problem-solution essay with four key components (situation, problem, possible
solutions, and evaluation)

4. To write a process essay

5. To keep notes on readings, summarizing and synthesizing information, paraphrasing information
and avoiding plagiarism

6. To identify and use a variety of advanced grammatical structures, including modals and other
auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive
voice, gerunds and infinitives, conditionals and subjunctive, and hedging.

7. Students’ essays should demonstrate students’ ability to follow academic norms regarding
capitalization and punctuation. Essays and other written assignments should contain few
mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses
correctly), subject-verb agreement, or sentence structure (generally avoiding run-on sentences,
comma splices, and sentence fragments). Essays should contain few syntactical errors.

Level 7

Level 7 Grammar

Course Goal: To continue to improve students’ knowledge and use of English grammar in preparation
for professional contexts and/or undergraduate or graduate work at an English-speaking university. This
level contains a heavy emphasis on the grammatical forms needed to understand and produce academic
writing at the undergraduate or graduate level.

Course Objectives:
• To review and practice common grammatical patterns found in academic writing, such as “It
constructions,” noun and adjective clauses (including reduced clauses), conditionals, and various
means of expressing future time
• To practice greater accuracy in the use of grammatical forms while speaking English

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Write academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course.

2. To demonstrate improvement in the grammatical accuracy of extemporaneous speeches 1 – 3 minutes in length.

3. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

**Level 7 Listening/Speaking**

**Course Goal:** To foster the growth of students’ English listening and speaking skills in authentic university-level contexts

**Course Objectives:**

• To strengthen students ability to listen for indicators and details of words signaling comparison and contrast, expressions signaling causes and effectives, expressions used to introduce persuasive arguments, enticing offers, and giving in and refusing, and how to distinguish between fact and opinion

• To understand how to take notes on lectures of cause and effects

• To practice listening strategies for understanding difficult concepts in a lecture and to be able to paraphrase and explain these concepts orally

• To introduce how to listen for and note important information likely to be on exams by inferring from the speaker’s tone that the following information is important, or not

• To develop students ability to listen for words that signal digressions and returns to the point, expressions of doubt and disbelief in formal and informal situations, suggestions about dealing with conflict, and appropriate and inappropriate compliments in conversations

• To strengthen students ability to speak about comparisons and contrasts and cause/effect relationships using indicator words
• To introduce the discussion of various current events and topics to enable speakers to debate and talk about issues that require speakers to explain opinions, see things from other’s point of view, and to agree or agree to disagree

• To introduce how to ask and answer exam questions and collaborate to write exam questions

• To strengthen students ability to use words and expressions that signal digressions and returns to the point, express doubt and disbelief, respond to compliments, and interrupt and interject

• To practice using context and pooling prior knowledge with classmates to match definitions to new vocabulary words and to their synonyms.

• To introduce how to integrate and use quotes in oral and written work

• To practice collaborating with classmates to present solutions to problems and how to give in when necessary

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

1. Identify and restate main ideas and key supporting details from a class lecture, orally and in writing, as students would encounter in an undergraduate course

2. Describe the lecturer’s tone and infer her/his opinion on the discussed topic, including tone expressing doubt, certainty, misgivings, assurance, and irony

3. Develop strategies for predicting information from a lecture that will be included on an exam

4. Enhance note-taking strategies—using abbreviations, discerning main ideas, details, key points, and information

5. Identify and use different forms of intonation to convey meaning and cue sequential changes in a talk

6. Give an oral review of an peer-review journal article, using multimodal presentation techniques to identify the main points of the article, the purpose of the article, the target audience, the overall organization of the article, the effectiveness of the article, the author(s) opinion or attitude toward the topic

7. Give a presentation on the research proposal prepared in the students’ reading and writing class, explaining why the selected topic warrants investigation, a brief discussion of current scholarship concerning the subject, explanation of the statement of the problem and research questions, how the investigation will be carried out, and present possible findings and their ramifications, using at least 7 outside sources to inform the work
8. Compare and contrast a variety of concepts and ideas around academic topics and current events, both orally and in writing

9. Identify and show the ability to effectively use vocabulary developed during course activities

10. Show proficiency in a variety of verb tenses (such as: present tense, present progressive, present perfect, past, past progressive, past perfect, past perfect progressive, future (will; going to), future progressive, future perfect simple, conditional simple, conditional perfect) while speaking, at least 90% of the time.

Level 7 Reading

Course Goal:
(1) To continue to develop students reading proficiency and skills in order to comprehend complex texts expected for students at the undergraduate and graduate level, being able to identify main ideas, key details of support, inferences, and implicit meaning

(2) To learn to read like writers, generating an awareness of how published writers create successful texts.

Course Objectives:
• Read and analyze both fiction and non-fiction texts expected of students at the undergraduate and graduate level

• Analyze textual features for organizational patterns, cohesive devices and connectors

• Continue practice with reading and analyzing academic writing patterns: compare and contrast; cause and effect; process; problem-solution

• Read and analyze parts of academic texts such as literature reviews and other aspects of research scholarship where writers synthesize information, paraphrase complex ideas, provide support with block and embedded quotes, and draw inferences and conclusions

• Analyze grammatical structures within texts

• Analyze word choice and continue to build academic vocabulary and important collocations used in academic writing

• Continue effective reading strategies: scanning, skimming, and predicting

Student Learning Outcomes:
By the end of the course, students should be able:

1. To comprehend both fiction and non-fiction texts, such as those students at universities where English is the medium of instruction would encounter, identifying and explaining the main ideas and key points, both orally and in writing

2. To answer discussion questions based on course readings
3. To understand how writers organize text overall, on the paragraph level, and on the sentence level that create well-written texts

4. To read not only for content but for craft, enabling students to understand and use the different grammatical forms and structures (e.g. modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases, inverted sentences) employed by writers to create text with strong lexical cohesion, a good flow, and an economy of discourse

5. To write summaries of texts

6. To synthesize information from various academic sources that describes the scholarship around a specific academic topic or area of investigation

**Level 7 Writing**

**Course Goal:** To produce clear, well-structured, detailed texts on complex subjects such as those encountered at the undergraduate and graduate level, showing controlled use of organizational patterns, connectors, and cohesive devices

**Course Objectives:**
- To continue to provide ample practice to produce clear, detailed, well-organized, and grammatically correct texts, such as responses to discussion questions from readings and lectures, summaries from readings and lectures, synthesis of arguments from readings and lectures, and research papers
- Develop skills in providing support from scholarship for students’ arguments: paraphrasing, synthesizing, using block and embedded quotes, and using correct conventions in regards to citing sources (e.g. MLA, APA)
- Analyze academic texts such as those encountered at the undergraduate and graduate level for organization patterns, connectors, and cohesive devices
- To continue to develop the practice of reading texts like writers, understanding organizational and grammatical features and the purposes for which writers’ employ them to create concise, precise texts with strong flow and readability

**Student Learning Outcomes:**
By the end of the course, students should be able:
1. To write summaries of academic text and journal articles addressing the content of the piece (main ideas, key supporting details) and also the craft of the piece (discussing: the genre of the text and its effect on textual organization, the effectiveness of the different parts of the piece, sentence-level structures and grammatical features, and flow)

2. To write a research paper, identifying a topic in their field of study and creating a literature review to inform this work; at least 5-7 outside sources, following appropriate citation conventions (APA, MLA)
3. To answer discussion questions from different readings

4. To identify and use a variety of advanced grammatical structures, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging in students’ writing

5. To paraphrase, avoiding plagiarism, and use block and embedded quote

**Section 2: Elective Courses**

**IELTS Course 1**

**Course Goal:** To gain a basic understanding of the four sections to the IELTs: Reading, Writing, Listening, and Speaking and learn the layout and rules for all four sections, as well as test tips to help improve their band scores.

**Course Objectives:**

- To familiarize students with the layout of the exam (sections, time limits, rules, how to read the instructions).

- To familiarize students with the reading section and the 14 various question types.

- To familiarize students with the speaking section and the three speaking parts. To get students comfortable speaking at length with classmates on assigned speaking topics, designed to mimic the IELTs speaking test.

- To familiarize students with all four parts of the listening section and the 8 question types.

- To familiarize students with the rules and layout of the writing section, and the criteria for both task I and task II.

- To teach students how to read and summarize graphs and diagrams effectively and efficiently.

- To teach students how to write an effective opinion essay on a given topic.

- To build students’ knowledge of English vocabulary and spelling of words that may commonly be found on the IELTS test.

**Student Learning Outcomes:**

By the end of this course, students will be able to demonstrate the ability to:

1. Understand the reading question types and how to answer those questions.

2. Read and answer questions (correctly about 50% of the time) on practice IELTS reading tests within the time limit.
3. Speak at length about personal topics, such as family or hometown with word choice, tone, intonation, and pronunciation correctly about 75% of the time.

4. Speak on an assigned topic and be able to answer simple questions about it, using full sentences and mostly correct grammar and verb tense agreement, appropriate for their level.

5. Answer questions based on listening tasks using correct spelling and punctuation in their answers (correctly about 50% of the time).

6. Write their own original task I and task II writing prompts, following the criteria and basic time limits (at least 150 words for task I in roughly 30 minutes and 250 words for task II in roughly 50 minutes) and with few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments). Student will be able to improve their band score by at least 1 point from the beginning of the course to the end –in the writing section.

IELTS Course 2

Course Goals: To gain a deeper understanding of the four sections to the IELTs: Reading, Writing, Listening, and Speaking, and learn practical vocabulary and grammar that help improve their band scores in all four sections.

Course Objectives:

- To teach students the layout of the exam (sections, time limits, rules, how to read the instructions).
- To expand students’ knowledge of practical vocabulary and synonyms commonly found on the IELTs test.
- To teach students common spelling words in the English language—taken from the top 500 words found in English.
- To take practice reading sections and learn test tips.
- To practice the speaking sections with partners and individually with the teacher. To get students comfortable speaking at length with classmates on assigned speaking topics, designed to mimic the IELTs speaking test.
- To take practice listening tests and learn test tips.
- To review and learn the rules and layout of the writing section, and the criteria for both task I and task II.
- To teach students how to read and summarize graphs and diagrams effectively and efficiently.
To teach students how to write an effective opinion essay on a given topic.

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Skim and scan articles to find appropriate information.
2. Read and answer questions on practice IELTS reading tests within the time limit.
3. Speak at length about personal topics, such as family or hometown with word choice, tone, intonation, and pronunciation good enough that most native speakers would not have significant problems understanding the student.
4. Speak on an assigned topic and be able to answer simple questions about it, using full sentences and mostly correct grammar and verb tense agreement.
5. Answer questions based on listening tasks using correct spelling and punctuation in their answers.
6. Write their own original task I and task II writing prompts, following the criteria and basic time limits (at least 150 words for task I in roughly 30 minutes and 250 words for task II in roughly 50 minutes) and with few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

**Debating and Argumentation**

**Course Goal:** Use debate and argumentation as a means of increase students' accuracy and fluency in English.

**Course Learning Objectives:**
- To learn the skills of argumentation, debate, and critical thinking
- To teach students to develop practical and effective methods of communication
- To prepare students for speaking situations in all aspects of life
- To assist students to advance research and presentation skills
- To build both fluency and accuracy

**Student Learning Outcomes:**
By the end of this course, students should be able to:
1. Organize their arguments in a tight and logical fashion
2. Present information clearly, accurately, and thoroughly

3. Give a convincing argument using facts, statistics, and/or examples

4. Make strong, relevant counter-arguments

5. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 2 minutes

6. Give a 3-5 minute speech refuting a single argument, fact, or definition using visual aids such as prezi or ppt

Speak Like an American

Course Goal: To help students understand and use common American idioms heard in everyday conversations and found in TV shows, books, newspapers, email messages, classroom lectures and discussions, and even on the TOEFL.

Course Objectives:

- To foster students’ understanding and use of a wide range of American idioms in both speaking and writing
- To improve students’ pronunciation of idiomatic expressions, resulting in greater clarity of speech
- To assist students in understanding the contexts in which idioms are used
- To enhance students’ ability to use idioms to ask and answer questions, to describe people and situations, to tell stories, to perform role plays, and to make creative presentations

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

1. Demonstrate the ability to understand the meanings (orally & written form) of the idioms in units 1 through 25

2. Use the idioms correctly in speaking and writing

3. Correct errors in the written form of the idioms

4. Complete sentences with the appropriate idioms

5. Answer (or ask) personalized questions (orally & in writing) using the idioms in each unit

6. Perform role plays using idioms and contexts from the text
7. Create and perform original presentations using idioms from the text

8. Summarize (orally or sometimes in written form) the unit dialogues accurately (from memory) using the idioms presented in each unit

9. Describe (or answer questions about) the characters and their behaviors accurately using idioms.

**Academic Writing**

**Course Goal:**

This course is designed to provide further support of students’ academic English writing proficiency and to supply students with strategic writing skills that will facilitate their success at the undergraduate and/or graduate level as well as success on entrance exams such as IELTS, TOEFL, and GRE.

**Course Objectives:**

- To analyze, practice, and develop the understanding and use of different grammatical forms and structures—modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases—in order to enhance students’ capability to employ a variety of sentence structures that result in paragraphs with strong lexical cohesion, a good flow, and an economy of discourse

- To equip students with the skills and language to successfully write sentences and texts that classify, define, describe processes, compare and contrast, and present problems and their solutions

- To study and develop the use of rhetorical devices such as transition words and phrases and connectors and to study other writing techniques that provide textual cohesion or that create a text with a good flow and readability

- To further enhance skills of summarizing texts, identifying the type of text, the text’s purpose, the text’s main idea, the text’s important supporting / key points.

- To learn strategies to paraphrase content accurately and avoid plagiarism

- To focus on tone, word choice, emphasis, hedging

- To develop syntax (word order) and study academic forms characteristic of texts students read and respond to at the undergraduate and graduate level

- To develop awareness of writing techniques and strategies employed by the author(s) of the readings with the aim to begin to read like writers—a key element in the growth and development of literacy proficiency that facilitates reading comprehension and academic writing ability
• Activities include reading model sentences and texts and analyzing various sentence structures to identify grammatical forms and their use within texts; sentence combining and restructuring activities; error correction activities; cloze activities; writing definitional, compare and contrast, process, and problem-solution texts; analyses and revision of students’ work

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

1. Write a problem-solution essay with four key components (situation, problem, possible solutions, and evaluation)
2. Write a process essay
3. Write a compare and contrast essay
4. Write summaries on texts, paraphrasing information and avoiding plagiarism
5. Use a variety of advanced grammatical structures in writing academic texts, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging
6. Write texts that contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).
7. Write texts with few syntactical errors

**Pronunciation**

**Course Goal:** To improve students’ understanding (listening comprehension) and pronunciation (intelligibility) of spoken everyday and academic English

**Course Objectives:**

• To foster students’ understanding and production of the phonemic repertoire of American English through mastery of the *Clear Speech* phonetic symbols for vowels and consonants and through practice in the recognition and pronunciation of the sounds that these symbols represent

• To assist students in their understanding of the sound-symbol correspondence of American English

• To improve students’ understanding and production of American English through the study of suprasegmentals, including stress, tone (pitch), vowel length and clarity, and word stress patterns
Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to

1. Recognize and write each Clear Speech vowel and consonant symbol

2. Provide words that contain the phoneme (sound) in a given CS vowel or consonant symbol

3. Identify or write the CS symbol that identifies a particular vowel or consonant sound in a word provided

4. Predict the pronunciation of words based on these sound-symbol correspondence rules: the two-vowel alphabet vowel sounds rule and the one-vowel relative vowel sounds rule for single and multisyllable words

5. Identify, count, and produce (orally or in writing) the separate syllables in American English words

6. Identify (orally or in writing) and emphasize stressed syllables in American English words by producing long, clear vowels (peak vowels) in stressed syllables

7. Recognize and produce (orally or in writing) the basic word stress patterns of American English based on syllable count, suffixes, and parts of speech

8. Recognize and produce (orally or in writing) the schwa, the reduced vowel which is the most common vowel in American English

9. Read a text applying the pronunciation, syllabification, stress, pitch, and focus rules studied and practiced

10. Recognize and produce (orally or in writing) contractions of pronouns and verbs as well as contractions of helping verbs and not

11. Identify and emphasize (orally or in writing) expected focus words in sentences, clauses, and phrases

12. Identify and emphasize (orally or in writing) focus words that correct or disagree with information in sentences, clauses, and phrases

13. Identify and deemphasize (orally or in writing) structure words (like and, a, to) that are not focus words

14. Identify and emphasize (orally or in writing) structure words (like and, a, to) that ARE (exceptionally) focus words

15. Identify and produce (orally or in writing) thought groups in sentences, clauses, and phrases
16. Recognize and produce (orally or in writing) the pitch change that signals a focus word in American English

17. Recognize and link words (orally or in writing) as they occur in examples of natural speech

18. Recognize the rhyming and rhythmic (suprasegmental) patterns in limericks provided, read the limericks aloud following the patterns, and write a limerick demonstrating this knowledge

19. Decode (write in correct, written English) an excerpt of a song, poem, or text provided (by the instructor) and written in *Clear Speech* phonetic symbols

20. Read a text applying the pronunciation, syllabification, stress, pitch, and focus rules studied and practiced

21. Recognize and pronounce various words and spellings that do not reflect the alphabet vowel and relative vowel sounds rules

**Grammar Plus**

**Course Goal:** To support and foster the growth of students’ high intermediate and advanced English grammar skills as they apply to academic English and university contexts, to present important grammar topics that may not be covered or mastered in other grammar courses, to review or expand on grammar topics that may receive inadequate coverage in other grammar courses, and to provide students with an opportunity to request more in-depth coverage of grammar topics deemed problematic or to generate new topics

**Course Objectives:**

- To improve students’ knowledge of the metalanguage used to analyze and describe English grammar
- To improve students’ competency with diverse grammatical forms in American English
- To assist students in their learning of important grammatical structures and concepts that will advance their understanding of Academic English

**Student Learning Objectives:**
By the end of this course, students will be able to demonstrate the ability to:

1. Recognize and understand parts of speech, sentence types, and sentence patterns
2. Identify and correct fragments, comma splice sentences, run-on sentences, stringy sentences, and choppy sentences
3. Use verb tenses in speaking and writing with enhanced accuracy
4. Distinguish between progressive and non-progressive verbs (work vs. know) and recognize common verbs with both progressive and non-progressive meanings (e.g., think)

5. Identify and write noun, adjective, and adverb clauses

6. Recognize the function (noun, direct object, subject complement, etc.) of a noun clause in a particular sentence

7. Convert direct speech to reported speech, making appropriate changes in verb tense, word order, pronouns, and time expressions

8. Recognize and reproduce some of the conventions of academic usage such as Latinate verbs, nominalizations, mid-position adverbs, avoidance of wordiness, and formal negation

9. Recognize and correct subject-verb agreement problems and write sentences whose subjects and verbs agree

10. Use indefinite and definite articles as well as count and non-count nouns with enhanced accuracy

11. Recognize and correct pronoun case and reference problems and write sentences with correct pronoun usage

12. Correctly form and use perfect modals

13. Correctly form and use the unreal conditional

14. Edit written texts with a high degree of accuracy to correct problems involving verb tense, punctuation, formality (academic style), subject-verb agreement, pronoun case, pronoun reference, article usage, and so forth

Reading Discussion

Course Goal: To support students’ ability to comprehend texts written for native speakers and to enhance students’ productive skills by being able to identify and explain the main ideas and key points of these texts and those from the lectures and discussions generated from them, either orally or in writing.

Course objectives

- To read and analyze for content and craft newspaper, magazine, textbook, and journal articles written for native speakers.

- To read critically these sources, analyzing the ideas and/or inferences put forth within them.

- To engage in discussions about the readings in order to develop speaking skills (e.g., in class discussions and student presentations of articles)
• To take lecture/discussion notes in regards to the key points of discussion generated from the readings

• To engage in analyses of the readings through writing (e.g. answering discussion questions, addressing the main idea of texts and writing summaries, and writing to explain the crafting of the text that made it successful.)

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

1. To comprehend the main ideas and key supporting details of texts written for native speakers

2. To identify the genre of different texts, the audience, the tone, and make inferences in regards to the author’s point of view

3. To answer questions, orally and in writing, about key points of discussion made about or from the texts being studied

4. To give a Power Point or Prezi presentation on an article of the student’s choice, facilitating a class discussion of the text

5. To write summaries of texts, paraphrasing the main idea of texts and key details of support
Level 1: Summer 1

Level 1 Grammar Summer 1

Course Goal: To develop strong knowledge of basic English grammar structures, particularly verb tenses and parts of speech.

Course Objectives:

- To familiarize students with the various parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, articles, and prepositions
- To familiarize students with sentence structure terms including subject, verb, direct object and indirect object
- To review and expand on students’ knowledge of the basic English verb tenses including simple present, present progressive, simple past, past progressive, present perfect, and present perfect progressive. This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean
- To introduce students to some of the metalanguage (in this case, names of sentence components, parts of speech, and verb tenses) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Identify the parts of speech of words in simple English sentences. For example, students should be able to label the parts of speech of all the words in the sentence “He quickly ate the huge hamburger from the restaurant.”

2. Identify the various components (subjects, verbs, direct objects, and indirect objects) of given sentences.

3. Write their own, original sentences correctly using subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns

4. Identify the various verb tenses used in a given paragraph of text.
Level 1 Listening/Speaking Summer 1

Course Goal: The main purpose of this course is for students to build fluency and confidence in communicating in English about themselves and in common, everyday situations.

Course Objectives

- To use illustrations in real-world contexts to build students vocabulary (related to students’ most immediate needs, such as personal information, family, school, community, housing, transportation, health, and work) in meaningful events, which enable them to understand and respond to class discussions and topics.

- To build linguistic and grammatical competence in response to questions and simple step instructions. Focus on moving beyond “yes/no” answers to the use of modals and helping verbs (e.g. questions & answer tags)

Student Learning Outcomes

By the end of the course, students should be able to:

1. Demonstrate the ability to ask and answer yes/no and information questions
2. Demonstrate the ability to communicate basic information about themselves, such as name, home and email address, phone number, home country/language and recognize this information in the speech of others
3. To be familiar with greetings and leave-takings, introductions (“This is my friend ______”), very basic small talk, and “community” conversations (store, restaurant, etc.)

Level 1 Reading Summer 1

Course Goal: To build upon and develop students’ reading comprehension proficiency starting with basic phrases and expressions frequently used in areas of most immediate relevance including shopping, employment, family information, and personal statements.

Course Objectives:

- To activate, utilize, and link students’ background knowledge of texts through pictures to generate discussion of the text and scaffold textual comprehension

- Textual organization: To understand and identify important organizational aspects of the text and the purpose these serve in creating a successful text: introduction, topic sentence of
paragraphs, supporting details and examples, transitions, connectors, and other rhetorical devices

- **Vocabulary:** To identify and understand new vocabulary, creating a list of important vocabulary words and expressions from the text; vocabulary development emphasizes verbs; to practice strategies for “guessing” vocabulary in context

- **Sentence level focus:** Identify parts of speech and function of words in sentences. Identify important sentence grammatical structures (e.g. subject + verb + object / compound verbs / compound sentences) Identify and discuss use of rhetorical devices

- **Summaries:** Develop the skill of writing summaries; brainstorming and outlining main ideas (possible use of graphic organizers, mapping); students talk out ideas in their own words and the teacher guides students through putting these into written language

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To discuss and write about topics such as family information, personal background, academic background, students’ culture, local culture, student needs as international students both personal and academic in nature—knowledge learned in discussion of textual organization and sentence level analyses (e.g. grammatical forms, sentence structures, and vocabulary) will facilitate students ability to accomplish this outcome

2. To read and comprehend texts based on the skill level of the course book and other adapted readers that supplement the course book, identifying the main idea, recognizing important details and key points, identifying connectors and other rhetorical devices, both in writing and orally

3. To understand and use present and past tenses in declarative and interrogative sentences

4. To identify modals and understand purpose and use: to be / do / did; can / could; will / would

5. To understand the purpose of “There is / There are”

**Level 1 Writing Summer 1**

**Course Goal:** To develop a student’s ability to communicate in writing with a focus on fluency (being able to write a lot) in English and using grammatical knowledge of present and past tense verbs, pronouns, and simple and compound sentence structures.

**Course Objectives:**
- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and sharing written work with others]
• To develop confidence and fluency by writing about personal or “daily life” topics through narrative and descriptive writings [Related class activities include reading/analyzing model essays and writing original compositions in and out of class]

• To introduce students to the writing process (brainstorm, write a draft, revise, edit) [Related class activities include reading/analyzing model essays, practicing writing in and out of class and having students revise their own work based on teacher and/or peer feedback]

• To teach students to edit their own work by focusing on capitalization and punctuation rules, the importance of spelling words correctly, the correct use of present, present continuous and past tense verbs, subject-verb agreement, pronoun-antecedent agreement, and the basic structure of English sentences (simple, compound, and complex compound) [Related class activities include providing students with lists of rules, practicing editing in or out of class, and having students revise their own work based on teacher feedback]

**Student Learning Outcomes:**
By the end of this course, students should be able:

1. To write approximately one page of text on a personal or everyday topic, with an introduction and conclusion of at least one sentence each

2. To write a comprehensible, original composition without the assistance of a dictionary (either paper or digital)

3. To use correctly present, present continuous, and past tense verbs, subject-verb agreement, and pronouns

4. To demonstrate the ability to write simple, compound, and complex sentences

**Vocabulary Level 1 Summer 1**

**Course goal:** To consolidate essential vocabulary through communicative activities, moving from passive knowledge to active use, and to build upon it, acquiring a further range of lexical proficiency to support students’ ability to communicate, orally and in writing, in both conversational and academic contexts as required to learn the learning objectives in level 2.

**Learning Objectives:**

1. Consolidate vocabulary development for immediate personal needs (e.g. describing oneself, one’s situation, and one’s feelings, emotions, wants, and desires)

2. Focus on development of verbs to describe, explain, question, answer, compare and contrast, challenge, and agree and disagree

3. Development of vocabulary for describing people, places, and things
4. Development and use of vocabulary of transitions, connectors (e.g. as well, on the other hand, however, nevertheless, moreover, etc.)

**Student Learning Outcomes:**
By the end of the course, students should be able to:

1. Use the vocabulary needed to describe personal needs, wants, desires, feelings, and emotions.
2. Use the vocabulary necessary to discuss situations and events happening in students’ lives immediate environment.
3. To use the vocabulary necessary to relay stories or narratives of specific events.
4. To use a range of verbs to explain, describe, define, indicate, claim, questions, and compare and contrast.

**Level 1: Summer 2**

**Level 1 Grammar Summer 2**

**Course Goal:** To develop strong use of basic English grammar structures, particularly verb tenses and parts of speech.

**Course Objectives:**

- To utilize in explicit instructional and communicative activities various parts of speech, including nouns, pronouns, verbs, adjectives, adverbs, articles, and prepositions
- To utilize in oral and written the correct use of sentence structure elements including subject, verb, direct object and indirect object
- To recognize, understand, and use various types of pronouns (subject pronouns, object pronouns, possessive pronouns, and reflexive pronouns)
- To further practice and enhance students’ knowledge and use of the basic English verb tenses including simple present, present progressive, simple past, past progressive, present perfect, and present perfect progressive. This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean
- To continue the use and development of a working knowledge of the metalanguage (in this case, names of sentence components, parts of speech, and verb tenses) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction

**Student Learning Outcomes**
By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various verb tenses used in a given paragraph of text.

2. Use the correct pronoun in fill-in-the blank and multiple-choice exercises.

3. Use the correct verb tense (formed and spelled correctly) in fill-in-the blank and multiple-choice exercises.

4. Write own original sentences paragraphs in the appropriate tense, with tenses formed and spelled correctly.

5. Write complete sentences that begin with capital letters and end with appropriate punctuation.

6. Write own original sentences paragraphs that explain and describe, in the appropriate tense, with tenses formed and spelled correctly.

Level 1 Listening/Speaking Summer 2

Course Goal: The main purpose of this course is for students to build fluency and confidence in communicating in English about themselves and in common, everyday situations.

Course Objectives
- To scaffold students’ understanding of speaking patterns, intonation, and word order and build knowledge of essential grammatical structures used in declarative, interrogative, imperative, and exclamatory sentences
- To be able to use the simple present, present progressive, simple past, and past progressive correctly
- To develop listening skills through the use of audio and video recordings in order for students to identify the topic

Student Learning Outcomes

By the end of the course, students should be able to:

1. To be able to have brief conversations about their likes/dislikes, their home country, and UGA/Athens
2. To be able to identify and utilize the verb tenses: present, present progressive, simple past, past progressive, and present perfect tenses
Level 1 Reading Summer 2

Course Goal: To comprehend adapted readings (narratives, personal stories), with information written mostly in the present tense, building up to stories using the simple past tense, and be able to communicate the comprehension of texts both orally and in writing.

Course Objectives:
- To activate, utilize, and link students’ background knowledge of texts through pictures to generate discussion of the text and scaffold textual comprehension
- Comprehension: to focus on identifying and understanding the text’s main ideas, characters, key points, supporting details and examples, and vocabulary through guided discussions and questions, generating discussion that targets story development, characters, predicting what will happen next, vocabulary and word choice
- Scanning: to teach scanning skills to quickly identify main ideas and get understanding of text’s main idea and organization
- Textual organization: To understand and identify important organizational aspects of the text and the purpose these serve in creating a successful text: introduction, topic sentence of paragraphs, supporting details and examples, transitions, connectors, and other rhetorical devices
- Vocabulary: To identify and understand new vocabulary, creating a list of important vocabulary words and expressions from the text; vocabulary development emphasizes verbs; to practice strategies for “guessing” vocabulary in context
- Sentence level focus: Identify parts of speech and function of words in sentences. Identify important sentence grammatical structures (e.g. subject + verb + object / compound verbs / compound sentences) Identify and discuss use of rhetorical devices
- Summaries: Brainstorm and outline main ideas of texts (possible use of graphic organizers, mapping), putting this into short written summaries
- To answer discussion questions about texts

Student Learning Outcomes:
By the end of the course, students should be able:

1. To read and comprehend texts based on the skill level of the course book and other adapted readers that supplement the course book, identifying the main idea, recognizing important details and key points, identifying connectors and other rhetorical devices, both in writing and orally

2. To identify the topic sentence and/or main idea of a paragraph
3. To discuss the main idea of a text, putting it into their own words and transforming this into writing in the form of short summaries and answers to discussion questions

4. To understand and use present and past tenses in declarative and interrogative sentences

5. To identify modals and understand purpose and use: to be / do / did; can / could; will / would

6. To identify pronoun referents

7. To acquire the understanding and use of a wider-range of verbs (vocabulary development emphasizing verbs)

---

Level 1 Writing Summer 2

Course Goal: To help students become comfortable expressing ideas in written form that is organized, logical, and cohesive, and uses grammatical knowledge of present and past tense verbs, pronouns, and simple and compound sentence structures.

Course Objectives:

- To continue to enhance students’ knowledge of and ability to employ important strategies in the writing process (brainstorm, write a draft, revise, edit) [Related class activities include reading/analyzing model essays, practicing writing in and out of class and having students revise their own work based on teacher and/or peer feedback]

- To model writing texts—descriptive, narrative, and argumentative—and analyze for key elements such as the topic sentences, thesis statements, main ideas, cohesive devices, and grammatical structures.

- To practice introducing and concluding a piece of writing and creating coherence through transitions and/or time/space order clues [Related class activities include reading/analyzing model essays, and practicing writing in and out of class]

- To teach students to edit their own work by focusing on capitalization and punctuation rules, the importance of spelling words correctly, the correct use of present, present continuous and past tense verbs, subject-verb agreement, pronoun-antecedent agreement, and the basic structure of English sentences (simple, compound, and complex compound) [Related class activities include providing students with lists of rules, practicing editing in or out of class, and having students revise their own work based on teacher feedback]

Student Learning Outcomes:
By the end of this course, students should be able:

1. To write approximately a 3 paragraph essay on an assigned topic, with an introduction, at least 1 body paragraph and conclusion

2. To write a topic sentence and/or main idea of a paragraph and support it with details
3. To demonstrate an awareness of audience through the use of transitions and other coherence devices

4. To use correctly present, present continuous, and past tense verbs, subject-verb agreement, and pronouns

5. To demonstrate the ability to write simple, compound, and complex sentences.

**Vocabulary Level 1 Summer 2**

**Course goal:** To consolidate essential vocabulary through communicative activities, moving from passive knowledge to active use, and to build upon it, acquiring a further range of lexical proficiency to support students’ ability to communicate, orally and in writing, in both conversational and academic contexts as required to learn the learning objectives in level 2.

**Learning Objectives:**

5. Development of knowledge of word families and prefixes and suffixes and the strategies to use them effectively, building vocabulary knowledge and use

6. Development of important collocations, phrasal verbs, and idioms common to everyday speech both orally and in writing

7. Develop understanding of the difference of literal and figurative use of vocabulary and the use of metaphoric language and analogies to explain and describe

8. Develop vocabulary used in academic contexts for comparing and contrasting, describing, challenging, questioning, and explaining

**Student Learning Outcomes:**

By the end of the course, students should be able to:

1. To use a range of verbs to explain, describe, define, indicate, claim, questions, and compare and contrast.

2. To be able to identify and use important collocations, phrasal verbs, and common idioms.

3. To use knowledge of word families to increase vocabulary knowledge and use.

4. Be able to identify and use transitions and connectors, orally and in writing, for use in both conversational and academic contexts.

5. Have an understanding of the difference between literal and figurative language.
Level 2 Grammar Summer 1

Course Goal: To introduce students to low-intermediate level grammar structures, including verb tenses and some modals, in both everyday and academic contexts

Course Objectives:

• To review and expand on students’ knowledge of English verb tenses including the introduction of past perfect and future tenses (other verb tenses were covered in Level 1). This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean.

• To familiarize students with the forms, meanings, and uses of a few modal verbs and modal-like expressions.

• To introduce students to some of the metalanguage (names of various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction.

Student Learning Outcomes:

By the end of this course, students will be able to demonstrate the ability to do the following:

1. Identify the various verb tenses used in a given paragraph of text.

2. Use the correct verb tense (formed and spelled correctly) or modal in fill-in-the blank and multiple-choice exercises.

3. Write original sentences or paragraphs in the appropriate tense, with tenses formed and spelled correctly.

4. Choose the correct modal to use when talking or writing about general ability, mental abilities, and possibility in the present, past, and future.

5. Write complete sentences that begin with capital letters and end with appropriate punctuation.
Level 2 Listening/Speaking Summer 1

Course Goal: To develop students’ aural comprehension and conversational skills through classroom discussions and electronic media.

Course Objectives:

- To practice using appropriate verb tenses and vocabulary when speaking.  
  *This first objective is ongoing.*

- To practice using modal verbs, with emphasis on abilities and advice

- To practice asking for clarification

- To practice describing places as well as following/giving directions to a specific location.

- To practice recognizing, understanding, and using stress and intonation patterns in sentences; comprehending reduced pronunciation (i.e., “cudja” instead of “could you”), and linked phrases (i.e., the phrase “run out of” — often pronounced as if it’s all one word)

Student Learning Outcomes:

By the end of the course, students should be able to:

1. Answer comprehension questions after listening to short conversations

2. Negotiate situations in which they require repetition or additional information.

3. Demonstrate the ability to follow/give directions to a specific location.

4. Understand common reductions in spoken English and linked words/phrases

5. Understand *can, can’t, should, and shouldn’t*

6. Demonstrate the ability to understand and use key vocabulary from the textbook and class lectures/discussions/activities
Level 2 Reading Summer 1

Course Goal: To read adapted academic texts, developing basic strategies for before reading, during reading, and after reading that facilitate student comprehension

Course Objectives:

- To introduce students with some reading strategies such as previewing, finding main ideas to increase reading comprehension
- To introduce students to vocabulary on the Academic Word List
- To practice summarizing and explaining the main points in written form and oral discussions.

Student Learning Outcomes:
By the end of the course, students should be able:

1. Read and understand non-fiction at a low-intermediate level of English and be able to remember and discuss those texts, both orally and in writing.

2. Identify main ideas in low-intermediate level texts. Demonstrate the ability to summarize and explain the main ideas of an academic text, both orally and in writing.

3. Demonstrate the ability to recognize the meanings of academic vocabulary from the texts.

Level 2 Writing Summer 1

Course Goal: To facilitate students’ transitions from writing personal, everyday communications to beginning to write in a more academic manner

Course Objectives:

- To use writing to effectively communicate their ideas [Related class activities include freewriting]
- To learn how to organize ideas using brainstorming
- To introduce the writing process such as writing a draft, revising, and editing.
- To introduce academic writing by focusing on constructing good, solid paragraphs with clear topic sentences [Related class activities include reading/analyzing model essays, and practicing writing in and out of class]
Student Learning Outcomes:
By the end of the course, students should be able:

1. To demonstrate the ability to write paragraphs with a clear focus and well-constructed topic sentence

2. To demonstrate the ability to recognize a variety of sentence types in writing (simple, compound, and complex sentences)

3. To demonstrate an awareness of paragraph structure and organization: topic sentence, supporting details, concluding sentence

Level 2 Vocabulary Summer 1

Course Goal: To increase students’ active and passive vocabulary by introducing them to words in context and by providing extra-linguistic support to enhance understanding.

Course Objectives: Read about and discuss diverse topics, such as:

- Courtship and marriage customs
- Views on technology
- High school life in different cultures
- Health and well-being

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

1. Comprehend a range of high-frequency words used in articles/stories

2. Match paraphrases to sentences in short readings
3. Take dictation related to the themes studied in class

4. Respond aurally to picture-prompts based on vocabulary

Level 2: Summer 2

Level 2 Grammar Summer 2

Course Goal: To introduce students to low-intermediate level grammar structures, including verb tenses and a variety of modals, in both everyday and academic contexts

Course Objectives:

• To review and expand on students’ knowledge of English verb tenses including the introduction of past perfect and future tenses (other verb tenses were covered in Level 1). This knowledge includes how to form the various tenses as well as when to use the tenses and what the various tenses mean.

• To familiarize students with the forms, meanings, and uses of a variety of modal verbs and modal-like expressions.

• To introduce students to some of the metalanguage (names of various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction.

Student Learning Outcomes:

By the end of this course, students will be able to demonstrate the ability to do the following:

1. Identify the various verb tenses used in a given paragraph of text.

2. Use the correct verb tense (formed and spelled correctly) or modal in fill-in-the-blank and multiple-choice exercises.

3. Write original sentences or paragraphs in the appropriate tense, with tenses formed and spelled correctly.

4. Choose the correct modal to use (write or say) in various situations, such as asking permission.
making requests, giving advice, making suggestions, expressing necessity, and discussing preferences

5. Avoid run-on sentences and sentence fragments.

Level 2 Listening/Speaking Summer 2

Course Goal: To facilitate students’ transition from L/S tasks related to personal, everyday themes to more academic topics

Course Objectives:

- To strengthen students’ knowledge of vocabulary related to everyday situations
- To introduce students to vocabulary relevant to university and other academic contexts
- To practice modal verbs, with emphasis on issuing invitations and asking for help

Student Learning Outcomes

By the end of the course, students should be able to:

1. Carry on a comprehensible conversation for a minimum of two minutes on personal or “small talk” subjects (background information, likes/dislikes, the weather, weekend activities, etc.)

2. Read a short text related to themes and vocabulary discussed in class and pronounce at least 60% of the words correctly

3. Demonstrate the ability to use would

4. When speaking, use the correct verb tense at least 50% of the time

Level 2 Reading Summer 2

Course Goal: To read adapted academic texts, developing strategies for before reading, during reading, and after reading that facilitate student comprehension

Course Objectives:

- To begin to practice types of academic reading required of students at American universities by reading texts on academic topics but with simplified syntax
• To introduce students to some reading strategies such as skimming, scanning, building background knowledge, and examining graphs/diagrams to improve reading comprehension and fluency

• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English

• To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test)

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. Read and understand both fiction and non-fiction at a low-intermediate level of English and be able to remember and discuss those texts, both orally and in writing.

2. Identify supporting details in low-intermediate level texts. Demonstrate the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing.

3. Demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class.

**Level 2 Writing Summer 2**

**Course Goal:** To facilitate students’ transitions from writing personal, everyday communications to beginning to write in a more academic manner by focusing on sentence structure and paragraph development

**Course Objectives:**

• To use writing to develop fluency and to be able to share their written work with others.

• To continue to practice the writing process (brainstorm, write a draft, revise, edit) [Related class activities include reading/analyzing model essays, practicing writing in and out of class and having students revise their own work based on teacher and/or peer feedback]

• To teach students to edit their own work by focusing on capitalization and punctuation rules, the importance of spelling words correctly, and the basic structure of English sentences (simple, compound, and complex sentences) [Related class activities include providing students with lists of rules, practicing editing in or out of class, and having students revise their own work based on teacher feedback]

**Student Learning Outcomes:**
By the end of the course, students should be able:
1. To write well-organized paragraphs with a clear focus, a well-constructed topic sentence, and unity of ideas

2. To demonstrate an awareness of audience through the use of transitions and other coherence devices

3. To write a comprehensible, original composition without the assistance of a dictionary (All sentences in the composition should begin with a capital letter and end with appropriate punctuation. All sentences should contain at least one subject and one verb. Subjects and verbs should agree.)

4. (All sentences in the composition should begin with a capital letter and end with appropriate punctuation. All sentences should contain at least one subject and one verb. Subjects and verbs should agree.)

Level 2 Vocabulary Summer 2

Course Goal: To enrich students' vocabulary while increasing their awareness of concrete and abstract language (*a cloudy day; his head is in the clouds*)

Course Objectives:
Read about and discuss a range of themes, such as:

- Academic and professional challenges
- Animals in captivity and in the wild
- Hobbies and recreation
- An introduction to social justice leaders in U.S. history

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

1. Listen to short talks based on the themes above and answer questions about them
2. Give examples of words used concretely and abstractly
3. Match synonyms with definitions
4. Speak about the themes covered; some circumlocution to be expected

Level 3: Summer 1

Level 3 Grammar Summer 1
Course Goal: To improve students’ English grammar use both orally and in writing through explicit instruction and communicative activities to be equipped to use correctly: verb tenses (present tenses and past tenses), transitive vs. intransitive verbs, and the use of gerunds and infinitives.

Course Objectives:

- To continue to ensure the correct use of present and past tenses and subject-verb agreement
- To teach students the difference between transitive and intransitive verbs
- To teach students the use of gerunds and infinitives: what they are and when and how they are used in English sentences
- To continue to utilize and build students’ knowledge of and ability to use grammatical metalanguage (names various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction.

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:
1. Use correctly verbs in present and past tenses and correct subject-verb agreement

2. Identify verbs (in context) as either transitive or intransitive and to identify gerunds and infinitives in given texts.

3. Students will be able to correctly choose a gerund or infinitive in fill-in-the blank and multiple-choice exercises.

4. Write original sentences and paragraphs using the grammatical structures correctly: present and past tenses, subject-verb agreement, pronoun-antecedent agreement, gerunds vs. infinitives, and correct use of indirect and direct objects, and correct syntax in simple, compound, and complex-compound sentences.

Level 3 Listening/Speaking Summer 1

Course Goal: To improve students’ English listening and speaking skills in order to prepare them for academic work at an American University

Course Objectives

- To develop students’ listening comprehension skills through teacher- and student- led discussions and activities as well as recorded conversations, lectures, and videos, so that students are exposed to a wide variety of accents and speaking styles
• To practice comparing/contrasting, discussing similarities and differences, pros and cons. To practice using appropriate vocabulary related to stating preferences and giving approval.

• To strengthen students’ comprehension of lectures and longer talks by listening to lectures or talks on a variety of topics, discussing and practicing listening/comprehension strategies, learning to outline and summarize lectures/talks and take useful notes on them

• To practice recognizing, understanding, and using stress and intonation patterns in sentences, reduced pronunciation (i.e., “cudja” instead of “could you”), linked phrases (phrases that are generally not clearly enunciated, such as “run out of”), and blended consonants

Student Learning Outcomes:

By the end of the course, students should be able to:

11. Demonstrate the ability to compare and contrast things, describe similarities and differences between things, and discuss the pros and cons of something. Demonstrate the ability to use appropriate vocabulary related to stating preferences and giving approval.

12. Demonstrate the ability to outline, summarize (orally and/or in writing), and answer comprehension questions on short lectures

13. Demonstrate the ability to understand spoken English containing reductions, linked words/phrases, blended consonants, and specific intonation patterns

14. Demonstrate the ability to understand and use other key vocabulary from the textbook and class lectures/discussions/activities

15. Demonstrate the ability to negotiate situations of incomprehension or misunderstanding (“I’m sorry, could you repeat that?” “What does ______ mean?” etc.)

Level 3 Reading Summer 1

Course Goal: To improve students’ reading skills—focusing on academic reading strategies, textual organization, and grammatical elements—in order to prepare them for academic work at an American university

Course Objectives:

• To practice types of academic reading required of students at American universities

• To use a variety of reading strategies to improve reading comprehension and fluency: skimming and scanning strategies, identifying and using topic sentences and/or main ideas, identifying key details of support, and identifying important transitional and cohesive devices
• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English

• To focus on specific grammatical structures in reading to develop the awareness to read like writers in which students’ reading texts serve as models for the correct use of: verb tense, subject-verb agreement, pronoun usage, prepositions, adjective and adverb clauses, gerunds and infinitives, and overall correct syntax

• To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions

**Student Learning Outcomes:**
By the end of this course, students should be able:

1. To identify main ideas and supporting details in intermediate-level texts

2. To identify and understand important textual features: organization and type of text, paragraph and sentence level structures, parts of speech, transitional phrases and connectors, and other rhetorical devices

3. To demonstrate the ability to correctly use vocabulary specific to the texts covered in class

4. To demonstrate the ability to summarize and explain the main ideas and key points of an academic text, both orally and in writing, utilizing correct grammatical structures developed from the readings

**Level 3 Writing Summer 1**

**Course Goal:** To transition students to academic writing by focusing on the organization and structure of academic texts and, specifically, the production of academic essays (e.g. argumentative), while furthering students’ overall language receptive and productive proficiency

**Course Objectives:**

• To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and writing about/explaining ideas in course readings]

• To practice types of academic writing required of students at American universities, moving away from personal, “about me” writing to more academic essays such as argumentative, compare/contrast, “logical division of ideas” or process essays [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]

• To familiarize students with the structure of a well-organized paragraph and academic essays of at least four paragraphs, with a focus on introductions, conclusions, thesis statements, topic sentences, coherence, and unity. [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]
• To help students learn to edit their own work as well as that of others [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]

• To familiarize students with American university expectations regarding plagiarism [Related class activities include discussing what constitutes plagiarism and going over strategies to avoid plagiarizing]

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To write an organized essay with an introduction, clear thesis statement, at least two body paragraphs with topic sentences and support, and a conclusion

2. To use successfully transition and cohesive devices to provide lexical cohesion and flow

3. To write a comprehensible essay without the assistance of a dictionary (either paper or digital)

4. To demonstrate the ability to follow academic norms regarding capitalization and end-of-sentence punctuation: All sentences should begin with capital letters and end with appropriate punctuation.

5. Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

---

**Level 3: Summer 2**

**Level 3 Grammar Summer 2**

**Course Goal:** Through explicit instruction and communicative activities, to prepare students for academic work at an American university by enhancing students’ ability to use correctly: present and past verb tenses, relative pronouns, adjective and adverb clauses, and comparatives and superlatives.

**Course Objectives:**

• To familiarize students with some common phrasal verbs and verb + preposition combinations

• To instruct the use of common collocations

• To teach students how to use comparatives and superlatives when writing and speaking
• To introduce students to adjective and adverb clauses, including the correct use of the relative pronouns who, which, that, and whom, and the possessive “whose”

• To continue the use and enhancement of students’ grammatical metalanguage (names various grammar terms) needed to discuss and understand the workings of the English language and English grammar more specifically, in order to get the most out of their English language instruction.

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Use the correct preposition after verbs in fill-in-the blank and multiple-choice exercises.

2. Write their own original sentences or paragraphs that correctly utilize phrasal verbs, verb + preposition combinations, comparatives, and superlatives.

3. Choose the correct word (who, which, that, whom, whose) in fill-in-the blank and multiple choice exercises related to adjective clauses.

4. Identify adjective and adverb clauses in sentences/texts and to write sentences using adjective and adverb clauses.

5. Write paragraphs with complete sentences (simple, compound, complex-compound) that begin with capital letters and end with appropriate punctuation, avoid run-on sentences and sentence fragments, and use correctly: present and past tenses, subject-verb agreement, pronouns, gerunds and infinitives, prepositions and phrasal verbs, and adjective and adverb clauses. Sentences should follow all capitalization rules and contain few, if any, spelling mistakes.

Level 3 Listening/Speaking Summer 2

Course Goal: To improve students’ English listening and speaking skills in order to prepare them for academic work at an American University

Course Objectives

• To build and strengthen students’ knowledge of vocabulary related to everyday situations as well as introduce students to vocabulary relevant to university and other academic contexts. For example, learn vocabulary and phrases as well as American cultural norms for interrupting or contradicting politely.

• To introduce students to public speaking through short extemporaneous (i.e., little or no preparation) speeches and short presentations. Talk to students about Academic Honesty related to speeches and presentations.
• To practice using appropriate verb tenses, word order, and vocabulary when speaking

• To practice asking appropriate and grammatically correct questions in response to conversations, discussions, or lectures

**Student Learning Outcomes**

By the end of the course, students should be able to:

1. Demonstrate the ability to give a prepared speech or presentation of at least 2 minutes

2. Demonstrate the ability to give an extemporaneous talk (no previous preparation) for at least 30 seconds

3. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

4. When speaking, use the correct verb tense at least 60% of the time

5. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 70% of the words correctly

**Level 3 Reading Summer 2**

**Course Goal:** To prepare students for academic work at an American university by equipping students with the reading strategies, knowledge of academic textual organization, use of rhetorical devices, and correct grammatical structures in order to comprehend academic texts and use them for further development in production skills, both orally and in writing

**Course Objectives:**

- To practice types of academic reading required of students at American universities

- To use a variety of reading strategies to improve reading comprehension and fluency: skimming and scanning strategies, identifying and using topic sentences and/or main ideas, identifying key details of support, and identifying important transitional and cohesive devices

- To continue to build and expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English

- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions
• To familiarize students with aspects of American history and culture that will help them understand American academic culture and expectations as well as college textbooks written for an American-educated audience

Student Learning Outcomes:
By the end of this course, students should be able:

1. To read and understand both fiction and non-fiction at an intermediate level of English and be able to remember and discuss those texts, both orally and in writing (texts include the course book and supplemental reading such as: “Penguin Readers Levels 4 or 5”, “Cambridge Readers Levels 4 or 5”, “Footprints Library Levels 6 or 7”, “Page Turners Level 6, 7, or 8”)

2. To identify main ideas and supporting details in intermediate-level texts

3. To identify and understand important textual features: organization and type of text, paragraph and sentence level structures, parts of speech, transitional phrases and connectors, and other rhetorical devices

4. To demonstrate the ability to summarize and explain the main ideas and key points of an academic text, both orally and in writing, utilizing correct grammatical structures developed from the readings

5. To demonstrate the ability to correctly use vocabulary specific to the texts covered in class

Level 3 Writing Summer 2

Course Goal: To complete a student’s transition to academic writing by composing academic essays that are well organized, cohesive, and grammatically correct

Course Objectives:
• To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and writing about/explaining ideas in course readings]

• To write academic writing essays such as argumentative essays, compare/contrast, “logical division of ideas” or process essays [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]

• To practice and enhance through modeling, explicit instruction, and the writing of texts students ability to construct well-organized academic essays of at least four paragraphs with a focus on introductions, conclusions, thesis statements, topic sentences, coherence, and unity. [Related class activities include discussing essay elements, reading/analyzing model essays, and writing essays in and out of class]

• To emphasize the importance of revision in writing and practice revision strategies [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]
To continue to build students ability to use acquired academic vocabulary and grammatical structures from their reading and grammar courses

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write organized, cohesive essays that have an introduction, clear thesis statement, at least two body paragraphs with topic sentences and support, and a conclusion

2. To revise an essay for organizational and grammatical mistakes

3. To utilize academic vocabulary and collocations common to academic writing

4. To write essays and other written assignments that contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

Level 4: Summer 1

Level 4 Grammar Summer 1

Course Goal: To support and foster the growth of students’ English grammar skills as they apply to academic English and university contexts.

Course Objectives:
• To improve students’ ability to recognize and correctly use adjective clauses and noun clauses

• To improve students’ general competency with grammatical forms in American English

• To assist students with learning important grammatical concepts necessary for understanding and being understood in the context of an American university

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Recognize/identify various types of clauses (especially noun and adjective clauses)

2. Write grammatically correct sentences containing noun and adjective clauses

3. Properly punctuate sentences containing adjective and/or noun clauses, including identifying (restrictive) and non-identifying (non-restrictive) adjective (relative) clauses

4. Students should demonstrate in writing an overall grammatical competency at a high intermediate level, including the ability to properly use and form the various verb tenses (with
appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization rules should be followed.

Level 4 Listening/Speaking Summer 1

Course Goal: To support and foster the growth of students’ English listening and speaking skills related to academic English and university and professional situations

Course Objectives:

• To develop students’ listening comprehension skills through teacher- and student-led discussions and activities as well as recorded conversations, lectures, and videos, so that students are exposed to a wide variety of accents and speaking styles

• To practice making and understanding arguments and analogies; to practice expressing opinions; to practice offering and requesting clarification

• To strengthen students’ comprehension of lectures and longer talks by listening to lectures or talks on a variety of topics, discussing and practicing listening/comprehension strategies, learning to outline and summarize lectures/talks and take useful notes on them

• To strengthen students’ comprehension of lectures and longer talks by learning to build background knowledge, predict content, and distinguish between main ideas and supporting details

• To expand upon recognizing, understanding, and using stress and intonation patterns in sentences, reduced pronunciation (i.e., “cudja” instead of “could you”), linked phrases (phrases that are generally not clearly enunciated, such as “run out of”), and blended consonants

Student Learning Outcomes

By the end of the course, students should be able to:

10. Express opinions on several different topics, supporting those opinions with reasons and examples in classroom discussions and group activities

11. Demonstrate the ability to outline, summarize (orally and/or in writing), and answer comprehension questions on short lectures

12. Demonstrate the ability to understand spoken English containing reductions, linked words/phrases, blended consonants, and specific intonation patterns

13. Demonstrate the ability to understand and use other key vocabulary from the textbook and class lectures/discussions/activities
14. Demonstrate the ability to give a prepared speech or presentation of at least 3 minutes and answer questions from the audience. The speech should include visual aids such as Power Point or Prezi.

Level 4 Reading Summer 1

Course Goal: To develop reading strategies and skills that will allow students to effectively comprehend upper-intermediate academic English texts in preparation for academic study at an English-medium university

Course Objectives:

- To practice types of academic reading required of students at American universities by reading multi-page (over 700 words) academic-style texts, with multiple texts on a single theme
- To improve students’ reading comprehension and fluency by practicing a variety of reading strategies (such as skimming, scanning, predicting, identifying main ideas, etc.) and focusing on relevant textual features (for example, recognizing definitions within a text or identifying key words indicating contrast, comparison, links, evidence, etc.)
- To teach students test-taking strategies for a variety of exam types: multiple choice, True/False, short answer, and essay.
- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).
- To be able to discuss meaning of the text in students’ own words, facilitating the development of paraphrasing skills for students’ writing development
- To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments
- To think critically about the content of readings, and make connections between texts and (1) other texts from class, (2) current events, and (3) students’ own knowledge and experiences
- To develop skills in understanding and interpreting graphs, charts, and illustrations accompanying a text and how they enhance and support a text’s main ideas and supporting evidence
- To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List

Student Learning Outcomes:
By the end of the course, students should be able:
1. To read and understand non-fiction, academic texts at a high-intermediate level and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To answer content-based discussion questions about class readings. The questions might require students to define terms, explain concepts and connections, and/or synthesize information.

4. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

Level 4 Writing Summer 1

Course Goal: To engage students in the practices of successful academic writers, targeting and teaching strategic writing skills that will allow students to move from a lower-intermediate level to an upper-intermediate level of academic writing proficiency

Course Objectives:

- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas
- To build on and refine students’ knowledge of essay organization by writing longer, more well-developed essays of at least 5 paragraphs, with a focus on appropriate tone and more formal, academic language/sentence structure
- To familiarize students with the key components of and appropriate vocabulary for compare/contrast and/or logical division of ideas
- To familiarize students with American university expectations regarding plagiarism
- To continue to emphasize that writing is a process by encouraging and modeling a variety of brainstorming techniques, graphic organizers, and multiple revisions
- To help students learn to edit their own work as well as that of others
- To teach students about different types of sentences (simple, compound, complex, compound-complex) in order to encourage variety in their writing as well as prevent run-on sentences and sentence fragments

Student Learning Outcomes

By the end of the course, students will be able:
1. To write an organized essay with an introduction, clear thesis statement, three or more body paragraphs with topic sentences, and a conclusion

2. To write a compare/contrast or logical division of ideas essay

3. To write a comprehensible essay without the assistance of a dictionary (either paper or digital). Essays should begin to show a variety of sentence structures and basic academic vocabulary.

4. To demonstrate the ability to identify and write various types of sentences (simple, compound, complex, compound-complex) and to identify and correct run-on sentences and sentence fragments

5. To demonstrate the ability to follow academic norms regarding capitalization and end-of-sentence punctuation (all sentences should begin with capital letters and end with appropriate punctuation). Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

Level 4: Summer 2

Level 4 Grammar Summer 2

Course Goal: To support and foster the growth of students’ English grammar skills as they apply to academic English and university contexts.

Course Objectives:
- To improve students’ ability to recognize and correctly use the passive voice and conditionals
- To improve students’ general competency with grammatical forms in American English
- To assist students with learning important grammatical concepts necessary for understanding and being understood in the context of an American university

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Distinguish between active and passive voice in sentences
2. Recognize when it is appropriate to use the passive rather than active voice
3. Correctly form the passive in sentences
4. Use the proper verb tenses when writing sentences with present and future real and unreal conditionals

5. Students should demonstrate in writing an overall grammatical competency at a high intermediate level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization rules should be followed.

Level 4 Listening/Speaking Summer 2

Course Goal: To support and foster the growth of students’ English listening and speaking skills related to academic English and university and professional situations

Course Objectives

- To build and strengthen students’ knowledge of vocabulary relevant to university and other academic contexts. For example, learn vocabulary and phrases as well as American cultural norms for expressing opinions and making arguments.

- To develop students’ public speaking/presentation skills through short presentations using visual aids such as Power Point or Prezi. Talk to students about Academic Honesty related to speeches and presentations

- To practice using appropriate verb tenses, word order, and vocabulary when speaking

- To practice asking appropriate and grammatically correct questions in response to conversations, discussions, or lectures

- To practice demonstrating language and behavior that is polite and appropriate in an American classroom setting, including: turn-taking, interrupting, interjecting, addressing the teacher and other students to express agreement or disagreement

Student Learning Outcomes

1. Demonstrate the ability to give an extemporaneous (no previous preparation) talk for at least 1 minute

2. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

3. When speaking, use the correct verb tense at least 70% of the time, especially in prepared talks (speeches, presentations, debates)
4. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 80% of the words correctly.

Level 4 Reading Summer 2

Course Goal: To develop reading strategies and skills that will allow students to effectively comprehend upper-intermediate academic English texts in preparation for academic study at an English-medium university

Course Objectives:

- To practice types of academic reading required of students at American universities by reading multi-page (over 700 words) academic-style texts, with multiple texts on a single theme
- To improve students’ reading comprehension and fluency by practicing a variety of reading strategies (such as skimming, scanning, predicting, identifying main ideas, etc.) and focusing on relevant textual features (for example, recognizing definitions within a text or identifying key words indicating contrast, comparison, links, evidence, etc.)
- To teach students test-taking strategies for a variety of exam types: multiple choice, True/False, short answer, and essay.
- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).
- To be able to discuss meaning of the text in students’ own words, facilitating the development of paraphrasing skills for students’ writing development
- To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments
- To think critically about the content of readings, and make connections between texts and (1) other texts from class, (2) current events, and (3) students’ own knowledge and experiences
- To develop skills in understanding and interpreting graphs, charts, and illustrations accompanying a text and how they enhance and support a text’s main ideas and supporting evidence
- To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List

Student Learning Outcomes:
By the end of the course, students should be able:
1. To read and understand non-fiction, academic texts at a high-intermediate level and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To answer content-based discussion questions about class readings. The questions might require students to define terms, explain concepts and connections, and/or synthesize information.

4. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

Level 4 Writing Summer 2

Course Goal: To engage students in the practices of successful academic writers, targeting and teaching strategic writing skills that will allow students to move from a lower-intermediate level to an upper-intermediate level of academic writing proficiency

Course Objectives:

- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas

- To build on and refine students’ knowledge of essay organization by writing longer, more well-developed essays of at least 5 paragraphs, with a focus on appropriate tone and more formal, academic language/sentence structure

- To familiarize students with the key components of and appropriate vocabulary for argumentative or persuasive essays, with a focus on making good claims and providing sufficient evidence to support those claims

- To begin teaching students to incorporate outside sources into their writing, with instruction on paraphrasing and using quotations appropriately and effectively; To familiarize students with the conventions of a particular citation style (such as APA or MLA) for both in-text and end-of-text citations

- To familiarize students with American university expectations regarding plagiarism

- To continue to emphasize that writing is a process by encouraging and modeling a variety of brainstorming techniques, graphic organizers, and multiple revisions

- To help students learn to edit their own work as well as that of others

Student Learning Outcomes
By the end of the course, students will be able:
1. To write an organized essay with an introduction, clear thesis statement, three or more body paragraphs with topic sentences, and a conclusion

2. To write an argumentative essay with clear claims and adequate support

3. To incorporate at least one outside source into an essay without plagiarizing

4. To write a comprehensible essay without the assistance of a dictionary (either paper or digital). Essays should begin to show a variety of sentence structures and basic academic vocabulary.

5. To demonstrate the ability to follow academic norms regarding capitalization and end-of-sentence punctuation (all sentences should begin with capital letters and end with appropriate punctuation). Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

Level 5: Summer 1

Level 5 Grammar Summer 1

Course Goal: To ensure that students have the English grammar skills necessary to read, write, speak and understand academic English at the undergraduate level. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

Course Objectives:

- To identify and practice forming sentences of various types (simple, compound, complex, and compound-complex) as well as practice identifying and correcting run-on sentences and sentence fragments

- To identify and practice using present and future real and unreal conditionals

- To practice identifying and using participle phrases

Student Learning Outcomes:

By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various types of sentences (simple, compound, complex, and compound-complex) used in an academic text.

2. Write their own original sentences of various types (simple, compound, complex, and compound-complex) with no run-on sentences/comma splices or sentence fragments

3. Identify and correct run-on sentences/comma splices and sentence fragments
4. Write their own original sentences correctly using present and future real and unreal conditionals, participle phrases, verb tenses, and modals

5. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

**Level 5 Listening/Speaking Summer 1**

**Course goal:** To ensure that students are able to listen and communicate effectively in English in situations similar to what they would encounter at the undergraduate level at an English-speaking university.

**Course Objectives**

- To develop students ability to listen for and predict the main idea and key details of support in lectures and talks
- To practice paraphrasing the main idea in a lecture/discussion/reading, both in speaking and writing
- Understanding signal words and time and sequence words as clues to chronological order to guide note-taking
- Understanding and practicing appropriate uses of expressions to agree or disagree

**Student Learning Outcomes**

By the end of the course, students should be able to:

12. To demonstrate an understanding of information gleaned from an academic lecture such as those students would encounter as undergraduate students at US universities (lectures of 10-15 minutes or more).

13. Paraphrase main ideas and points in an academic lecture and in group discussions

14. Identify and understand digressions from the main topic during a lecture—signal words employed in their use; purpose; returning to the main topic

15. To demonstrate ability to take accurate notes on classroom lectures

16. To use visual aids such as Power Point or Prezi with visuals that should not contain grammatical mistakes or spelling errors
17. To use accurate pronunciation, intonation, and tone so that most native speakers would not have significant problems understanding the student in oral exchanges and presentations

Level 5 Reading Summer 1

Course Goal: To ensure that students are able to read and understand academic English texts at the undergraduate level and to continue to reinforce and expand students’ knowledge of academic vocabulary

Learning Objectives

- To practice types of academic reading required of students at American universities by reading multi-page (over 1,000 words) academic texts (academic topics, academic syntax and vocabulary)
- To introduce students to a variety of reading strategies/text features to improve reading comprehension and fluency: identifying main ideas, markers indicating cause/effect relationships, and managing unknown vocabulary
- To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List
- To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).
- To think critically about the content of readings

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

1. To read and understand non-fiction, academic texts written for native speakers of English and be able to remember and discuss those texts, both orally and in writing
2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing
3. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

Level 5 Writing Summer 1

Course Goal: To prepare students for the kinds of writing they would be expected to do as an undergraduate at an American university, focusing on developing students’ ability to write well organized and connected, grammatically correct essays
Learning Objectives

- To use writing to develop fluency and improve students’ ability to effectively communicate their ideas [Related class activities include free-writing and writing about/explaining ideas based on course readings]

- To practice types of academic writing required of students at American universities, with a focus on argument/persuasive writing [Related class activities include discussing essay elements, reading/analyzing model essays/papers, and writing essays/papers in and out of class]

- To practice outlining and summarizing academic texts and essays, with an emphasis on effective paraphrasing.

- To help students learn to edit their own work as well as that of others [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]

- To familiarize students with American university expectations regarding plagiarism [Related class activities include discussing what constitutes plagiarism and going over strategies to avoid plagiarizing. Discuss UGA’s Academic Honesty policy]

Student Learning Outcomes

By the end of the course, students will be able:

1. To write a 5 or 6 paragraph, well-organized persuasive essay with a clear opinion and well-supported arguments.

2. To write a comprehensible essay without the assistance of a dictionary (either paper or digital).

3. To write essays and other written assignments that contain few grammatical mistakes related to spelling and verb tense and generally avoiding run-on sentences, comma splices, and sentence fragments

4. To write and revise essays to correct grammatical and syntactical errors

5. To follow academic norms regarding capitalization and punctuation (Essays and other written assignments should contain few mistakes related to spelling, verb tense, using an appropriate tense as well as forming tenses correctly, subject-verb agreement, or sentence structure and generally avoiding run-on sentences, comma splices, and sentence fragments.)

Level 5: Summer 2

Level 5 Grammar Summer 2
Course Goal: To ensure that students have the English grammar skills necessary to read, write, speak and understand academic English at the undergraduate level. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

Course Objectives:
- To identify and practice forming sentences of various types (simple, compound, complex, and compound-complex) as well as practice identifying and correcting run-on sentences and sentence fragments
- To review adjective and adverb clauses, comparatives and superlatives, verb tenses, and modals
- To expand on students’ knowledge of articles and demonstratives

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:
1. Identify the various types of sentences (simple, compound, complex, and compound-complex) used in an academic text.
2. Write their own original sentences of various types (simple, compound, complex, and compound-complex) with no run-on sentences/comma splices or sentence fragments
3. Identify and correct run-on sentences/comma splices and sentence fragments
4. Write their own original sentences correctly using adjective and adverb clauses, comparatives and superlatives, verb tenses, and modals
5. To explain the purpose of articles and demonstratives in academic texts.
6. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

Level 5 Listening/Speaking Summer 2

Course goal: To ensure that students are able to listen and communicate effectively in English in situations similar to what they would encounter at the undergraduate level at an English-speaking university.

Course Objectives
- Understanding and practicing expressions introducing digressions and returns to the main topic in lectures and ways of divulging information.
• To strengthen students’ comprehension of tone conveying intention in genuine, rhetorical, and challenging tag questions and be able to use these questions in conversations and lectures

• To introduce how to interject and interrupt in a polite fashion during a lecture/discussion

• To strengthen students’ use of definitions and contextual cues to understand meaning of unknown words

Student Learning Outcomes

1. Not make significant word choice or grammatical errors when speaking, especially in prepared talks (speeches, presentations, debates). Students will use the correct verb tense at least 80% of the time

2. To be able to speak fluently about their major and their future career/education plans or research interests

3. Demonstrate the ability to give a prepared speech or presentation of at least 4 minutes and answer questions from the audience

4. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 1 minute, 30 seconds

5. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 90% of the words correctly.

Level 5 Reading Summer 2

Course Goal: To further enhance students’ ability to read, comprehend, and explain English texts at the undergraduate level and to continue to expand the ability to use a growing range of academic vocabulary

Course Objectives

• To practice types of academic reading required of students at American universities by reading multi-page (over 1,000 words) academic texts (academic topics, academic syntax and vocabulary)

• To introduce students to a variety of reading strategies/text features to improve reading comprehension and fluency: identifying the thesis of a reading, identifying and understanding definition and classification markers, and to enhance knowledge and use of passive voice in academic texts

• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List
To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).

To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments

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

1. To read and understand non-fiction, academic texts written for native speakers of English and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

**Level 5 Writing Summer 2**

**Course Goal:** To prepare students for the kinds of writing they would be expected to do as an undergraduate at an American university, with a focus on writing well organized and connected, grammatically correct research essays

**Learning Objectives**

- To practice types of academic writing required of students at American universities, with a focus on argument/persuasive writing and research writing (incorporating outside sources into a piece of writing) [Related class activities include discussing essay elements, reading/analyzing model essays/papers, and writing essays/papers in and out of class]

- To familiarize students with the process of finding appropriate sources to use as research and support in creating a research paper and supporting an argument. [Related activities include exploring the options offered through the UGA library system and discussing how to find appropriate materials online]

- To teach students how to incorporate outside sources into a piece of writing: paraphrasing vs. quoting directly, as well as learning the conventions of a particular citation style (such as APA or MLA) for both in-text and end-of-text citations.

- To familiarize students with American university expectations regarding plagiarism [Related class activities include discussing what constitutes plagiarism and going over strategies to avoid plagiarizing. Discuss UGA's Academic Honesty policy]
• To familiarize students with pragmatically appropriate communication in common academic situations (for example, emailing a professor to ask to turn in an assignment late or to ask for a letter of recommendation).

• To help students learn to edit their own work as well as that of others [Related class activities include discussing grammar/editing mistakes as a class as well as students revising their own written work]

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

1. To write academic essays such as problem-solution essays and process essays

2. To write short research essays consisting of 2-4 pages in length and using at least 3-5 references with appropriate in-text or end-of-text citations in a commonly used style such as APA or MLA.

3. To find appropriate sources to support an argument on a topic related to their area of study (Students should be able to justify, orally or in writing, why those sources are appropriate, reliable, and trustworthy.)

4. To write email and other correspondence that is socially and culturally appropriate in an academic setting.

5. To write and revise essays to correct grammatical and syntactical errors

6. To follow academic norms regarding capitalization and punctuation (Essays and other written assignments should contain few mistakes related to spelling, verb tense, using an appropriate tense as well as forming tenses correctly, subject-verb agreement, or sentence structure and generally avoiding run-on sentences, comma splices, and sentence fragments.)

**Level 6: Summer 1**

**Level 6 Grammar Summer 1**

**Course Goal:** To continue to improve students’ knowledge and use of English grammar in preparation for professional contexts and/or undergraduate or graduate work at an English-speaking university. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

**Course Objectives:**

• To review and practice using passive voice

• To learn how to incorporate appositives to provide additional information about a noun or noun phrase
• To understand how to effectively use the present perfect and present perfect continuous to introduce problems and solutions

• To identify and practice using common noun phrase structures

• To practice greater accuracy in the use of grammatical forms

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various grammatical forms presented in the class and understand how they are used in specific types of writing.

2. Write short academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course (passive voice, appositives, various verb tenses—especially perfect tenses, and common noun phrase structures).

3. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

**Level 6 Listening/Speaking Summer 1**

**Course Goal:** To continue to foster the growth of students’ English listening and speaking skills in authentic university-level contexts, supplying further opportunities for students to develop and enhance their listening and speaking proficiency

**Course Objectives**

• To strengthen students’ ability to listen for and understand appropriate signal words and expressions that indicate main ideas, key supporting details, examples, transitions, and digressions and returning to the point.

• To practice expressing main ideas and providing key details of support from a lecture and to critically analyze and question a speaker’s assertion(s)

• To practice listening for contextual cues and tone of voice that reveal characters’ situations and emotions, including detecting sincerity, irony, and satire

**Student Learning Outcomes**
By the end of the course, students should be able to:
11. Identify and restate main ideas and key supporting details from a class lecture, orally and in writing, as students would encounter in an undergraduate course

12. Analyze a lecture describing how the lecturer: conveyed the overall meaning successfully, used supporting details, organized and sequenced the lecture, and engaged the audience

13. Identify main ideas and key points from fellow classmates’ presentations, orally and in writing

14. Give a 4-6 minute presentation on an assigned academic subject, using visual and outside sources to inform the presentation (PPT or PREZI)

15. Compare and contrast a variety of concepts and ideas around academic topics and current events, both orally and in writing

**Level 6 Reading Summer 1**

**Course Goal:** To foster students’ academic English reading skills and to supply them with strategies that will allow them to successfully comprehend texts written for undergraduate and graduate level students at universities where English is the medium of instruction

**Course Objectives:**

- To practice types of academic reading required of students at American universities by reading multi-page (over 1,000 words) academic texts (academic topics, academic syntax, and academic vocabulary)

- To encourage students to use their knowledge of language, text organization, and the world to understand what they read

- To supply students’ with reading strategies and skills that can be utilized across different academic disciplines: identifying claims and evidence, managing unfamiliar words, and annotating a reading

- To think critically about the content of readings and make connections between various readings as well as students’ prior knowledge and experience

- To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments

- To help students understand and analyze how writers use different forms of organization in different sections of a text, within paragraphs, and within individual sentences, identifying specific formatting forms, words, or punctuation that signal these organizational structures (e.g. cause and effect, comparison, contrast, definition, classification, problem-solution)
• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List

• To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To read and understand non-fiction, academic texts as well as news reports/published essays written for native speakers of English and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To demonstrate knowledge of the content of the academic readings covered in class (reading to gain knowledge, not just to translate/decipher words)

4. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class

**Level 6 Writing Summer 1**

**Course Goals:** To prepare students for undergraduate and graduate level writing with an emphasis on research writing

**Course Objectives**
• To practice types of academic writing required of students at American universities, with a focus on classification, definition, problem/solution.

• To refine students’ skills in incorporating outside sources into a piece of writing: paraphrasing vs. quoting directly, as well as learning the conventions of a particular citation style (such as APA or MLA) for both in-text and end-of-text citations.

• To reiterate American university expectations regarding plagiarism

• To hone students’ skills in revising and editing their own work as well as that of others

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To write a problem-solution essay with four key components (situation, problem, possible solutions, and evaluation)
2. To demonstrate the ability to use classification and definition in academic writing

3. To identify and use a variety of formal, academic vocabulary and advanced grammatical structures, with particular emphasis on correct usage of the specific grammatical structures covered in the grammar course (passive voice, various verb tenses—especially perfect tenses—and adjective and adverb clauses, including reduced clauses).

4. Students’ essays should demonstrate students’ ability to follow academic norms regarding capitalization and punctuation. Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments). Essays should contain few syntactical errors.

**Level 6: Summer 2**

**Level 6 Grammar Summer 2**

**Course Goal:** To continue to improve students’ knowledge and use of English grammar in preparation for professional contexts and/or undergraduate or graduate work at an English-speaking university. This level contains a heavy emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

**Course Objectives:**
- To identify and practice adjective and adverb clauses (including reduced clauses)
- To practice using infinitives of purpose to propose solutions to problems
- To identify and practice "It" constructions
- To practice greater accuracy in the use of grammatical forms

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

1. Identify the various grammatical forms presented in the class and understand how they are used in specific types of writing.

2. Write short academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course (adjective and adverb clauses (including reduced forms), infinitives of purpose, and "It" constructions).

3. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and
Level 6 Listening/Speaking Summer 2

Course Goal: To continue to foster the growth of students’ English listening and speaking skills in authentic university-level contexts, supplying further opportunities for students to develop and enhance their listening and speaking proficiency

Course Objectives

• To practice using formal and informal expressions, with the appropriate tone of voice, to admit a lack of knowledge or misunderstanding, one’s feelings on a particular subject, agreement or disagreement, and to debate pros and cons on different topics

• To understand and use vocabulary to interrupt and interject during a lecture or group discussions

Student Learning Outcomes

1. Identify and show the ability to effectively use vocabulary developed during course activities

2. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 2 minutes

3. Demonstrate the ability to ask and answer both yes/no and information questions in a grammatically correct, comprehensible manner

4. When speaking, use the correct verb tense at least 85% of the time

5. Demonstrate the ability to read a short text related to themes and vocabulary discussed in class and pronounce at least 90% of the words correctly

Level 6 Reading Summer 2

Course Goal: To foster students’ academic English reading skills and to supply them with strategies that will allow them to successfully comprehend texts written for undergraduate and graduate level students at universities where English is the medium of instruction

Course Objectives:
• To practice types of academic reading required of students at American universities by reading multi-page (over 1,000 words) academic texts (academic topics, academic syntax, and academic vocabulary)

• To encourage students to use their knowledge of language, text organization, and the world to understand what they read

• To supply students’ with reading strategies and skills that can be utilized across different academic disciplines: understanding text organization, using the dictionary to find word meaning, and using graphic organizers

• To think critically about the content of readings and make connections between various readings as well as students’ prior knowledge and experience

• To examine/analyze/synthesize multiple readings with contrasting points of view; to identify arguments and evaluate the evidence to support those arguments

• To help students understand and analyze how writers use different forms of organization in different sections of a text, within paragraphs, and within individual sentences, identifying specific formatting forms, words, or punctuation that signal these organizational structures (e.g. cause and effect, comparison, contrast, definition, classification, problem-solution)

• To expand students’ vocabulary in order to improve reading comprehension as well as general fluency in English with a focus on vocabulary from the Academic Word List

• To practice summarizing and explaining the main points and key ideas of texts in written form and oral discussions. To identify main ideas and important points from a text for the purpose of summarizing, outlining, or studying a text (preparing for a test).

**Student Learning Outcomes:**
By the end of the course, students should be able:

1. To read and understand non-fiction, academic texts as well as news reports/published essays written for native speakers of English and be able to remember and discuss those texts, both orally and in writing

2. To identify main ideas and supporting details in academic texts, demonstrating the ability to summarize and explain the main ideas and key points or processes of an academic text, both orally and in writing

3. To demonstrate knowledge of the content of the academic readings covered in class (reading to gain knowledge, not just to translate/decipher words)

4. To demonstrate the ability to correctly use academic vocabulary and vocabulary specific to the texts covered in class
Level 6 Writing Summer 2

Course Goals: To prepare students for undergraduate and graduate level writing with an emphasis on research writing

Course Objectives

- To practice types of academic writing required of students at American universities, with a focus on persuasion and research writing (incorporating outside sources into a piece of writing)

- To continue to practice finding appropriate sources to use as research and support in creating a research paper and supporting an argument.

- To refine students’ skills in incorporating outside sources into a piece of writing: paraphrasing vs. quoting directly, as well as learning the conventions of a particular citation style (such as APA or MLA) for both in-text and end-of-text citations.

- To introduce students to the concept of an annotated bibliography

- To reiterate American university expectations regarding plagiarism

- To hone students’ skills in revising and editing their own work as well as that of others

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write a research paper of at least 3 pages (not including references, etc.) with a minimum of 4 outside sources, following appropriate citation conventions in a common style (APA, MLA)

2. To write an annotated bibliography of an academic text

3. To write a persuasive essay with a clear opinion and well-supported arguments (this can be part of the research paper)

4. To identify and use a variety of formal, academic vocabulary and advanced grammatical structures, with particular emphasis on correct usage of the specific grammatical structures covered in the grammar course (passive voice, various verb tenses- especially perfect tenses- and adjective and adverb clauses, including reduced clauses).

5. Students’ essays should demonstrate students’ ability to follow academic norms regarding capitalization and punctuation. Essays and other written assignments should contain few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments). Essays should contain few syntactical errors.
Level 7 Summer 1

Level 7 Grammar Summer 1

Course Goal: To continue to improve students’ knowledge and use of English grammar with emphasis on the grammatical forms needed to understand and produce academic writing at the undergraduate or graduate level.

Course Objectives:
- To review and practice common grammatical patterns found in academic writing, such as “It constructions,” noun and adjective clauses (including reduced clauses), conditionals, and various means of expressing future time
- To practice greater accuracy in the use of a wide-range grammatical forms while speaking English
- To utilize various sentence structures common in academic writing that result in strong cohesion and flow

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:
1. Write academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course.
2. To demonstrate improvement in the grammatical accuracy of extemporaneous speeches 1 – 3 minutes in length.
3. Students should demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses (with appropriate subject-verb agreement), use proper word order in sentences, and avoid run-on sentences and sentence fragments. Most, if not all, words in sentences should be spelled correctly. Capitalization and punctuation rules should be followed.

Level 7 Listening/Speaking Summer 1

Course Goal: To foster the growth of students’ English listening and speaking skills in authentic university-level contexts

Course Objectives
- To strengthen students ability to listen for indicators and details of words signaling comparison and contrast, expressions signaling causes and effectives, expressions used to introduce persuasive arguments, enticing offers, and giving in and refusing, and how to distinguish between fact and opinion
- To understand how to take notes on lectures of cause and effects
• To practice listening strategies for understanding difficult concepts in a lecture and to be able to paraphrase and explain these concepts orally

• To introduce how to listen for and note important information likely to be on exams by inferring from the speaker’s tone that the following information is important, or not

• To develop students’ ability to listen for words that signal digressions and returns to the point, expressions of doubt and disbelief in formal and informal situations, suggestions about dealing with conflict, and appropriate and inappropriate compliments in conversations

• To strengthen students ability to speak about comparisons and contrasts and cause/effect relationships using indicator words

**Student Learning Outcomes**

By the end of the course, students should be able to:

11. Identify and restate main ideas and key supporting details from a class lecture, orally and in writing, as students would encounter in an undergraduate course

12. Describe the lecturer’s tone and infer her/his opinion on the discussed topic, including tone expressing doubt, certainty, misgivings, assurance, and irony

13. Develop strategies for predicting information from a lecture that will be included on an exam

14. Enhance note-taking strategies—using abbreviations, discerning main ideas, details, key points, and information

15. Identify and use different forms of intonation to convey meaning and cue sequential changes in a talk

**Level 7 Reading Summer 1**

**Course Goal:** To continue to develop students reading proficiency and skills in order to comprehend complex texts expected for students at the undergraduate and graduate level, being able to identify main ideas, key details of support, inferences, and implicit meaning

**Course Objectives:**

• Read and analyze both fiction and non-fiction texts expected of students at the undergraduate and graduate level

• Display understanding of readings through discussion questions, summaries, and essays

• Analyze textual features for organizational patterns, cohesive devices and connectors

• Analyze grammatical structures within texts: modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging
• Analyze word choice and continue to build academic vocabulary and important collocations used in academic writing

• Continue effective reading strategies: scanning, skimming, and predicting

Student Learning Outcomes:  
By the end of the course, students should be able:

1. To comprehend both fiction and non-fiction texts, such as those students at universities where English is the medium of instruction would encounter, identifying and explaining the main ideas and key points, both orally and in writing

2. To answer discussion questions based on course readings

3. To write summaries of texts

4. To synthesize information from various academic sources that describes the scholarship around a specific academic topic or area of investigation

5. To produce writing in reader-response activities (e.g. summaries, discussion questions, syntheses) that is grammatically correct, has appropriate word choice, is cohesive and has a strong flow

Level 7 Writing Summer 1

Course Goal: To produce clear, well-structured, detailed texts on complex subjects such as those encountered at the undergraduate and graduate level, showing controlled use of organizational patterns, connectors, and cohesive devices

Course Objectives:
• To continue to provide ample practice to produce clear, detailed, well-organized, and grammatically correct texts, such as responses to discussion questions from readings and lectures, summaries from readings and lectures, and synthesis of arguments from readings and lectures

• To practice paraphrasing and summarizing strategies

• Analyze academic texts such as those encountered at the undergraduate and graduate level for organization patterns, connectors, and cohesive devices

• Analyze academic texts for grammatical structures: modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging
To continue to develop the practice of reading texts like writers, understanding organizational and grammatical features and the purposes for which writers’ employ them to create concise, precise texts with strong flow and readability

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write summaries of academic text and journal articles addressing the content of the piece (main ideas, key supporting details) and also the craft of the piece (discussing: the genre of the text and its effect on textual organization, the effectiveness of the different parts of the piece, sentence-level structures and grammatical features, and flow)

2. To answer discussion questions from different readings

3. To identify and use a variety of advanced grammatical structures, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging

4. To paraphrase, avoiding plagiarism, and use block and embedded quotes

Level 7: Summer 2

Level 7 Grammar Summer 2

Course Goal: To provide students with the opportunities to use the language in contexts that require higher levels of grammatical competency as required in undergraduate or graduate university programs and thus attain linguistic proficiency levels for success therein.

Course Objectives:
- To review and practice common grammatical patterns found in academic writing, such as “It constructions,” noun and adjective clauses (including reduced clauses), conditionals, and various means of expressing future time
- To use varied sentence structures practicing the knowledge of how to use adjective, adverb, and noun clauses
- To practice greater accuracy in the use of a wide-range grammatical forms while speaking English
- To emphasize revision in order to achieve well-organized texts with grammatical accuracy, correct syntax, lexical cohesion, and a strong flow

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:
1. Write academic essays using academic vocabulary and sentence structures, with particular emphasis on correct usage of the specific grammatical structures covered in the course.

2. To demonstrate improvement in the grammatical accuracy of extemporaneous speeches 3-5 minutes in length.

3. To demonstrate in writing an overall grammatical competency at an advanced level, including the ability to properly use and form the various verb tenses, use proper word order in sentences, and avoid run-on sentences and sentence fragments.

4. To demonstrate the ability to write well-organized essays characterized by a logical connection of ideas, with a strong flow, and proper use of academic vocabulary, collocations, transitions, and connectors.

**Level 7 Listening/Speaking Summer 2**

**Course Goal:** To foster the growth of students’ English listening and speaking skills in authentic university-level contexts

**Course Objectives**
- To introduce the discussion of various current events and topics to enable speakers to debate and talk about issues that require speakers to explain opinions, see things from other’s point of view, and to agree or agree to disagree
- To introduce how to ask and answer exam questions and collaborate to write exam questions
- To strengthen students’ ability to use words and expressions that signal digressions and returns to the point, express doubt and disbelief, respond to compliments, and interrupt and interject
- To practice using context and pooling prior knowledge with classmates to match definitions to new vocabulary words and to their synonyms.
- To introduce how to integrate and use quotes in oral and written work
- To practice collaborating with classmates to present solutions to problems and how to give in when necessary

**Student Learning Outcomes**
By the end of the course, students should be able to:

1. Give an oral review of an peer-review journal article, using multimodal presentation techniques to identify the main points of the article, the purpose of the article, the target audience, the overall organization of the article, the effectiveness of the article, the author(s) opinion or attitude toward the topic
2. Give a presentation on the research proposal prepared in the students’ reading and writing class, explaining why the selected topic warrants investigation, a brief discussion of current scholarship concerning the subject, explanation of the statement of the problem and research questions, how the investigation will be carried out, and present possible findings and their ramifications, using at least 7 outside sources to inform the work.

3. Compare and contrast a variety of concepts and ideas around academic topics and current events, both orally and in writing.

4. Identify and show the ability to effectively use vocabulary developed during course activities.

5. Show proficiency in a variety of verb tenses (such as: present tense, present progressive, present perfect, past, past progressive, past perfect, past perfect progressive, future (will; going to), future progressive, future perfect simple, conditional simple, conditional perfect) while speaking, at least 90% of the time.

Level 7 Reading Summer 2

Course Goal: To read texts written for undergraduate and graduate students like writers, generating an awareness of how published writers create successful texts and what strategies and writing techniques (organizational and grammatical) are used to do so, and thus be capable of the continual comprehension of such texts and the ability to acquire the same skills to be used for students’ own purposes.

Course Objectives:
- Read and analyze both fiction and non-fiction texts expected of students at the undergraduate and graduate level, identifying organizational patterns, cohesive devices and connectors.
- Continue practice with reading and analyzing academic writing patterns: compare and contrast; cause and effect; process; problem-solution.
- Analyze grammatical structures within texts and how they serve the writer’s purpose: modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, inverted sentences, and hedging.
- Read and analyze parts of academic texts such as literature reviews and other aspects of research scholarship where writers synthesize information, paraphrase complex ideas, provide support with block and embedded quotes, and draw inferences and conclusions.
- Analyze word choice and continue to build academic vocabulary and important collocations used in academic writing.

Student Learning Outcomes:
By the end of the course, students should be able:
1. To comprehend both fiction and non-fiction texts, such as those students at universities where English is the medium of instruction would encounter, identifying and explaining the main ideas and key points, both orally and in writing

2. To illustrate, orally and in writing, how writers organize text overall, on the paragraph level, and on the sentence level that create well-written texts

3. To read not only for content but for craft, enabling students to understand and use the different grammatical forms and structures (e.g. modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases, inverted sentences) employed by writers to create text with strong lexical cohesion, a good flow, and an economy of discourse

4. To write summaries of texts

5. To synthesize information from various academic sources that describes the scholarship around a specific academic topic or area of investigation

6. To produce writing in reader-response activities to texts (e.g. summaries, discussion questions, syntheses) that is grammatically correct, has appropriate word choice, is cohesive and has a strong flow

Level 7 Writing Summer 2

Course Goal: To write a research paper about a topic a student’s field of study, creating a literature review from existing scholarship to inform this work

Course Objectives:

- Develop skills in providing support from scholarship for students’ arguments: paraphrasing, synthesizing, using block and embedded quotes, and using correct conventions in regards to citing sources (e.g. MLA, APA)

- To research and use scholarly work to support students’ ideas and work

- To continue to practice strategies for paraphrasing, summarizing and synthesizing scholarship

- To revise work in order to achieve higher levels of written proficiency, focusing on organization, cohesiveness, word choice, word order, and flow

Student Learning Outcomes:
By the end of the course, students should be able:

1. To write a research paper, identifying a topic in their field of study and creating a literature review to inform this work; at least 5-7 outside sources, following appropriate citation conventions (APA, MLA) and containing very few grammatical errors, word choice errors, or syntactical errors
2. To identify and use a variety of advanced grammatical structures, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and subjunctive, and hedging in students' writing

3. To paraphrase, avoiding plagiarism, and use block and embedded quotes

**Electives**

**Elective: Debate/Argumentation Summer 1 & 2**

Debate/Argumentation Summer 1 & 2

(Note: The format for both sessions is the same; the difference is that students will engage in different debates or content in each separate session with the same corresponding assignments and assessments as listed in the syllabus for both sessions.)

**Course Goal:** Use debate and argumentation as a means of increase students' accuracy and fluency in English.

**Course Objective:**
- To learn the skills of argumentation, debate, and critical thinking
- To teach students to develop practical and effective methods of communication
- To prepare students for speaking situations in all aspects of life
- To assist students to advance research and presentation skills
- To build both fluency and accuracy

**Student Learning Outcomes:**
By the end of this course, students should be able to:

1. Organize their arguments in a tight and logical fashion
2. Present information clearly, accurately, and thoroughly
3. Give a convincing argument using facts, statistics, and/or examples
4. Make strong, relevant counter-arguments.
5. Demonstrate the ability to give an extemporaneous speech (no previous preparation) for at least 2 minutes
6. Give a 10-12 minute speech refuting a single argument, fact, or definition using visual aids such as Prezi or PPT
Elective: Reading/Discussion

Reading/Discussion Summer 1

Course Goal: To support students’ ability to comprehend texts written for native speakers and to enhance students’ productive skills by being able to identify and explain the main ideas and key points of these texts, either orally or in writing, and the lectures and discussions generated from them.

Course Objectives

- To read and analyze for content and craft newspaper, magazine, textbook, and journal articles written for native speakers.
- To read critically these sources, analyzing the ideas and/or inferences put forth within them.
- To engage in discussions about the readings in order to develop speaking skills (e.g. in class discussions and student presentations of articles)
- To take lecture/discussion notes in regards to the key points of discussion generated from the readings.
- To engage in analyses of the readings through writing (e.g. answering discussion questions, addressing the main idea of texts and writing summaries, and writing to explain the crafting of the text that made it successful.)

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

1. To comprehend the main ideas and key supporting details of texts written for native speakers
2. To give an oral summary of a text, identifying the genre of different texts, the audience, the tone, and the main idea and key points of support, as well as, to make inferences in regards to the author’s point of view and make connections from the text to other texts or events in the students’ experience
3. To answer questions, orally and in writing, about key points of discussion made about or from the texts being studied
4. To identify vocabulary learned from course texts

Reading/Discussion Summer 2
**Course Goal:** To support students’ ability to comprehend texts written for native speakers and to enhance students’ productive skills by being able to identify and explain the main ideas and key points of these texts, either orally or in writing, and the lectures and discussions generated from them.

**Course Objectives**

1. To read and analyze for content and craft newspaper, magazine, textbook, and journal articles written for native speakers.

2. To read critically these sources, analyzing the ideas and/or inferences put forth within them.

3. To engage in discussions about the readings in order to develop speaking skills (e.g. in class discussions and student presentations of articles)

4. To take lecture/discussion notes in regards to the key points of discussion generated from the readings

5. To engage in analyses of the readings through writing (e.g. answering discussion questions, addressing the main idea of texts and writing summaries, and writing to explain the crafting of the text that made it successful.)

**Student Learning Outcomes**

By the end of the course, students will be able:

- To identify and use vocabulary learned from course texts

- To write a summary of a text, identifying the main idea and key points of support

- To answer questions, orally and in writing, about key points of discussion made about or from the texts being studied

- To give a Power Point or Prezi presentation on an article of the student’s choice, facilitating a class discussion of the texts

---

**Elective: Academic Writing**

**Academic Writing Summer 1**

**Course Goal:** This course is designed to provide further support of students’ academic English writing proficiency and to supply students with strategic writing skills that will facilitate their success at the undergraduate and/or graduate level as well as success on entrance exams such as the IELTS, TOEFL, and GRE.

**Course Objectives:**
• To analyze, practice, and develop the understanding and use of different grammatical forms and structures—modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases—in order to enhance students’ capability to employ a variety of sentence structures that result in paragraphs with strong lexical cohesion, a good flow, and an economy of discourse.

• To study and develop the use of rhetorical devices such as transition words and phrases and connectors and to study other writing techniques that provide textual cohesion or that create a text with a good flow and readability.

• To equip students with the skills and language to successfully write sentences and texts that classify, define, and describe processes.

• To learn to avoid wordiness and learn strategies to write economically.

• To focus on tone, word choice.

• Activities include reading model sentences and texts and analyzing various sentence structures to identify grammatical forms and their use within texts; sentence combining and restructuring activities; error correction activities; to write persuasive essays and process essays; analyses and revision of students’ work.

**Student Learning Outcomes:**

By the end of the course, students will be able to:

1. Write a persuasive essay with a clear opinion and well-supported arguments.

2. Write a process essay.

3. Combine wordy sentences to create clear, concise, and economical sentences that connect ideas in a paragraph.

4. Use a variety of advanced grammatical structures in writing academic texts, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals, and hedging.

5. Write texts that are well organized, cohesive, and have a strong flow with few grammatical and syntactical mistakes.

6. Write texts with appropriate word choice.

**Academic Writing Summer 2**

**Course Goal:** This course is designed to provide further support of students’ academic English writing proficiency and to supply students with strategic writing skills that will facilitate their success at the undergraduate and/or graduate level as well as success on entrance exams such as the IELTS, TOEFL, and GRE.
Course Objectives:

- To analyze, practice, and develop the understanding and use of different grammatical forms and structures—modals, conditionals, active and passive voice, noun and adjective clauses, reduced clauses, participle phrases, infinitive phrases—in order to enhance students’ capability to employ a variety of sentence structures that result in paragraphs with strong lexical cohesion, a good flow, and an economy of discourse.

- To equip students with the skills and language to successfully write sentences and texts that compare and contrast and present problems and their solutions.

- To learn to avoid wordiness and learn strategies to write economically.

- To focus on word choice, emphasis, hedging.

- To develop syntax (word order) and study academic forms characteristic of texts students read and respond to at the undergraduate and graduate level.

- Activities include reading model sentences and texts and analyzing various sentence structures to identify grammatical forms and their use within texts; sentence combining and restructuring activities; error correction activities; writing problem-solution texts; analyses and revision of students’ work.

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

1. Write a problem-solution essay with four key components (situation, problem, possible solutions, and evaluation).

2. Write a compare and contrast essay.

3. Combine wordy sentences to create clear, concise, and economical sentences that connect ideas in a short essay.

4. Use a variety of advanced grammatical structures in writing academic texts, including modals and other auxiliaries, noun, adjective and adverb clauses, reduced clauses, participial phrases, passive voice, gerunds and infinitives, conditionals and hedging.

5. Write texts characterized by good organization, strong cohesion, a good flow and with correct word choice and few syntactical errors.

Elective: IELTS 1 & 2

IELTS Course 1 Summer 1
**Course Goal:** To gain a basic understanding of the four sections to the IELTs: Reading, Writing, Listening, and Speaking and learn the layout and rules for all four sections, as well as test tips to help improve their band scores.

**Course Objectives:**

- To familiarize students with the layout of the exam (sections, time limits, rules, how to read the instructions).
- To familiarize students with the reading section and the 14 various question types.
- To familiarize students with the speaking section and the three speaking parts. To get students comfortable speaking at length with classmates on assigned speaking topics, designed to mimic the IELTs speaking test.

**Student Learning Outcomes:**
By the end of this course, students will be able to demonstrate the ability to:

- Understand the reading question types and how to answer those questions.
- Read and answer questions (correctly about 50% of the time) on practice IELTS reading tests within the time limit.
- Speak at length about personal topics, such as family or hometown with word choice, tone, intonation, and pronunciation correctly about 75% of the time.
- Speak on an assigned topic and be able to answer simple questions about it, using full sentences and mostly correct grammar and verb tense agreement, appropriate for their level.

**IELTS Course 1 Summer 2**

**Course Goal:** To gain a basic understanding of the four sections to the IELTs: Reading, Writing, Listening, and Speaking and learn the layout and rules for all four sections, as well as test tips to help improve their band scores.

**Course Objectives:**

- To familiarize students with all four parts of the listening section and the 8 question types.
- To familiarize students with the rules and layout of the writing section, and the criteria for both task I and task II.
- To teach students how to read and summarize graphs and diagrams effectively and efficiently.
- To teach students how to write an effective opinion essay on a given topic.
• To build students’ knowledge of English vocabulary and spelling of words that may commonly be found on the IELTS test.

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Answer questions based on listening tasks using correct spelling and punctuation in their answers (correctly about 50% of the time).

2. Write their own original task I and task II writing prompts, following the criteria and basic time limits (at least 150 words for task I in roughly 30 minutes and 250 words for task II in roughly 50 minutes) and with few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments). Student will be able to improve their band score by at least 1 point from the beginning of the course to the end—in the writing section.

IELTS Course 2 Summer 1

Course Goals: To gain a deeper understanding of the four sections to the IELTS: Reading, Writing, Listening, and Speaking, and learn practical vocabulary and grammar that help improve their band scores in all four sections.

Course Objectives:

• To teach students the layout of the exam (sections, time limits, rules, how to read the instructions).

• To expand students’ knowledge of practical vocabulary and synonyms commonly found on the IELTs test.

• To teach students common spelling words in the English language—taken from the top 500 words found in English.

• To take practice reading sections and learn test tips.

Student Learning Outcomes:
By the end of this course, students will be able to demonstrate the ability to:

1. Skim and scan articles to find appropriate information.

2. Read and answer questions on practice IELTS reading tests within the time limit.

3. Speak at length about personal topics, such as family or hometown with word choice, tone, intonation, and pronunciation good enough that most native speakers would not have significant problems understanding the student.
4. Speak on an assigned topic and be able to answer simple questions about it, using full sentences and mostly correct grammar and verb tense agreement.

IELTS Course 2 Summer 2

Course Goals: To gain a deeper understanding of the four sections to the IELTs: Reading, Writing, Listening, and Speaking, and learn practical vocabulary and grammar that help improve their band scores in all four sections.

Course Objectives:

- To practice the speaking sections with partners and individually with the teacher. To get students comfortable speaking at length with classmates on assigned speaking topics, designed to mimic the IELTs speaking test.
- To take practice listening tests and learn test tips.
- To review and learn the rules and layout of the writing section, and the criteria for both task I and task II.
- To teach students how to read and summarize graphs and diagrams effectively and efficiently.
- To teach students how to write an effective opinion essay on a given topic.

Student Learning Outcomes: By the end of this course, students will be able to demonstrate the ability to:

1. Answer questions based on listening tasks using correct spelling and punctuation in their answers.

2. Write their own original task I and task II writing prompts, following the criteria and basic time limits (at least 150 words for task I in roughly 30 minutes and 250 words for task II in roughly 50 minutes) and with few mistakes related to spelling, verb tense (using an appropriate tense as well as forming tenses correctly), subject-verb agreement, or basic sentence structure (generally avoiding run-on sentences, comma splices, and sentence fragments).

Elective: Pronunciation

Pronunciation Summer 1

Course Goal: To improve students’ understanding (listening comprehension) and pronunciation (intelligibility) of spoken everyday and academic English

Course Objectives:
• To foster students’ understanding and production of the phonemic repertoire of American English through mastery of the *Clear Speech* phonetic symbols for vowels and consonants and through practice in the recognition and pronunciation of the sounds that these symbols represent

• To assist students in their understanding of the sound-symbol correspondence of American English

• To improve students’ understanding and production of American English through the study of suprasegmentals, including stress, tone (pitch), vowel length and clarity, and word stress patterns

**Student Learning Outcomes:**

*By the end of this course, students will be able to demonstrate the ability to*

1. Recognize and write each *Clear Speech* vowel and consonant symbol

2. Provide words that contain the phoneme (sound) in a given CS vowel or consonant symbol

3. Identify or write the CS symbol that identifies a particular vowel or consonant sound in a word provided

4. Predict the pronunciation of words based on these sound-symbol correspondence rules: the two-vowel alphabet vowel sounds rule and the one-vowel relative vowel sounds rule for single and multisyllable words

5. Identify, count, and produce (orally or in writing) the separate syllables in American English words

6. Identify (orally or in writing) and emphasize stressed syllables in American English words by producing long, clear vowels (peak vowels) in stressed syllables

7. Recognize and produce (orally or in writing) the basic word stress patterns of American English based on syllable count, suffixes, and parts of speech

8. Recognize and produce (orally or in writing) the schwa, the reduced vowel which is the most common vowel in American English

9. Read a text applying the pronunciation, syllabification, stress, pitch, and focus rules studied and practiced

**Pronunciation Summer 2**

**Course Goal:** To improve students’ understanding (listening comprehension) and pronunciation (intelligibility) of spoken everyday and academic English

**Course Objectives:**
• To reinforce students’ understanding and production of the phonemic repertoire of American English through continued practice of the *Clear Speech* phonetic symbols for vowels and consonants

• To reinforce students’ understanding and production of American English through additional focus on suprasegmentals previously studied

• To improve students’ understanding and production of American English through the study of sentence focus: emphasizing content words, de-emphasizing structure words, identifying and emphasizing focus words, and appropriately emphasizing structure words not normally emphasized

• To improve students’ understanding and production of American English through the separation of words into thought groups and by signaling these thought groups through pausing and intonation

**Student Learning Outcomes:**
*By the end of this course, students will be able to demonstrate the ability to*

1. Recognize and produce (orally or in writing) contractions of pronouns and verbs as well as contractions of helping verbs and *not*

2. Identify and emphasize (orally or in writing) expected focus words in sentences, clauses, and phrases

3. Identify and emphasize (orally or in writing) focus words that correct or disagree with information in sentences, clauses, and phrases

4. Identify and deemphasize (orally or in writing) structure words (like *and, a, to*) that are not focus words

5. Identify and emphasize (orally or in writing) structure words (like *and, a, to*) that ARE (exceptionally) focus words

6. Identify and produce (orally or in writing) thought groups in sentences, clauses, and phrases

7. Recognize and produce (orally or in writing) the pitch change that signals a focus word in American English

8. Recognize and link words (orally or in writing) as they occur in examples of natural speech

9. Recognize the rhyming and rhythmic (suprasegmental) patterns in limericks provided, read the limericks aloud following the patterns, and write a limerick demonstrating this knowledge

10. Decode (write in correct, written English) an excerpt of a song, poem, or text provided (by the instructor) and written in *Clear Speech* phonetic symbols
11. Read a text applying the pronunciation, syllabification, stress, pitch, and focus rules studied and practiced

12. Recognize and pronounce various words and spellings that do not reflect the alphabet vowel and relative vowel sounds rules

**Elective: Idioms (Speak Like an American)**

*Idioms Summer 1*

**Course Goal:**

To help students understand and use common American idioms heard in everyday conversations and found in TV shows, books, newspapers, email messages, classroom lectures and discussions, and even on the TOEFL.

**Course Objectives:**

- To foster students’ understanding and use of a wide range of American idioms in both speaking and writing
- To improve students’ pronunciation of idiomatic expressions, resulting in greater clarity of speech
- To assist students in understanding the contexts in which idioms are used
- To enhance students’ ability to use idioms to ask and answer questions, to describe people and situations, to tell stories, to perform role plays, and to make creative presentations

**Student Learning Outcomes:**

By the end of the course, students will be able to
1. Demonstrate the ability to understand the meanings (orally & written form) of the idioms in units 1 through 12

2. Use the idioms correctly in speaking and writing;

3. Correct errors in the written form of the idioms;

4. Complete sentences with the appropriate idioms;

5. Answer (or ask) personalized questions (orally & in writing) using the idioms in each unit;

6. Perform role plays using idioms and contexts from the text;

7. Create and perform original presentations using idioms from the text;

8. Summarize (orally or sometimes in written form) the unit dialogues (1-12) accurately (from memory) using the idioms presented in each unit; and describe (or answer questions about) the characters and their behaviors accurately using idioms.

**Idioms Summer 2**

**Course Goal:**

To help students understand and use common American idioms heard in everyday conversations and found in TV shows, books, newspapers, email messages, classroom lectures and discussions, and even on the TOEFL.

**Course Objectives:**

- To foster students’ understanding and use of a wide range of American idioms in both speaking and writing
• To improve students’ pronunciation of idiomatic expressions, resulting in greater clarity of speech

• To assist students in understanding the contexts in which idioms are used

• To enhance students’ ability to use idioms to ask and answer questions, to describe people and situations, to tell stories, to perform role plays, and to make creative presentations

**Student Learning Outcomes:**

By the end of the course, students will be able to

1. Demonstrate the ability to understand the meanings (orally & written form) of the idioms in units 13 through 25

2. Use the idioms correctly in speaking and writing;

3. Correct errors in the written form of the idioms;

4. Complete sentences with the appropriate idioms;

5. Answer (or ask) personalized questions (orally & in writing) using the idioms in each unit;

6. Perform role plays using idioms and contexts from the text;

7. Create and perform original presentations using idioms from the text;

8. Summarize (orally or sometimes in written form) the unit dialogues (13-25) accurately (from memory) using the idioms presented in each unit; and describe (or answer questions about) the characters and their behaviors accurately using idioms.

**Elective: Grammar Plus**

*Grammar Plus Summer 1*
Course Goal: To support and foster the growth of students’ high intermediate and advanced English grammar skills as they apply to academic English and university contexts, to present important grammar topics that may not be covered or mastered in other grammar courses, to review or expand on grammar topics that may receive inadequate coverage in other grammar courses, and to provide students with an opportunity to request more in-depth coverage of grammar topics deemed problematic or to generate new topics.

Course Objectives:

- To improve students’ knowledge of the metalanguage used to analyze and describe English grammar
- To improve students’ competency with diverse grammatical forms in American English
- To assist students in their learning of important grammatical structures and concepts that will advance their understanding of Academic English

Student Learning Objectives:

By the end of this course, students will be able to demonstrate the ability to:

1. Recognize and understand parts of speech, sentence types, and sentence patterns
2. Identify and correct fragments, comma splice sentences, run-on sentences, stringy sentences, and choppy sentences
3. Use verb tenses in speaking and writing with enhanced accuracy
4. Distinguish between progressive and non-progressive verbs (work vs. know) and recognize common verbs with both progressive and non-progressive meanings (e.g., think)
5. Identify and write noun, adjective, and adverb clauses
6. Recognize the function (noun, direct object, subject complement, etc.) of a noun clause in a particular sentence
7. Convert direct speech to reported speech, making appropriate changes in verb tense, word order, pronouns, and time expressions

8. Recognize and reproduce some of the conventions of academic usage such as Latinate verbs, nominalizations, and mid-position adverbs

Grammar Plus Summer 2

Course Goal: To support and foster the growth of students’ high intermediate and advanced English grammar skills as they apply to academic English and university contexts, to present important grammar topics that may not be covered or mastered in other grammar courses, to review or expand on grammar topics that may receive inadequate coverage in other grammar courses, and to provide students with an opportunity to request more in-depth coverage of grammar topics deemed problematic or to generate new topics

Course Objectives:

- To improve students’ knowledge of the metalanguage used to analyze and describe English grammar
- To improve students’ competency with diverse grammatical forms in American English
- To assist students in their learning of important grammatical structures and concepts that will advance their understanding of Academic English

Student Learning Objectives:

By the end of this course, students will be able to demonstrate the ability to

1. Recognize and reproduce additional conventions of academic usage such as avoidance of wordiness and formal negation

2. Recognize and correct subject-verb agreement problems and write sentences whose subjects and verbs agree

3. Use indefinite and definite articles as well as count and non-count nouns with enhanced accuracy
4. Recognize and correct pronoun case and reference problems and write sentences with correct pronoun usage

5. Correctly form and use perfect modals

6. Correctly form and use the unreal conditional

7. Edit written texts with a high degree of accuracy to correct problems involving verb tense, punctuation, formality (academic style), subject-verb agreement, pronoun case, pronoun reference, article usage, and so forth