



COLUMBIA COLLEGE
Language and Culture Center
STAFF HANDBOOK
Revised May 12, 2021

Main Campus:
8620 Westwood Center Drive
Vienna, Virginia 22182

-- Official Columbia College Document --

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COLUMBIA COLLEGE'S MISSION STATEMENT

Columbia College provides high-quality, relevant, and varied educational programs and opportunities for the intellectual, cultural, and personal growth of all members of its community. The College values its role as an educational institution, embracing change and responding to the complex needs of those it serves.

COLUMBIA COLLEGE'S ESL PROGRAM MISSION STATEMENT

The mission of English as a Second Language Program at Columbia College is to prepare the students to function effectively in academic classes where English is the language of instruction. In doing so, we also seek students to have meaningful learning experiences by providing rich environment with American culture and the academic atmosphere that could be meaningful impact for their academic work and the personal journey of life.

COLUMBIA COLLEGE'S COMMITMENT TO ACADEMIC FREEDOM

The core reason that any university exists is for the exchange of ideas. Columbia College is committed to academic freedom for its Faculty/Staff and students and strives to affirm this commitment through its policies and procedures. The policies and procedures are intended to create a learning environment that encourages the respectful exchange of ideas and opinions.

Admission Information

Columbia College is committed to equal opportunity in student admissions. Students who are high school graduates or the equivalent qualify for admission and can benefit from the College's programs and services. Columbia College offers associate degree programs, certificate programs, and non-degree programs in order to accommodate a variety of students with different educational objectives and backgrounds. Some students may not qualify for programs with more stringent requirements. For more information, students should contact the appropriate department and/or the admissions office.

Non-Discrimination Policy

Columbia College does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability. The College complies with the Civil Rights Act of 1964, related executive orders 11246 and 11375, Title IX of the Education Amendments Act of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, Section 402 of the Vietnam Era Veteran's Readjustment Assistance Act of 1974, and all Civil Rights Laws of the state of Virginia.

Criteria for Admission

To qualify for enrollment in Columbia College, the applicant must meet the following conditions:

1. A graduate of an accredited high school or has satisfactorily completed the General Educational Development (GED) test.
2. A home-schooled student who follows state and county education guidelines. The compliance form must be submitted with the admissions application.
3. If an applicant graduated from high school in a foreign country and cannot provide the diploma, he/she must complete waivers of diploma forms as proof of graduation.
4. An official college/university transcript is an acceptable document to prove high school graduation if the applicant is currently attending or previously attended. For foreign institutions, the transcript must be evaluated by an organization recognized by the National Association of Credential Evaluation Services (NACES) or the Association of International Credential Evaluators (AICE).
5. Associate degree and English as a Second Language (ESL) applicants are administered a nationally recognized exam for the purpose of evaluating language proficiency and academic propensity. Please note, ESL students are also required to complete a nationally recognized exam upon completion of their program for the purpose of evaluating learning outcomes and language proficiency.

CLASS HOURS

- Session: Each session is 10 weeks and Each year has five sessions:

- Class Hours: Each session is 200 hours and 20 hours per week

LIBRARY ACCESS

The Columbia College Library collection is available to use for research assignments that students are required to complete. With its easy and simple search strategies, the user can find the desired library book by author, by title, by key word, by subject, and/or by barcode number of the book. When the particular word is typed in the search dialog box, the software displays the list of related words in its prompted list. The library user can select a desirable book using the detailed bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty member. This provides access to more than 1 million article titles. The Directory of the Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

ACADEMIC, PERSONAL, AND IMMIGRATION ADVISING

Students may request academic, personal, and immigration advising at any time during their enrollment by making a request with either the ESL Director or the Student Services Department.

Students receive academic advising during the registration process as well as at least once per term. Columbia College academic advisors are credentialed, and course qualified for their program of study. Academic advisors assist students in scheduling and selecting appropriate courses. At any time during the term, students may request an appointment with their academic advisor, department representative, or instructor for assistance. Academic advisors must schedule to meet the student within ten business days of initial request. Students will receive contact information for academic advisors from the ESL Director.

SATISFACTORY ACADEMIC PROGRESS

All Columbia College students must comply with the Satisfactory Academic Progress (SAP) standards toward earning a diploma or certificate to maintain their status and/or to be eligible for

federally supported financial aid programs. “Satisfactory Academic Progress” is a measurement of a student’s successful progress in his/her studies to fulfill the requirements expressed by the Higher Education Act (HEA) of the U.S. Department of Education. All students are measured in two categories of standards: Qualitative and Quantitative. The academic office and financial aid office carry out the monitoring process of SAP to determine whether the students are making satisfactory academic progress. If the student fails to fulfill the minimum requirement of the SAP, a notification (warning letter, probation notice, dismissal notice) is issued from the academic office and the information is forwarded to the financial office and each department director. Incremental evaluation time for SAP is at the end of each 10-week session, meaning satisfactory progress of a student is evaluated every ten weeks. Meetings with advisors will be scheduled within five business days of receiving a notification of failing to meet SAP.

Unsatisfactory Academic Progress Appeal

A student may submit an appeal for an Unsatisfactory Academic Progress status in writing to the school’s Academic Office. A copy of the request is forwarded to the Financial Aid Office if the student is under the federal financial aid program. A meeting with the Academic Dean and the Financial Aid Officer to discuss this appeal will be held within 5 business days after receipt of the appeal. The student’s grade reports and attendance records will be examined at the meeting. If the school made an error for any reason, the student’s satisfactory academic progress evaluation will be corrected. Columbia College may consider a student with special circumstances as making satisfactory progress even though he/she fails to meet the requirements due to:

- The death of a family member
- An injury or illness of the student or
- Other special circumstances

In the written document, the student needs to explain the reason why he/she could not meet the required standard to maintain their status at the College and maintain the eligibility of financial aid. It is required for the student to submit the documented evidence to prove he/she is under mitigating circumstances. They include:

- Copy of death certificate
- Medical certificate from a physician
- Bank statement or financial documents (not for international student)
- Supporting statement from faculty, program director, and school official
- Other supporting documents

The Academic Dean will make the following decisions on each appeal in a timely fashion:

1. The student's appeal may be fully accepted and financial aid eligibility fully reinstated. This is the case when the student's appeal for his/her circumstance was granted or it is the result of an administrative or recording error made on the student's academic record. If the case is an appeal for dismissal by mitigating circumstances, the student will be placed on probation and the financial aid eligibility is restored. Under the probation, the student needs to meet the program director for counseling and approval for registration for the following session. The student also must meet the SAP requirement to be in good standing.

2. The student's appeal may be denied thus making him/her ineligible for federal financial aid. In this case, the student must be readmitted without financial aid after one session. Students can try a second appeal process but the student must enroll without financial aid before the decision of the second appeal is made.

3. IMPORTANT: Generally, students cannot use the same reason for the appeal process for the dismissal status.

Grade Appeal

A grade appeal must be initiated by the student within three weeks of receiving a grade. A written request must be first submitted to the instructor of the class. If the issues are not resolved, a written request must be submitted to the appropriate program director/coordinator. A school committee, consisting of faculty and staff, will request a hearing in which the student and the faculty member will present their cases. All decisions made by this committee are final and the same issue cannot be appealed.

Dismissal

1. Students will be dismissed from Columbia College in the following cases:
 - A. Three academic warnings
 - B. Failure or refusal of registration
 - C. Serious misbehavior in the classroom such as threatening, physical abuse, sexual harassment, refusal to follow instruction, or continuous disturbances
- A. Proven theft
- A. Any serious violation of the school's regulations

1. When a student is academically dismissed:
 - A. He/she is not eligible to enroll in Columbia College's day or evening classes for a minimum of one session
 - B. International students must request for reinstatement by submitting a reinstatement form to a designated school official (DSO) at the International Students Office

1. Unsatisfactory Academic Progress Appeal

A student may request to appeal an Unsatisfactory Academic Progress evaluation by writing to the academic dean. The request must be submitted to the business office and a

meeting will be scheduled within 5 days after the request submission. The student's grade reports and attendance records will be examined at the meeting. If the school made an error for any reason, the student's Unsatisfactory Academic Progress evaluation will be revoked.

CODE OF CONDUCT

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations remedy of this policy.

Academic Dishonesty/Misconduct

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

Non-Academic Dishonesty/Misconduct

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances

- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

Prohibition of Sexual Harassment of Students

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

FACULTY OFFICE HOURS

Instructional faculty will be accessible to students for academic and course advising during stated office hours outside of regularly scheduled class hours. Specific office hours are determined by individual faculty; however, all faculty members shall hold a minimum of one office hour per week for each class section taught. Faculty may supplement traditional office hours with virtual office hours and/or by appointment options given to students with flexible options. All office hour options will be listed in course syllabi. Columbia College believes the essence of quality education depends on clear communication between the faculty and students.

COURSE PLACEMENT

After completing the admissions process, students take the CAMLA placement test in order to determine their placement level. The ESL Director will notify the student of their course placement.

Students may request that a course placement be reviewed if the student and their instructor feel that they have been inaccurately placed. Their placement is reviewed taking into account the advice of their instructor and in consultation with the ESL Director and Student Advisement Services. It is important to note that while students have input in this process, the decision ultimately rests with the instructor and ESL Director.

SOCIAL AND RECREATIONAL ACTIVITIES

The ESL program provides opportunities for students to experience social and recreational activities in the local community. Due to our proximity to Washington, DC, Columbia College is fortunate to be able to take advantage of some fantastic resources for cultural immersion that are free or low cost. Approximately once each session, field trips are organized around the DC Metro area. These field trips range from viewing the Cherry Blossom Festival to taking museum tours and the like. Costs are typically minimal (most events are free of charge with the only expense being transportation). Students are informed of the activities and involved costs both in writing and in person by their teachers at least two weeks before the scheduled time.

STUDENT HOUSING

Columbia College does not provide housing for students. The college does provide assistance for students looking for housing by providing contact information for various housing options around the area. This information is solely meant to provide a starting point for students to begin their search for housing.

GRADING POLICY

The formal grading system utilizes a letter grading policy and conforms to recognized education standards.

Grade	Percent	Standing
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

Assessment Scale

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

Satisfactory Progress

All Columbia College students must comply with the Satisfactory Academic Progress (SAP) standards toward earning a diploma or certificate in order to maintain their status and/or to be eligible for federally supported financial aid programs. “Satisfactory Academic Progress” is a measurement of a student’s successful progress in his/her studies to fulfill the requirements expressed by the Higher Education Act (HEA) of the U.S. Department of Education. All students are measured in two categories of standards: Qualitative and Quantitative.

The academic office and financial aid office carry out the monitoring process of SAP to determine whether the students are making satisfactory academic progress. If the student fails to fulfill the minimum requirement of the SAP, a notification (warning letter, probation notice, dismissal notice) is issued from the academic office. Student progress is evaluated every ten weeks. Students who struggle to make SAP will meet with their academic advisor. Meetings with advisors will be scheduled within five business days of receiving a notification of failing to meet SAP.

Compliant Policy

Student Complaint Procedures

A. Contact the school official directly:

- 1) If this concerns a grade received, the student must contact the instructor on or before the last day of the following session.
- 2) If this concerns an administrative matter, contact the school business manager.
- 3) If this concerns a matter not covered in the previous two instances, contact student services.

B. Appeal to the school official’s supervisor:

- 1) If this must be done within 10 calendar days of the process outlined in 1) above.
- 2) It is the responsibility of the appropriate administrator to hear the student’s complaint within 10 calendar days of his/her appeal.
- 3) The administrator must notify the student in writing of the condition of the appeal within 10 calendar days of the hearing.
- 4) If the matter is not resolved to the mutual satisfaction of both parties, it may be elevated to the next level. At this point, it becomes a “grievance,” as the complaint resolution process has not engendered a mutually satisfactory end to the complaint.

2. Student Grievance Procedures

A. Obtain a student grievance form from the student services director. Fill it out completely, stating your case in full detail, and return it to the student services director.

B. The student has the right to make his/her case to the college council. All evidence of unfair treatment must be presented as well as whether the student has suffered any damage or injury as a result of such treatment. If satisfaction is not obtained, the student may further elevate his/her case to the president of the college.

C. If it is determined that the student has a valid grievance, the college council will be convened. Seated at the head will be a member of the college's administrative staff. The council will also consist of one faculty member and one student selected at the beginning of the academic year for this task. If this grievance concerns a grade, then the faculty member must be an actual instructor at the college.

D. The college council will notify the student in writing within 10 calendar days of the time and place of the hearing. The hearing will be held within 14 days of the designation of the college council. The college council will reach its decision by a simple majority vote and pass its recommendation to the college within 10 calendar days of the hearing.

E. The student will be notified in writing within 10 calendar days of the college council's recommendation, based on the postmarked date of the envelope in which it was submitted. Either party can appeal the decision by a written appeal to the president of the college within 10 days of the post marked date of the envelope in which it was submitted, to reach his/her decision.

F. The student may address his/her concerns in writing to the following: The State Council of Higher Education for Virginia (SCHEV) James Monroe Building 10th Floor 101 N. 14th Street Richmond, VA 23219 Tel: (804) 225-2600 Fax: (804) 225-2604 Website: www.schev.edu/ Maryland Higher Education Commission (MHEC) 6 N Liberty Street Baltimore, MD 21201 Tel: (410) 767-3301 Fax: (410) 332-0250 Website: www.mhec.maryland.gov/ The Council on Occupational Education (COE) 7840 Roswell Road Building 300, Suite 325 Atlanta, GA 30350 Tel: (770) 396-3898 Fax: (770) 396-3790 Website: www.council.org/ * Students who initiate a complaint will not be subject to unfair actions by the school. All employees are responsible and accountable for the records in their possession and those records for which they have control. All local and federal laws will be followed by every Columbia College employee during the creation, retention, and disposition of school records. Columbia College management is responsible and accountable for managing and implementing the legal requirements for recordkeeping in the school facilities. All records created or received in the ordinary course of administrative and academic activities are the property of Columbia College, and are subject to this guideline.

ACADEMIC GOVERNANCE POLICY

Effective academic governance is a hallmark of a mature educational institution. Therefore, all participants have the duty to strive to make academic governance:

1. A cooperative process that demands a joint effort between the Vice President/ Academic Dean and the Faculty/Staff of Columbia College with appropriate participation by students, alumni, and staff; (4)
2. An open process that is characterized by a courteous, free-flowing exchange of information and opinions between all interested parties;

3. A respectful process that gives increased weight to the opinions of participants who are accountable for the matters under consideration;
4. A comprehensive process that assumes that any issue may be relevant to the academic enterprise;
5. A bilateral process that produces policies that apply to Columbia College as a whole, and policies that apply only to one college or non-collegiate academic unit; and
6. A responsible process that is subordinate to governmental authority, the final institutional authority of the Board and the delegated authority of the President. The level of participation by the faculty in the academic governance process varies. It includes but is not limited to;
 - a. Participation in the development of the educational program of the institution;
 - b. Participation in the selection of course materials
 - c. Participation in the selection of instructional equipment and other educational resources
 - d. Systematic evaluation and revision of the Institutional curriculum
 - e. Assessment of student learning-outcomes
 - f. Assistance with the planning for Institutional effectiveness
 - g. Consultation – A body of Faculty/Staff members who discuss with and inform the administrator with authority and responsibility for the decision. Such a committee is not a deliberative body; there is no vote. Rather the members express their views to inform an administrator’s decision.
 - h. Advice or Recommendation – A deliberative body of Faculty/Staff members who recommend policies or actions to an administrator who is authorized to make decisions. There is a vote. The administrator is not bound by the recommendation and accepts responsibility for the decision.
 - i. Shared Responsibility – A deliberative body of Faculty/Staff members who make recommendations concerning policies or actions to an administrator who is authorized to make decisions. There is a vote. If the administrative and the deliberative body cannot agree and a decision is needed, the recommendation of the administrator and the deliberative body will be submitted in writing to the next higher administrative level for resolution.
 - j. Delegated Authority – A deliberative body of Faculty/Staff is authorized to make decisions on specified matters. There is a vote. Such decisions are subject to administrative review, but will be altered only in rare circumstances.

STUDENT ENROLLMENT AGREEMENT

Please choose a Columbia College campus by choosing one of the boxes below:

Tysons Campus 8620 Westwood Center Dr., Vienna, VA 22182 Phone: 703-206-0508	Centreville Extension 5940 Centreville Crest Ln. Centreville, VA 22021 Phone: 703-266-0508	Rockville Extension 20 West Gude Dr. Rockville, MD 20850 Phone: 301-929-0565
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_____ (first) _____ (MI) _____ (last)
 Date of Birth: _____ Nationality: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Contact Number: _____ SSN: _____ - _____ - _____

I agree to enroll in Columbia College's: _____ Program.
 The beginning date for this session is (MM/DD/YYYY) _____ and the
 expected completion date is (MM/DD/YYYY) _____. This program requires
 _____ credit hours and will result in being awarded a certificate/diploma/degree.

COST FOR PROGRAM:	APPLICATION FEE:	\$ _____
	TUITION:	\$ _____
	BOOKS/SUPPLIES:	\$ _____
	MISC. EXPENSES:	\$ _____
	TOTAL COST:	\$ _____

TUITION PAYMENT

All students must make the first tuition payment and register for a class by or on the last day of the registration period. Students will not be allowed to enter or continue attending class until

they have paid 100% of tuition before the end of the registration period.

STUDENT'S RIGHT TO CANCEL

Students may cancel the **Enrollment Agreement** within 3 days (Saturdays, Sundays, legal holidays or days when the College is closed not included) of signing the agreement and obtain a full refund of all monies paid for tuition (less the non-refundable \$100 fee), as long as the student has not actually attended classes. However, once the student has attended a class, the agreement is enforced and cannot be voided by the student regardless of when the agreement was signed.

Students who drop out of class during the 3-day period after signing the agreement or after the 3-day cancellation period are subject to the tuition refund provisions set forth below;

REFUND POLICY

1. The entire amount except the application fee paid by the student will be fully refunded if the student chooses not to enroll before the first day of instruction or withdraws during the add/drop period.
2. If a student decides to withdraw or drop out after the add/drop period, refunds will be made according to the following schedule:

Proportion of Total Course Taught by Withdrawal Date	Tuition Refund
Up to 25%	50% of course cost
Between 25% and 50%	25% of the course cost
More than 50%	No Refund

3. If the school closes, cancels, or discontinues a course or program, the full amount of tuition and fees will be refunded to all enrolled students.
4. Refunds will be determined based on the last attendance date.
5. If a student fails to return to the program by the end of a temporary leave of absence, the refund amount will be determined based on the date of withdrawal or termination, and will be paid within 30 days of the last day of leave of absence.
6. All refunds due will be paid within 30 days of the student's last day of attendance.
7. Purchased books are the students' property and they are not refundable unless they are returned before classes begin.

****All Students MUST submit a written request for their refunds.**

Additional Notices:

- Columbia College has been certified by the State Council of Higher Education for Virginia (SCHEV) to operate in Virginia at these locations.

- **The State Council of Higher Education for Virginia (SCHEV)**
James Monroe Building 9th Floor
101 N. 14th Street
Richmond, VA 23219
Tel: (804) 225-2600 Fax: (804) 225-2604
Website: www.schev.edu
- Columbia College has been certified by the Maryland Higher Education Commission (MHEC) to operate in Maryland at this location
 - **Maryland Higher Education Commission (MHEC)**
6 N Liberty Street Baltimore, MD 21201
Tel: (410) 767-3301 Fax: (410) 332-0250
Website: www.mhec.maryland.gov/
- The transferability of credit and credentials earned is at the sole discretion of the receiving school
- Student Complaint and Grievance Policy
 - Columbia College always strives to provide an environment conducive to the growth and development of all students; a place where disagreements can be discussed and resolved in a manner befitting the institution. Therefore, Columbia College has established a specific policy to resolve student complaints and grievances.
 - A student who has a complaint is responsible for following the procedures described in the Catalog. Complaints may concern inappropriate faculty conduct (including inappropriate course materials), incompetence in oral communication, inequities in assignments, scheduling of examinations at unauthorized or unpublished times, or grading grievances.

STUDENT ACKNOWLEDGEMENT

By signing below, I certify that I have read and understood the enrollment agreement. I certify that I have been provided access to the school's electronic or print catalog, bulletin, or brochure. I understand that this is a legally binding agreement. My signature below certifies that I have read, understood, and agreed with my rights and responsibilities. Further, I certify that I understand the cancellation and refund policies and I understand and agree to these policies. I attest that I am at least 18 years of age. I understand that I will pay the tuition and fee amount. I have been advised to keep a copy of this document as well as copies of all financial documents.

SIGNATURE OF APPLICANT

DATE: _____

SIGNATURE OF PARENT
(IF APPLICANT IS A MINOR)

DATE: _____

SIGNATURE OF SCHOOL OFFICIAL _____

DATE: _____

In order to be binding, this agreement must be signed by the applicant and a school official. The enrollment agreement may be extended or modified only with the written consent of both student and the school.

STUDENT LEARNING OBJECTIVES

Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
101-1 Grammar	The primary goal of this course is for low beginning level students to master the basic sentence structures and parts of speech of the English Language.	Memorize various nouns and adjectives that are commonly used. Formulate negative verb phrases and contractions. Understand the usage of prepositions and use them appropriately in sentences. Ask information questions with <i>wh-</i> and responses to <i>wh-</i> questions. Use <i>it + be</i> for time and weather, and <i>there + be</i> for descriptions. Use the past time forms of regular and irregular verbs. Learn about frequency adverbs and expressions. Understand the different usage of simple tense, past tense, and present progressive tense. Identify count nouns and non-count nouns and properly use	Students will be able to <ul style="list-style-type: none"> • construct sentences using <i>is</i> for singular nouns and <i>are</i> for plural nouns • write and use simple present tense sentences using <i>be</i> and <i>have</i> • request information using <i>wh-</i> words • differentiate the simple present and present progressive tense • use nouns and pronouns in writing and speaking accurately • differentiate count and noncount nouns and form their plurals accurately • differentiate regular and irregular verbs and conjugate them accurately 	An instructor made assessment targeting the SLO is administered every five weeks. This in combination with informal observations of the students progress, completion of homework and in-class assignments, and attendance are used to evidence achievement of SLO.

		<p>articles to express the quantity of nouns. Distinguish the usage of the simple tense and past tense. Formulate statements and questions.</p>	<ul style="list-style-type: none"> form questions in the simple present and past tenses. 	
<p>101-2 Speaking</p>	<p>The primary goal of this course is for students with a low level of English proficiency to develop a basic level of conversation skills. The course will allow them to feel comfortable participating in conversations about a range of common activities.</p>	<p>Answer questions on conversations about greetings, introductions and countries. Understand questions and statements about time and everyday life. Develop vocabulary related to house and family. Refer to the days of the week and the months of the year Recognize the present/past/future tenses in contextualized speech Spells out words (ex. give spelling of name, home country...) Uses basic vocabulary such as days of the week, months of the year and dates (ordinals), as well as vocabulary for performing basic tasks such as shopping, riding the bus, going to a doctor, and eating in a restaurant</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> take part in real-life interaction at school and at work. differentiate appropriate and inappropriate questions in American culture describe American cultural holidays and the special activities associated with them name simple words of medical symptoms as well as the name of medical specialists for symptoms. make transactional dialogues in various settings - on the phone, at a store, at work, and etc. make natural transformations from statements to questions; John has a book. Does John have a book? 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used to evidence achievement of SLO.</p>

			I was sick yesterday. Were you sick yesterday?	
101-3 Reading	The primary goal of this course is for low beginning level students to improve their reading skills to a level which allows them to read and understand short stories.	<p>Understand the differences between words and sentences Recognize and make complete sentences Identify main ideas and supporting details Summarize story events and make a sequence. Make connections between the real life and stories Recognize the days of the week and the months of the year Read the time and write numbers in English Use proper spacing and punctuations</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> describe short stories and retell these stories using simple sentences with adjectives and adverbs. discuss short stories and how they connect to their lives describe each picture and make a story with logical flow using conjunctions recall key words from the story 	Instructor created assessment focused on reading comprehension and discussion of readings is used to determine achievement of SLO. Vocabulary is also tested.
101-4 Listening	The primary goal of this course is for students with a low level of English proficiency to develop a basic level of listening comprehension. This course will enable them to understand basic conversations about everyday activities.	<p>Make inferences based on text and prior knowledge Associate what is being said with personal experience and make connections. Distinguish can from can't by listening to the pronunciation. Use sentence and syllable stress to understand what is heard. Recognize the intonation of Wh-questions.</p>	<p>Student will be able to</p> <ul style="list-style-type: none"> function socially by introducing themselves and greeting others expand conversations beyond simple greetings distinguish between the intonation of statements and questions interview others using simple wh-questions use frequency adverbs (always, 	Instructor made assessments based on audio recordings are the primary method of evidencing achievement of SLO. Comprehension of instructor direction and conversations in the classroom are also used to determine achievement of SLO.

		<p>Listen to and understand basic conversations.</p> <p>Understand simple yes/no and wh-questions</p> <p>Give their names, addresses, telephone numbers, nationalities, and majors/professions</p> <p>Understand and use ordinal and cardinal numbers up to 1000</p> <p>Understand and use the letters of the alphabet correctly in speaking</p> <p>Refer to the days of the week and the months of the year</p> <p>Recognize the present/past/future tenses in contextualized speech</p> <p>Recognize the singular/plural in contextualized speech</p> <p>Recognize basic prepositions in contextualized speech</p>	<p>often, never) and time phrases (in the morning, on weekends) accurately.</p> <ul style="list-style-type: none"> • apply skills for listening for the main idea, details, and making inferences. • recognize –s endings of verbs and plural –s endings of nouns. • distinguish contractions: is not and are not • recognize reduction of want to/have to and Did you/What did you. • recognize the difference between can and can't. 	
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
	The primary goal of this course is to develop the	Develop speaking, reading, and writing	Students will be able to	An instructor made assessment

<p style="text-align: center;">102-1 Grammar</p>	<p>students' ability to express their individual thoughts using new grammatical forms including regular and irregular verbs, conjunctions, and compound and complex sentence structures.</p>	<p>abilities with simple grammar rules such as regular and irregular verbs, conjunctions, combining sentences with two or more time clauses. Utilize time words for future and past time in statements, questions, and negatives. Use modals to show ability. Give advice, show necessity, and make requests and suggestions. Have a better understanding of tenses: simple present, present progressive, and simple past Distinguish nouns with definite articles from nouns with indefinite articles Make yes/no questions with appropriate order of words Use There + be in a sentence Make wh- questions with appropriate order of words Understand common prepositions of place and use them in a sentence appropriately</p>	<ul style="list-style-type: none"> • pronounce and spell a variety of irregular verbs and create past time sentences using irregular verbs. • combine two time clauses using <i>when, before, after, as soon as,</i> and <i>while.</i> • distinguish the functions and uses of various “modals” and various usages of them; advice, necessity, requests, and suggestions. • use <i>will/be going to</i> for future time and <i>can/be able to</i> for ability. • use possessive pronouns; <i>mine, yours, his, hers, ours, theirs,</i> and <i>whose.</i> • make comparisons using comparative and superlative forms of adjectives and adverbs using <i>like, alike, -er, more, -est,</i> and <i>most.</i> 	<p>targeting the SLO is administered every five weeks. This in combination with informal observations of the students progress, completion of homework and in-class assignments, and attendance are used to evidence achievement of SLO.</p>
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<p style="text-align: center;">102-2 Speaking</p>	<p>The primary goal of this course is to allow students to gain a functional ability to speak in simple sentences and apply them to real world situations. Students will focus more on pronunciation and understand how the alphabet relates to the sounds used in English.</p>	<p>Express their ideas, opinions, and experiences actively. Discuss and promote fluency by using a wide range of high-interest topics. Make conversation about day-to-day situations. Use common prepositions of place correctly. Use ordinal and cardinal numbers up to one million. Understand short, informal presentations. Take notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic. Give a short, informal presentation in class on a biographical topic using the past and present tenses. Understand the pronunciation rules for past tense form, final –ed, and plural and third person final –s.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • introduce themselves and ask information using <i>wh</i>-questions and <i>yes/no</i> questions. • discuss housing problems with the landlord using keywords such as <i>clogged, leaking, out of order, etc.</i> • make transactional conversations on the phone using <i>will</i> and time expressions. • report an emergency to 911, using the past tense and time expressions. • utilize comparatives and superlatives. • express courteous requests and offer help to someone at work using <i>may, can, could, and would.</i> • interpret traffic signs and comprehend traffic 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used to evidence achievement of SLO.</p>
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			violations and rules.	
102-3 Reading	The primary goal of this course is to develop the student's reading skills by building on what they learned in 101 to a level where they can participate in comprehension exercises and discussions about short texts.	<p>Participate in comprehension exercises and discussion without fear of saying the wrong answer</p> <p>Create and share his/her idea and opinion as he/she explores amazing true stories</p> <p>Use reading skills to recognize the main idea and supporting ideas of stories.</p> <p>Understand/learn vocabulary using context clues.</p> <p>Make a sequence of story events.</p> <p>Identify main ideas and supporting details</p> <p>Distinguish relevant information from irrelevant information</p> <p>Understand cause-and-effect relationships in stories</p> <p>Make inferences using the information presented in stories</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • anticipate content by pictures or photos prior to reading. • apply the vocabulary and structures used in the stories. • paraphrase the outline of story • use contextual clues to determine meaning of new words • develop their reading skills such as scanning summarizing, and identifying the main idea. 	Instructor created assessment focused on reading comprehension and discussion of readings is used to determine achievement of SLO. Vocabulary is also tested.
	The primary goal of this course is to build on the basic level of listening comprehension and ability students developed in 101. Students will develop active listening skills	<p>Watch TV channels and practice their listening skills</p> <p>Read and write numbers in English</p> <p>Formulate questions to use when they</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • decipher main ideas or outline. • listen for details and make 	Instructor made assessments based on audio recordings are the primary method of evidencing achievement of SLO.

<p>102-4 Listening</p>	<p>which will allow them to listen for main ideas and details in a variety of situations. This will allow students to extract the purpose of a conversation without having to know all of the vocabulary and grammar being used.</p>	<p>meet someone for the first time. Recognize the names of countries and their languages. Identify common body language and gestures in conversation. Use adjectives to describe people's physical appearance. Learn vocabulary related to shopping and food. Use adjectives to describe vacations. Discuss about health habits and technique.</p>	<p>inferences about where the meeting or conversation is taking place based on context</p> <ul style="list-style-type: none"> • expand their vocabulary related to real life subjects • communicate their ideas and opinion on a variety of topics • pronounce and recognize common contractions (<i>there is, there are</i>) and reductions (<i>used to, didn't use to</i>). 	<p>Comprehension of instructor direction and conversations in the classroom are also used to determine achievement of SLO.</p>
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
<p>201-1 Grammar</p>	<p>The primary goal of this course is to build on the existing basic grammar skills of the student and enable them to use more complex grammatical structures.</p>	<p>Recognize new grammar points and practice new structures in a variety of contexts in order to internalize them. Integrate grammatical knowledge to immediate use in their speech and writing.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • recognize and utilize <i>simple present, present progressive, simple past, past progressive, and future</i> tenses in a variety of settings • distinguish the difference between “<i>used to</i>”, “<i>be used to</i>” and “<i>get used to</i>”. • identify and use common phrasal verbs. • perform social functions such as asking for permission and making requests or suggestions 	<p>An instructor made assessment targeting the SLO is administered every five weeks. This in combination with informal observations of the students progress, completion of homework and in-class assignments, and attendance are used to evidence</p>

		<p>Properly use and write present, past, and future tense; pronouns and phrasal verbs in sentences. Explain the difference between the past progressive and simple past, as well as explain when and why each are used</p> <p>Form sentences with reflexive or reciprocal pronouns using various verbs</p> <p>Distinguish the different usage of “is going to” and “will” and use them in complete sentences properly</p> <p>Form questions that ask for permission in various situations</p> <p>Explain the differences between intransitive and intransitive phrasal verbs in phrasal verbs</p> <p>Understand the usage of “already” and “yet” and use</p>	<p>by using appropriate modals; <i>can, could, would, should, ought to, had better, Why not, How about, Why don't, etc.</i></p> <ul style="list-style-type: none"> • apply present perfect tense and present perfect progressive in their speaking and writing using <i>since and for, already and yet, indefinite past.</i> 	<p>achievement of SLO.</p>
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		them in various situations		
201-2 Speaking	The primary goal of this class is to improve the student's fluency in using English beyond simple transactional dialogues. The course builds on the skills the students already possess, so that students can take part in interpersonal dialogues with friends and co-workers in a variety of common situations.	<p>Learn about weather and season words and use them. Compare and contrast the city and country life and identify their characteristics</p> <p>Watch TV channels every day and listen carefully to find out main ideas</p> <p>Recall and summarize main points and supporting detail</p> <p>Relate what was heard to personal experience or needs</p> <p>Analyze and evaluate what was heard</p> <p>Draw conclusions about speaker's stance and values following a listening activity</p> <p>Consider and respect ideas from speaker's point of view</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • discuss their favorite places, food, weather, and seasons. • recognize adjectives and adverbs to describe personalities, life concerns, moods, etc. • use past tense to describe their experiences and actions in the past. • retell jokes based on comics and cartoons • use basic transactional language on phone conversation. • express opinions on the news and current events. 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used to evidence achievement of SLO.</p>

		<p>Express their ideas, opinions, and experiences actively.</p> <p>Develop a tolerance for ambiguity so that they don't focus on unfamiliar words related to topics.</p> <p>Be independent learners by doing self-study exercises and activities which provide valuable additional practice in grammar, listening, and vocabulary.</p> <p>Communicate effectively, using phrases and expressions, for a variety of situations.</p>		
	<p>The primary goal of this course is to equip students with additional reading skills such as predicting content, scanning, making inferences, and interpreting the meaning of texts, which will allow them to draw</p>	<p>Expand their knowledge as they improve their vocabulary and reading skills</p> <p>Discover more about American culture through composite stories based on the experiences</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● decipher the meaning of unfamiliar words using context clues ● distinguish the main idea from detailed information without understanding every word ● analyze, interpret, and evaluate the meaning of text 	<p>Instructor created assessment focused on reading comprehension and discussion of readings is used to determine achievement of SLO. Vocabulary is also tested.</p>

<p>201-3 Reading</p>	<p>more understanding and meaning from the text.</p>	<p>of ESL students from a variety of countries Read with speed but at the same time to retain detail information during reading Form mental images and make inferences for stories. Personalize ideas/themes of stories.</p>	<ul style="list-style-type: none"> • analyze complex grammatical constructions • express their ideas or opinion on topics in simple sentences. 	
<p>201-4 Writing</p>	<p>The primary goal of this course is to build on the basic grammar and vocabulary skills of the student to develop the writing skills they need to function successfully in everyday situations.</p>	<p>Write sentences starting with simple sentences through compound and complex sentences. Organize paragraphs with correct grammar, capitalization, and punctuation. Use clustering webs to organize ideas for pre-writing. Write sentence structures having coordinating conjunctions and adverb subordinators. Practice the writing process:</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • write simple sentences and combine sentences using <i>and, but, or,</i> and <i>so</i>. • write a paragraph including a topic sentence. • utilize the six rules for capitalization, indenting, and margins. • organize the writing assignments by clustering • construct paragraphs using ordinals and transitions; <i>first, first of all, next, then, after that, finally, before</i> and <i>etc</i>. • construct complex sentences combining independent clauses and dependent clauses. 	

		<p>pre-writing, editing, and final draft.</p> <p>Write about a wide range of topics using different forms.</p> <p>Write descriptive and narrative paragraphs.</p> <p>Use a timeline to write a biography.</p> <p>Expand vocabulary to make writing more elaborate and detailed.</p> <p>Practice real-life writing such as filling out an application form, writing messages on a special day card, sending informal and formal emails</p>		
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
	The primary goal of this course is to equip students with the ability to integrate all four language skills: reading, writing, speaking, and listening with strong grammatical competence.	<p>Integrate all four language skills: reading, writing, speaking, and listening with strong grammatical competence</p> <p>Express their thoughts and</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • construct sentences using proper definite and indefinite articles. • utilize adjectives and adverbs properly in everyday 	<p>An instructor made assessment targeting the SLO is administered every five weeks.</p> <p>This in combination with informal observations of the students progress, completion of</p>

<p style="text-align: center;">202-1 Grammar</p>		<p>opinions using complex grammatical structures</p> <p>Use the grammar points in more communicative ways</p> <p>Use definite and indefinite articles properly.</p> <p>Make sentences with comparisons and superlatives.</p> <p>Form sentences and questions using the present perfect form of the verbs</p> <p>Distinguish the differences between the present perfect progressive and present perfect</p> <p>Complete sentences with gerunds, as well as choosing between the affirmative and negative</p> <p>Complete sentences with the infinitive form of verbs and with “too,” or “enough”</p>	<p>conversation to describe people, places, and things.</p> <ul style="list-style-type: none"> ● compare things using comparatives and superlatives by using <i>as...as</i>, <i>more (...er)...than</i>, and <i>most,- est ending</i>. ● construct sentence with gerund as subject or object. ● use infinitives after certain verbs. ● use infinitives to express the purpose of an action. ● communicate their preference using <i>prefer</i>, <i>would prefer</i>, and <i>would rather</i> ● express the future possibility using <i>may</i>, <i>might</i>, and <i>could</i>. (e.g. It might get cold tonight. He may be late today) ● express the degree of certainty using modals.(e.g. <i>must</i>, <i>may</i>, <i>might</i>, and, <i>could</i>) 	<p>homework and in-class assignments, and attendance are used to evidence achievement of SLO.</p>
	<p>The primary goal of this course is to expand conversation skills beyond simple sentences about basic topics. Through in depth discussions about current events and common</p>	<p>Use language on a variety of issues and topics</p> <p>Use the knowledge of grammatical structures, vocabulary, and pronunciation</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> ● express ideas and feelings to extend and expand conversations ● demonstrate some conversation management 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used</p>

<p style="text-align: center;">202-2 Speaking</p>	<p>controversies, students will learn how to better express their opinions and engage with the English speaking world.</p>	<p>Use their imagination and creativity to achieve this level of competence Give advice to friends or family member using expressions that they learned in class Describe gesture meanings related to feelings Learn vocabulary related to crime and punishments Understand and use a larger number of idiomatic expressions Understand and use common phrasal verbs Communicate with native English speakers in a reasonably appropriate register, particularly in regard to asking questions and making requests politely Understand a telephone message</p>	<p>techniques; turn-taking, interrupting speech, asking targeted questions to confirm comprehension</p> <ul style="list-style-type: none"> • discuss current issues and controversies –crime & punishment, education & learning, fame & fortune, self-improvement, etc while using supporting ideas and examples. • express varying perspectives about life, jobs, cultural topics, and life challenges with descriptive vocabulary and varied sentence structures 	<p>to evidence achievement of SLO.</p>
	<p>The primary goal of this course is to develop students’ reading skill to the point that they do not</p>	<p>Read and understand simple texts on familiar</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • read for main ideas and specific information 	<p>Instructor created assessment focused on reading comprehension and discussion of</p>

<p style="text-align: center;">202-3 Reading</p>	<p>have to rely on aids, such as dictionaries or instructors, to express their thoughts and opinions about a variety of intermediate reading materials.</p>	<p>topics or amusing stories Use contextual clues to determine the meaning of words and phrases Interpret signal words as clues to the organization and content of a text Expand their knowledge as they improve their vocabulary and reading skills Discover more about American culture Read with speed but at the same time to retain detail information during reading Identify main ideas and supporting details Understand chronological order and sequence events Distinguish relevant information from irrelevant information Organize story elements in a story map. Analyze charts and graphs to obtain specific information Make inference and paraphrasing main ideas</p>	<p>without direct knowledge of all the words.</p> <ul style="list-style-type: none"> ● predict aspects of the plot and what might happen to the character based on what they've discovered in the story. ● relate the ideas in a text to their own knowledge and experience. ● apply learned vocabulary and expressions in new situations. ● analyze and evaluate intention or purpose of text ● develop their vocabulary acquisition skills and master target structures. ● write a short summary of the story ● infer the meaning of new vocabulary by context 	<p>readings is used to determine achievement of SLO. Vocabulary is also tested.</p>
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<p style="text-align: center;">202-4 Writing</p>	<p>The primary goal of this course is to provide students more opportunities to improve their ability to write more complex sentences and longer passages. They will need to be able to use prepositional phrases and more complex adjectives, adverbs, and sentence structures in order to express their opinions and ideas in a more critical setting.</p>	<p>Write several paragraphs which express a personal viewpoint and which use narration and/or, description and/or exposition and/or example and/or argumentation and/or citation of an external source to explain or support it State reasons using examples in writing. Write sentences containing conjunctive adverbs (consequently, furthermore, however, in fact, indeed, moreover, then, and therefore) Express opinions in writing. Write sentences starting with simple sentences through compound and complex sentences. Write using the listing-order pattern of organization. Use prepositional phrases to vary sentence openings</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • write paragraphs with descriptive details. • use adjectives to make a description vivid and interesting. • combine prepositions and nouns to make prepositional phrases; prepositional phrase of place, prepositional phrase of time, and other prepositional phrases showing possession, someone, or something. • write a paragraph in which they express an opinion with adequate supporting evidence • use transitional signals for opinion paragraphs. • construct sentences with adjective clauses which modify nouns by <i>who</i>, <i>which</i>, and <i>that</i>. • make use of internet resources 	
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
<p style="text-align: center;">301-1 Grammar</p>	<p>The primary goal of this course is to integrate skills in order to bridge the gap between knowing grammatical structures and using them in speaking and writing instinctually. Students are expected to develop accuracy in their grammar, along with fluency in their speaking and writing by using appropriate grammar for each situation.</p>	<p>Develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing.</p> <p>Practice new structures in a variety of contexts in order to internalize and master them.</p> <p>Be more confident in their ability to speak and write English accurately and fluently.</p> <p>Bridge the gap between knowing grammatical structures and using them.</p> <p>Make conversations with ease on various everyday issues.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • interact to others and confirm information using negative Yes/No questions and tag questions. (e.g. Don't you miss your family? That's not in London, is it?) • express similarity to or contrast with the information in the statement using <i>so, too, neither, or not either</i>. (e.g. Paul doesn't have blue eyes, and neither does John) • utilize causative sentences using <i>make, have, help and get + object + base form of the verb</i> to talk about things that someone can require, cause, or permit another person to do. • use adjective clauses to identify or give additional information about nouns using relative pronouns; <i>who, that, which, when</i> and <i>whose</i>. • express present and future unreal conditional sentences. (<i>If I were</i> 	<p>An instructor made assessment targeting the SLO is administered every five weeks. This in combination with informal observations of the students progress, completion of homework and in-class assignments, and attendance are used to evidence achievement of SLO.</p>

		<p>Complete sentences using the simple, progressive or perfect tense forms of verbs. Write questions and answers using the future perfect and future perfect progressive. Make accurate sentences with Subject-Verb agreement. Distinguish and use nouns and pronouns in everyday conversations and sentences. Complete sentences and make expressions with modals fluently. Identify modals and incorrect phrasal verbs, and will be able to correct them.</p>	<p><i>president, I would make you vice-president.)</i></p> <ul style="list-style-type: none"> • express past unreal conditional sentences. (<i>If George had gone to college, he would have studied hard.</i>) • make a natural transformation from direct to indirect speech and vice versa. (He said, “Ann is a nice girl. He said that Ann was a nice girl.) 	
	<p>The primary goal of this course is to develop students' ability to integrate all of their language skills allowing them to listen critically and converse knowledgeably</p>	<p>Integrate two or more language skills Listen critically and develop arguments on issues they hear Communicate and understand different ideas effectively.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • critique magazine/television ads. • identify main ideas and construct a dialogue based on the theme of the listening comprehension practice. 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used to evidence achievement of SLO.</p>

<p>301-2 Listening & Speaking</p>	<p>about what they have heard.</p>	<p>Speak about ideas and thoughts more fluently. Use critical thinking skills and make inferences to understand the English language more clearly. Make conversation more fluently and clearly through understanding the American culture. Express ideas and thoughts using a wide range of vocabulary. Recognize the main ideas and supporting details Recognize the presenter's organizational structure and follow the sequence of ideas expressed Note how examples, illustrations, and visual aids support or take away key message Determine literal and implied</p>	<ul style="list-style-type: none"> ● listen for reductions in speech and reproduce them in their own speech. ● identify chronology in a report or story. ● listen to and evaluate student responses. ● infer underlying information in the listening. ● analyze problems and propose solutions. ● develop strategies for efficient note taking. ● understand the meaning of jokes and slang and evaluate the quality of it. ● decipher words spoken with reduced pronunciation. ● determine the speaker's point of view and develop arguments for and against it. 	
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		<p>meaning of message</p> <p>Make jot notes to assist recall of the main idea(s) expressed by the speaker</p>		
<p>301-3 Reading & Writing</p>	<p>The primary goal of this course is to assist students to achieve an advanced level of academic reading, writing, and the ability to take good lecture notes at a level that will help them achieve academic success.</p>	<p>Develop their competence in constructing meaning from reading passages of various topics</p> <p>Use scanning and skimming reading skills fluently with many kinds of reading passages, employing various tenses and vocabulary</p> <p>Obtain ideas from active reading for essay writing</p> <p>Use critical thinking skills in reading and writing</p> <p>Use context clues to find meaning of vocabulary when reading</p> <p>Write about ideas and opinions more clearly</p> <p>Distinguish relevant information</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • evaluate, synthesize, and analyze information in reading in order to make a logical judgment. • infer information not explicit in the texts. • examine symbols and imagery in a text. • hypothesize another's point of view and synthesize information from two texts. • analyze cause and effect in a text. • write a comprehensive paragraph with a topic sentence, supporting details, and concluding sentences. • write an opinion essay which persuades readers. • paraphrase main ideas using new structure and related vocabulary. • expand vocabulary to develop paraphrasing skills. • analyze use of a thesis statement, 	<p>Instructor created assessment focused on reading comprehension and discussion of readings is used to determine achievement of SLO. Vocabulary is also tested. Writings based on information found in the readings are also used to gauge comprehension and understanding.</p>

		<p>from irrelevant information</p> <p>Identify main ideas and support ideas</p> <p>Make inferences which are not explicit in a text and write reasoning</p> <p>Use proper graphic organizers to organize story events or brainstorm writing elements</p> <p>Reconstruct reading passage contents for summary</p>	<p>supporting details, and concluding statement in an essay.</p>	
	<p>The primary goal of this course is to equip students with the ability to communicate and defend their opinions on a variety of topics which will develop their critical thinking skills.</p>	<p>Discuss a variety of issues and topics</p> <p>Communicate their opinions on discussion topics for critical thinking</p> <p>Speak English naturally and develop accuracy as well as fluency</p> <p>Use new vocabulary in discussions and conversations.</p> <p>Sort out ideas and opinions before</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • express and support their ideas on the controversial discussion topics. • answer questions related to the discussion topic in writing, speeches, and group discussions. • role play in small groups or work out their own solutions as the judge or another authority deciding the case. 	<p>Instructor made assessments centered around classroom discussion are the primary method of evidencing achievement of SLO. These assessments include active participation in the discussion focused on appropriate methods of agreeing/disagreeing, sharing opinions, and expanding on points made.</p>

<p>301-4 Discussion</p>		<p>discussing and talking about various topics/issues. Collaboratively work with a group to make a group presentation Develop a PowerPoint to organize presenting materials Become aware of controversial issues on the news.</p>	<ul style="list-style-type: none"> • work together in pairs or small groups to solve a problem and present a consensus or solution to the rest of the class. • demonstrate some conversation-management techniques; turn-taking, interrupting speech, asking targeted questions. • draw logical conclusions and make inferences using linguistic clues; <i>however, on the other hand, therefore, as a result, in conclusion, and etc.</i> • collect information asking <i>wh-questions</i>. • accurately construct present unreal conditions and past unreal conditions. 	
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
	<p>The primary goal of this course is for students to practice target structures repeatedly in different contexts, and at increasing levels of</p>	<p>Develop integrating skills providing students plenty of practice to bridge the gap between knowing and using grammatical structures in speaking and writing.</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • control present past perfect, past perfect progressive, future perfect in writing and speech: • use tag questions to 	<p>An instructor made assessment targeting the SLO is administered every five weeks. This in combination with informal observations of the students progress, completion of homework and in-class assignments,</p>

<p style="text-align: center;">302-1 Grammar</p>	<p>difficulty in order to internalize and master them.</p>	<p>Practice new structures in a variety of contexts in order to internalize and master them. Be more confident in their ability to speak and write English accurately and fluently. Bridge the gap between knowing grammatical structures and using them. Make conversations with ease on various everyday issues. Complete sentences using the simple, progressive or perfect tense forms of verbs. Write questions and answers using the future perfect and future perfect progressive. Make accurate sentences with Subject-Verb agreement. Distinguish and use nouns and pronouns in everyday conversations and sentences. Complete sentences and make expressions with modals fluently. Identify modals and incorrect phrasal verbs, and will be able to correct them.</p>	<p>check information or to make additions of similarity using <i>so, too, neither</i>, and <i>not either</i>:</p> <ul style="list-style-type: none"> • (e.g., John can't ski. Neither can David.) • express degree of necessity using modals(e.g. <i>must, should, ought to, supposed to</i>) and certainty (<i>must, may, might, could</i>) • use gerunds in passive form (She hates being ignored. She's still angry at having been ignored.) • use infinitives as subjects and objects (e.g. To finish what you started is advisable. I would like to invite you to dinner.) • construct noun clauses. (e.g. What you see is what you get.) • construct adjective and adverb clauses of time, place, 	<p>and attendance are used to evidence achievement of SLO.</p>
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			<p>reason, and condition</p> <ul style="list-style-type: none"> • compound sentences using connectors: <i>but, although, however.</i> 	
<p>302-2 Speaking</p>	<p>The primary goal of this course is to equip students with language learning strategies and skills such as understanding contextual conversations, identifying main subjects and note-taking, which will help students be successful in everyday and academic settings.</p>	<p>Improve comprehensibility through pronunciation improvement</p> <p>Strengthen the abilities to monitor and evaluate their own English language</p> <p>Progress, initiate self-improvement, and develop compensatory language skills</p> <p>Practice and improve general and academic listening and speaking skills</p> <p>Use critical thinking skills and make inferences to understand the English language more clearly.</p> <p>Make conversation more fluently and clearly through understanding the American culture.</p> <p>Express ideas and thoughts using a wide range of vocabulary.</p> <p>Recognize the main ideas and supporting details</p> <p>Recognize the presenter's organizational</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • interpret information from a variety of contexts; on the radio, on the television, on the phone, interviews, etc. • predict and identify main ideas and details. • synthesize information and react to the different viewpoints in listening and speaking. • relate listening to personal values and personal experience. • differentiate between American idiomatic expressions. • provide information from the listening to support answer. • use new vocabulary in a guided conversation. 	<p>Assessment interviews with the instructor every five weeks, observed conversations with classmates, and in-class speaking activities are used to evidence achievement of SLO.</p>

		<p>structure and follow the sequence of ideas expressed</p> <p>Note how examples, illustrations, and visual aids support or take away key message</p> <p>Determine literal and implied meaning of message</p> <p>Make jot notes to assist recall of the main idea(s) expressed by the speaker</p>	<ul style="list-style-type: none"> • plan and give a three-minute speech. • act out a scripted conversation. • ask for clarification using tag questions. • restate the theme in passive voice or direct and indirect speech. • accurately pronounce <i>th</i> sounds correctly(e.g. <i>thing, there, think, lather, breathe, soothe, bathe</i>) 	
<p>302-3 Reading & Writing</p>	<p>The primary goal of this course is to equip students with the ability to read academic materials and write effectively at an academic level.</p>	<p>Read and understand the main ideas and supporting details of a short newspaper article</p> <p>Read and understand the main ideas and supporting details of a general interest topic academic passages ranging from two to three pages long</p> <p>Write a brief summary of a simplified academic text</p> <p>Write a timed comparison/contrast essay, which includes a general to</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • identify main ideas and analyze the purpose of text. • support answers with examples from the readings. • analyze a paragraph with the topic sentence, the supporting sentences, and the concluding sentence. • interpret a graph. 	<p>Instructor created assessment focused on reading comprehension and discussion of readings is used to determine achievement of SLO. Vocabulary is also tested. Writings based on information found in the readings are also used to gauge comprehension and understanding.</p>

		<p>specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions</p> <p>Write a timed cause/effect essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions</p> <p>Write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions</p> <p>Read for a variety of purposes, which includes gathering information, following directions, giving a response, forming an opinion, and understanding information.</p> <p>Write to communicate ideas effectively.</p> <p>Write conclusions about the author's message, values, and craft.</p> <p>Associate what is being read with personal experiences and make connections.</p>	<ul style="list-style-type: none"> ● paraphrase the main idea. ● identify cause and effect in the text. ● develop topic sentences with controlling ideas. ● write a three-part paragraph with a topic sentence, supporting sentences, and a concluding sentence. ● compose an opinion essay with new vocabulary. ● write a descriptive paragraph about personal experience using subordinating conjunctions and transitions to express cause and effect. ● properly use punctuations; commas, semicolons, colons, and dashes 	
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		Use the process and skills needed to write a clear and organized term paper or essay.		
302-4 Discussion	The primary goal of this course is to equip students with the ability to communicate in spoken English on a wide range of life topics and contexts with a high level of accuracy and fluency.	<p>Generate ideas and consider appropriate ideas and information to include in presentations.</p> <p>Choose appropriate format for purpose and audience.</p> <p>Organize ideas in appropriate format in preparation for sharing or presenting orally (e.g., demonstrate an ordered sense of story).</p> <p>Rehearse and consider ways to enhance clarity of presentation.</p> <p>Explain personal viewpoints in clear meaningful ways.</p> <p>Use American idioms/slang and talk about current events.</p> <p>Speak more fluently about everyday situations.</p> <p>Collaboratively work with a group to make a group presentation</p> <p>Develop a PowerPoint to organize presenting materials</p>	<p>Students will be able to</p> <ul style="list-style-type: none"> • express and defend opinions with examples • practice conversation using synonyms, parallelism, and prepositional phrases to enrich narrative. • use new vocabulary in a guided or free conversation. • interrupt politely to clarify or confirm information using tag questions or restating. • express surprise, shock, and interest in the topic using a wide range of adjectives and adverbs. • discuss topics in small groups and make oral presentations 	Instructor made assessments centered around classroom discussion are the primary method of evidencing achievement of SLO. These assessments include active participation in the discussion focused on appropriate methods of agreeing/disagreeing, sharing opinions, and expanding on points made.

			<p>about said topics</p> <ul style="list-style-type: none"> • discuss possible endings or conclusions to stories and reasons for their choices. • practice critical thinking by working out their own solution if they were a certain authority to decide the case. • perform a role-play regarding the topic of unit. 	
<p>302-6 TOEFL Preparation</p>	<p>The goal of this course is to provide students with an understanding of the demands and academic expectations of the TOEFL Test. Designed for both students preparing to take TOEFL and students interested in improving their academic English skills, the TOEFL Preparation course allows students real practice with</p>	<p>understand the structure, format, and expectations for the TOEFL test develop a command of academic English in the context of TOEFL demonstrate adaptability and complexity in responses to questions about a variety of academic topics read academic articles and listen to academic lectures in order to answer comprehension questions and make inferences about what they have read and listened to</p>	<p>timed speaking tasks centered around giving opinions, summarizing recent information, and synthesizing readings and listenings listening comprehension focused on understanding conversations about typical campus problems and a wide range of academic lectures reading comprehension of academic articles that are less than two pages in length</p>	<p>Excerpts of official practice tests are the primary method of evidencing achievement of SLO. Additional assessments focused on vocabulary, mastery of grammar, and other test taking skills are often included in the assessment.</p>

	academic English in a variety of contexts.	synthesize information from a listening and reading about the same topic paraphrase and express their own opinions about readings and listenings	writing opinion essays and synthesis essays vocabulary assessment of common academic words as well as idiomatic expressions found frequently in TOEFL	
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Course Name	Course Goal	Course Objective	Student Learning Outcome	Suggested Assessment
081 Introduction to ESL: Functional English	The primary goal of this course is to help English learners feel comfortable and confident in understanding and using common expressions in American English.	Learn what they can say in the first class in America, and exchange their information to make new friends Talk about their birthdays and family and write a journal of their family and friends Learn what kinds of money exist in America and learn how to pay at grocery stores Learn useful expressions to order at restaurants Talk about their current housing and write an apartment ad Learn about their communities	Students will be able to: <ul style="list-style-type: none"> • exchange personal information to make new friends • talk about birthdays, families, and friends • identify and name the types of money and payments used in America • use useful expression to order at restaurants and pay at other stores • discuss their local communities and types of transportation with maps and graphics 	Instructor made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.

		<p>with maps and talk about types of transportation</p> <p>Learn how to deal with their health problems and how to make an appointment with a doctor to get help</p> <p>Learn how to write a resume and how to get an interview</p> <p>Talk about typical traffic situations and how to cope with them</p> <p>Talk about the U.S focusing on their rights, freedoms and responsibilities</p>	<ul style="list-style-type: none"> • explain common health problems and make appointments with a doctor • write a simple resume and feel comfortable with common interview questions • discuss basic US civics 	
<p>082 Introduction to ESL: Holidays and Events in America</p>	<p>The primary goal of this course is to provide students with a cultural and historical understanding of American holidays and special events.</p>	<p>Become familiarized with the main holidays celebrated in the United States. Understand the background of each holiday</p> <p>Appreciate their involvement in American culture and traditions</p> <p>Identify the unique characteristics of each holiday</p> <p>Acknowledge how to celebrate these holidays.</p> <p>Compare these holidays to those in their country.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • discuss the main holidays celebrated in the United States and recite when they are celebrated • speak and write about the history of each holiday • appreciate their involvement in American culture and traditions • identify the unique characteristics of each holiday 	<p>Instructor made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.</p>

		Recall the history of each holiday.	<ul style="list-style-type: none"> • explain how these holidays are commonly celebrated • compare and contrast American holidays and traditions with those in their countries 	
091 Current Events in the News Media	The primary goal of this course is to provide students the opportunity to enhance their knowledge of current issues by working directly with authentic news sources and media.	Identify key vocabulary which allows them to understand the main idea of the news article. Analyze and compare articles in the newspaper and on television. Understand the key points of articles by summarizing them.	Students will be able to: <ul style="list-style-type: none"> • analyze and compare articles in the newspaper and on television • paraphrase and report key points of news articles • identify key vocabulary central to the main ideas of news articles 	
	The primary goal of this course is to develop a functional understanding of English grammar focused on using appropriate structures in speech.	Improve sentence formation, pronunciation, and fluency Become empowered to apply the language to their surroundings outside of the classroom Enhance understanding and use of idioms and expressions that are	Students will be able to: <ul style="list-style-type: none"> • make connections between grammar learned in textbooks and grammar used in daily speaking • distinguish common grammar forms used in writing and speaking 	Instructor made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.

<p>092 Grammar through Conversation</p>		<p>commonly used by native speakers Make connections between what they learn in class and what they actually use in a real life Recall their prior knowledge about grammar rules Become aware of proper grammar rules in speaking and in writing Identify informal English expressions and formal expressions</p>	<ul style="list-style-type: none"> • apply grammar points studied in class to actual conversations • identify informal and formal English expressions 	
<p>093 Pronunciation</p>	<p>The primary goal of this course is to improve pronunciation accuracy and fluency in English. Developing confidence in speaking for extended periods and developing an understanding of the mechanics of sound production allows for a better understanding of pronunciation.</p>	<p>Learn English-focused pronunciations for more accurate listening Improve students' articulation for English speaking Reduce students' diverse accents Become more familiar with specific English sounds Become more confident with speaking and listening Differentiate English sounds from their native language sounds</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize and distinguish easily confused sounds in English • monitor their pronunciation and adjust for accuracy • recognize commonly used contractions and reductions in spoken English • identify rhyme and intonation • reproduce speeches with fluency and accuracy 	<p>Instructors made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.</p>

		<p>Recognize sounds for contractions and reductions of verbs and apply the learned sounds in speaking</p> <p>Identify rhyme and intonation of vocabulary</p>		
<p>094 Idioms in American English</p>	<p>The primary goal of this course is to develop an understanding and appreciation for idioms used in daily American English. Emphasis is placed on commonly used expressions and phrasal verbs found in everyday speech.</p>	<p>Become familiar with daily, practical expressions</p> <p>Recognize American cultures, humor and body language</p> <p>Familiarize with native English speaking sounds and patterns</p> <p>Internalize spoken words and promote predictions about language choice</p> <p>Get a better grasp of humor and understand sarcasm or jokes</p> <p>Predict how a character might behave in a particular circumstance</p> <p>Become more motivated and enjoy a sense of achievement</p> <p>Identify problems and solutions in episodes</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • recognize American culture, humor, and body language • demonstrate command over informal spoken English by using idiomatic expressions • categorize phrasal verbs and combine them in fluent speech • construct and evaluate dialogues with extensive use of idiomatic expressions and phrasal verbs 	<p>Instructor made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.</p>

		Identify main events and distinguish irrelevant events from relevant ones		
095 English through American Culture	The primary goal of this course is to develop an understanding of American culture through the study of authentic sources that target specific grammatical forms and cultural mannerisms.	Comprehend American manners and customs through the textbook. Recognize cultural differences between American culture and their own one. Identify and acquire cultural expressions and manners in America. Practice American manners and language expressions in actual settings	Students will be able to: <ul style="list-style-type: none"> • recognize cultural differences between American culture and their own • identify and replicate cultural expressions and manners common in America • practice American manners and expressions in authentic situations • formulate speech and writings that align with American cultural standards 	Instructor made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.
097 English through Visual Media	The primary goal of this course is to develop a cultural understanding of American English through the analysis of American sitcoms.	Become familiar with daily, practical expressions Recognize American culture, humor, and body language Familiarize with native English	Students will be able to: <ul style="list-style-type: none"> • familiarize themselves with practical idiomatic expressions and humor • recognize American culture, humor, 	Instructors made assessments focused on speaking tasks centered around SLO topics are the primary method of evidencing achievement of SLOs.

		<p>speaking sounds and patterns</p> <p>Internalize spoken words and promote predictions about language choice</p> <p>Get a better grasp of humor and understand sarcasm or jokes</p> <p>Predict how a character might behave in a particular circumstance</p> <p>Become more motivated and enjoy a sense of achievement</p> <p>Identify problems and solutions in episodes</p> <p>Identify main events and distinguish irrelevant events from relevant ones</p>	<p>and body language</p> <ul style="list-style-type: none"> • make predictions about common tropes in American comedy programs • identify problems and solutions in sitcoms • identify main events and distinguish irrelevant events from relevant ones • summarize and report on plot, characters, and settings of TV shows 	
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