On the following pages you can find the objectives, outcomes and promotion criteria for each skill and level. Please note that the objectives must be covered in each class, but are not necessarily tested in a traditional way, and, thus, cannot be expressed as an outcome.

To clarify, an **objective** is “a specific curricular element taught through course content and activities. The course objectives guide instruction in order to provide a learning experience for all students and in aggregate address the course goals.” A **student learning outcome** “must be written in terms of observable and measurable language skills. They provide the foundation for assessment by implying what will be assessed and appropriate methods of assessment.”

Below are the objectives to be covered in each level. The learning outcomes are based on the objectives. Students will be tested on the outcomes and in the course syllabus, should be informed that they should be able to demonstrate ability in those areas, and mastery is required in order to be promoted. The student reports will only have the outcomes listed.

Students need to be proficient in the skills taught in previous levels.
**English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019**

**Listening/Speaking 10**

**Listening/Speaking 10 Goal:**

**Speaking:** Expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions about personal details, and interacting in basic conversation. Introduce informal presentation skills.

**Listening:** Introduce students to familiar everyday expressions and basic phrases related to themselves and their surroundings. Develop students’ comprehension of simplified spoken interactions adapted for beginning learners.

### LS10 Objectives to Teach

**In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:**

1. Understand and respond to simple instructions regarding everyday and classroom behaviors
2. Understand and respond to simple yes/no and wh-questions
3. Understand and use the letters of the alphabet when speaking or spelling out basic words (ex. their name, home country, street address)
4. Share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions
5. Understand and use basic functional vocabulary such as: days of the week, months of the year and dates (ordinals and cardinals), vocabulary for performing basic tasks (shopping, riding the bus, going to a doctor, eating in a restaurant)
6. Pronounce the basic sounds of English comprehensively with practiced words
7. Understand the main points and key details of short, informal passages
8. Recognize the present and past tenses in contextualized speech

### LS10 Student Learning Outcomes to Formally Assess

**At the end of Listening/Speaking 10, students will be able to:**

- Interact appropriately in a variety of common classroom situations by asking and answering simple questions, speaking to classmates, and responding to the teacher (1,2,3,4,5,6,11)
- Make a simple self-introduction providing basic personal details (3,4,5,6)
- Give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases (3,4,5,6)
- Identify the main ideas and key details of brief conversational or informal listening passages about everyday topics (1,2,3,5,7,8,9,10,11)

### Language Assistant Class

**In the LA class, you will practice these skills:**

- Answer simple yes/no and wh-questions
- Give and respond to simple imperative commands and warnings “Stand up, sit down, tell me, watch out, etc.”
- Give your birthday in month + ordinal number (March 10th) and date of birth in month/date/year (three ten eighty-eight for 3/10/88)
- Introduce yourself with your name
- Give an appropriate compliment with basic noun and adjective “Nice shirt”
- Understand and engage in appropriate classroom behavior and expectations using imperatives “Raise your hand”
- Use simple ordering phrases with basic food nouns: “I want a hamburger please.”
- Ask and answer questions related to telling time
9. Recognize the singular/plural in contextualized speech
10. Recognize basic prepositions in contextualized speech
11. Recognize the days of the week and the months of the year

**Listening/Speaking 10 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following:
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - Rating of level 20 on an informal 1-2 minute presentation scored by class teacher using an ELI checklist/rubric
   - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric
   - 80% or better on a listening exam using simplified passages at a beginning level
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

#### Listening/Speaking 20

**Listening/Speaking 20 Goal:**

**Speaking:** Develop students’ ability to communicate about familiar topics and in simple and routine tasks, describe aspects of their background using practiced vocabulary, and participate in classroom conversations. Familiarize students with informal presentation skills and structures.

**Listening:** Familiarize students with common phrases, requests, responses, and frequently used expressions related to daily and university classroom interaction. Develop students’ ability to understand the main points of conversational listening passages adapted for high-beginning learners. Introduce note-taking concepts in modified activities.

<table>
<thead>
<tr>
<th>LS20 Objectives to Teach</th>
<th>LS20 Student Learning Outcomes to Formally Assess</th>
<th>Language Assistant Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</strong></td>
<td><strong>At the end of Listening/Speaking 20, students will be able to:</strong></td>
<td><strong>In the LA class, you will practice these skills:</strong></td>
</tr>
<tr>
<td>1. Make and respond to simple requests related to their daily lives in the U.S</td>
<td>• Participate in short conversations in routine contexts on topics of interest (1,2,3,4,5,6,7,8,9,11,12)</td>
<td>• Make and respond to imperatives in simple present with please and thank you “Please help me.” “Thanks for your help.”</td>
</tr>
<tr>
<td>2. Ask questions/request information</td>
<td>• Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance (1,2,3,4,5,6,7,8,9,11,12,14)</td>
<td>• Ask and respond to simple yes/no and wh-questions using complete sentence</td>
</tr>
<tr>
<td>3. Understand and use common everyday and classroom expressions including polite forms of greeting and address and responses to instructions</td>
<td>• Give a 2-3 minute informal presentation on a biographical topic in class using the past/present tenses (4,7,10,11)</td>
<td>• Ask for clarification “What did you say? Please repeat that.”</td>
</tr>
<tr>
<td>4. Express simple conversational concepts, such as feelings, thanks, and likes and dislikes using practiced language structures</td>
<td></td>
<td>• Describe family members and belongings with simple adjectives</td>
</tr>
<tr>
<td>5. Make and respond to simple invitations and apologies</td>
<td></td>
<td>• Use cardinal numbers (number of objects, age, money, time) ordinal numbers (birthdays, days of month, place in line) and digits (phone numbers, room numbers, passwords) in appropriate contexts</td>
</tr>
<tr>
<td>6. Give simple locational directions using basic prepositions and common nouns</td>
<td></td>
<td>• Complete transactional conversation at grocery store using count and non-count food vocabulary and conversation at register on total cost</td>
</tr>
<tr>
<td>7. Recognize and use prepositions of place in contextualized speech</td>
<td></td>
<td>• Give directions, ask for directions, and describe locations using prepositions (in, on, by, at)</td>
</tr>
<tr>
<td>8. Recognize and use ordinal and cardinal numbers in everyday interactions (dates, time, money)</td>
<td></td>
<td>• Politely interrupt with phrases like “Excuse me”</td>
</tr>
<tr>
<td>9. Understand the pronunciation rules for past tense form, final -ed, and plural and third person final -s</td>
<td></td>
<td>• Call 9-1-1 in an emergency</td>
</tr>
<tr>
<td>10. Tell a story about a biographical experience</td>
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</tr>
</tbody>
</table>
| 11. Use the past and present tenses appropriately | • Talk about the weather using appropriate weather-related adjectives  
12. Understand the main points of short, highly-contextualized passages | • Tell a chronological story about a recent event without transitions in simple past tense  
13. Differentiate main ideas and details | • Give simple invitations and responses: “Will you come to my party”  
14. Recognize present and past tense forms |

| **Listening/Speaking 20 Requirements for Promotion** |  
1. Student must pass the class (D- or better) |  
2. Student must achieve 5 of 6 of the following:  
• Performance grade of C- or better in course  
• Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score  
• Rating of level 30 score in interview with class teacher using an ELI checklist/rubric  
• Rating of level 30 on a 2-3 minute informal presentation scored by class teacher using an ELI checklist/rubric  
• 80% or better on a listening exam using simplified passages at a high-beginning level  
• CELT I score >19 |
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

#### Listening/Speaking 30 Goal:

**Speaking**: Introduce students to academic presentation skills, including the ability to discuss familiar or personal interest topics in a connected way. Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.

**Listening**: Develop students’ ability to understand the main points and details of clear, standard conversational speech, brief and simplified academic talks, informational passages, and news adapted for low-intermediate learners. Develop note-taking skills with support.

<table>
<thead>
<tr>
<th>LS30 Objectives to Teach</th>
<th>LS30 Student Learning Outcomes to Assess</th>
<th>Language Assistant Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</td>
<td>At the end of Listening/Speaking 30, students will be able to:</td>
<td>In the LA class, you will practice these skills:</td>
</tr>
<tr>
<td>1. Ask questions and make requests appropriately in context using basic modals</td>
<td>• Ask questions and make requests politely (1,2)</td>
<td>• Ask for permission using a modal “Could I please”</td>
</tr>
<tr>
<td>2. Ask permission (ex. To turn a paper in late, to re-do an assignment)</td>
<td>• Begin and maintain a conversation or discussion on a common everyday topic (3,4,5,8,9,10)</td>
<td>• Give suggestions using a modal “You should”</td>
</tr>
<tr>
<td>3. Understand and give instructions and directions that use prepositions, imperatives, and suggestions</td>
<td>• Participate in classroom discussions about general academic topics that have been introduced with text support (3,4,5,6,7,8,9,10)</td>
<td>• Make and respond to polite requests using modals “Could you please…”</td>
</tr>
<tr>
<td>4. Express and respond to feelings using descriptive adjectives (ex. surprised, happy, sad, interested, bored)</td>
<td>• Give a 4-5 minute formal process-style presentation using imperatives and the past and present tenses (3,6,7,8,9,10,14)</td>
<td>• Apologize with “sorry” and offer alternative “I’m sorry that I…I should have…”</td>
</tr>
<tr>
<td>5. Express personal opinions on more abstract, cultural topics (films, books, music etc.)</td>
<td>• Identify the main ideas and distinguish relevant supporting details of a brief academic passage about topics that have been discussed in class (3,8,9,10,11,12,13)</td>
<td>• Initiate a conversation and ask/answer questions about yourself and other speakers</td>
</tr>
<tr>
<td>6. Explain a process/tell a story that has a particular ordering sequence (beginning, middle, end)</td>
<td>• Identify the main ideas and key details expressed in a brief conversational passage (3,9,10,12,13)</td>
<td>• Give a “how-to” on a process and explain instructions step by step using transitions and modals “First, you should…”</td>
</tr>
<tr>
<td>7. Use appropriate transitional markers in formal speech</td>
<td>• Utilize notes on a short passage to demonstrate comprehension (3,8,9,10,11,12,13)</td>
<td>• Tell informal stories chronologically with time clauses “Last night, I went downtown…”</td>
</tr>
<tr>
<td>8. Pronounce the past tense form, final -ed, and plural and third person final -s correctly</td>
<td>• Summarize a short passage on a topic that has been discussed in class (3,4,5,6,7,8,9,10,11,12,13,14)</td>
<td>• Make plans using ordinal numbers and be going to or present progressive “First I’m going to go…”</td>
</tr>
<tr>
<td>9. Introduce basic academic vocabulary and expand knowledge of common contextualized idioms and phrasal verbs</td>
<td></td>
<td>• Use measurements and units to describe size/amount: “I am 5 foot 6 inches tall”</td>
</tr>
<tr>
<td>10. Recognize and use ordinal and cardinal numbers in interactions and general academic contexts (dates, basic measurement, process description)</td>
<td></td>
<td>• Talk about family members and other people using adjectives for physical appearance and personality</td>
</tr>
</tbody>
</table>
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

| 11. | Understand the main points of short formal and academic passages |
| 12. | Differentiate main ideas and details |
| 13. | Use strategies to take notes about key points in a listening using a guided outline or organizer |
| 14. | Use basic paraphrasing techniques to summarize |

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<tbody>
<tr>
<td></td>
<td>• Discuss emotional states in yourself and others: “She seems happy,” “___ makes me feel sad”</td>
</tr>
<tr>
<td></td>
<td>• Conduct a transactional conversation at the doctor’s office describing body parts and symptoms</td>
</tr>
<tr>
<td></td>
<td>• Call a friend on the phone, leave a voicemail</td>
</tr>
<tr>
<td></td>
<td>• Make promises and offers with will “I promise I will, I will, etc.” not be going to</td>
</tr>
</tbody>
</table>

### Listening/Speaking 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
   - Performance grade of C- or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - Rating of level 40 score in interview with class teacher using an ELI checklist/rubric
   - Rating of level 40 on a 4-5 minute formal presentation scored by class teacher using an ELI checklist/rubric
   - 80% or better on a listening exam using simplified passages at a low-intermediate level, using notes
   - CELT I score >25
**Listening/Speaking 40 Goal:**

**Speaking:** Develop students’ academic presentation skills on topics that are familiar and incorporate supporting ideas based on outside knowledge. Practice classroom discussion skills to develop students’ capacity for spontaneous and sustained speaking on previously introduced topics.

**Listening:** Develop students’ ability to comprehend the main ideas and details of listening passages regarding academic and current events which have been modified for high-intermediate learners. Expose students to more advanced note-taking skills with minimal support.

<table>
<thead>
<tr>
<th>LS40 Objectives to Teach</th>
<th>LS40 Student Learning Outcomes to Assess</th>
<th>Language Assistant Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</strong></td>
<td><strong>At the end of Listening/Speaking 40, students will be able to:</strong></td>
<td><strong>In the LA class, you will practice these skills:</strong></td>
</tr>
<tr>
<td>1. Understand and participate appropriately in discussions in formal and informal contexts</td>
<td>• Demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts (1,2,3,4,6,7,8)</td>
<td>• Participate, articulate opinions and interrupt politely in an informal group discussion</td>
</tr>
<tr>
<td>2. Practice skills for turn-taking in a variety of contexts</td>
<td>• Respond and participate in a formal class discussion that students have prepared for with support from other sources (1,2,3,4,5,6,7,8,14)</td>
<td>• Interact in group conversation settings: entering, exiting, changing topics, catching up</td>
</tr>
<tr>
<td>3. Compare/contrast topics, experiences, and points of view</td>
<td>• Give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers (3,4,5,6,7,8,12,13)</td>
<td>• Use common non-verbal gestures considering factors like personal space and touching</td>
</tr>
<tr>
<td>4. Express personal opinions on academic issues and give suggestions/advice using appropriate language and register</td>
<td>• Identify the main ideas and distinguish relevant supporting details of a brief formal or academic passage about general topics (8,9,10,11,12,14)</td>
<td>• Order and pay for food at a restaurant using appropriate ordering phrases</td>
</tr>
<tr>
<td>5. Use formal transition markers of comparison/contrast and academic presentation organization</td>
<td>• Utilize notes on a formal or academic passage to demonstrate comprehension (8,9,10,11,12,14)</td>
<td>• Make an excuse with a sudden action “I was working on it, but then I found out that...”</td>
</tr>
<tr>
<td>6. Use comparatives and superlatives appropriately</td>
<td>• Identify main ideas and key details expressed in a group discussion listening passage about a general or conversational topic (1,2,3,7,9,10,11,12)</td>
<td>• Invite someone to an event with reductions “Wanna come?” “We’re gonna go...”</td>
</tr>
<tr>
<td>7. Recognize the meaning of different intonation patterns</td>
<td>• Summarize the main points of a brief academic passage (5,6,7,8,9,10,11,12,13,14)</td>
<td>• Use reductions to indicate decisions or indecision “I wanna go” “I kinda wanna go”</td>
</tr>
<tr>
<td>8. Begin to use appropriate intonation patterns to express ideas</td>
<td></td>
<td>• Tell informal stories chronologically with background information and sudden actions “I was crossing the street when I saw a car crash”</td>
</tr>
<tr>
<td>9. Recognize and use numbers appropriately in interactions and academic contexts (dates, measurement, decimals &amp; percentages)</td>
<td></td>
<td>• Exaggerate with comparatives/superlatives “That was the biggest...ever”</td>
</tr>
<tr>
<td>10. Understand the main points of short, informal passages</td>
<td></td>
<td>• Compare and contrast people’s experiences using comparatives/superlatives: “He had a better vacation than me.” “I liked Universal the most.”</td>
</tr>
<tr>
<td>11. Differentiate main ideas and details</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

| 13. Use paraphrasing techniques to summarize | • Talk about errands and chores with have to “I have to do laundry when I get home” |
| 14. Provide basic citation for a summary | • Provide a polite rejection to a request with an excuse and possible raincheck |
|                                           | • Have an appropriate phone conversation with an English speaker |
|                                           | • Talk about interests, likes, and fears with gerunds “I like shopping”, “I’m afraid of falling” |
|                                           | • Summarize what happened in a movie, TV show, or recent class |
|                                           | • Paraphrase a short statement in your own words |

<table>
<thead>
<tr>
<th><strong>Listening/Speaking 40 Requirements for Promotion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Student must pass the class (D- or better)</td>
</tr>
<tr>
<td>2. Student must achieve 5 of 6 of the following:</td>
</tr>
<tr>
<td>• Performance grade of C- or better in course</td>
</tr>
<tr>
<td>• Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score</td>
</tr>
<tr>
<td>• Rating of level 50 score in interview with class teacher using an ELI checklist/rubric</td>
</tr>
<tr>
<td>• Rating of level 50 on a 5-7 minute formal presentation scored by class teacher using an ELI checklist/rubric</td>
</tr>
<tr>
<td>• 80% or better on a listening exam using modified passages at a high-intermediate level, using notes</td>
</tr>
<tr>
<td>• CELT I score &gt;30</td>
</tr>
</tbody>
</table>
**Listening/Speaking 50 Goal:**

**Speaking:** Develop students’ knowledge of academic requirements of presentations and in class discussion, including research, appropriate academic vocabulary, spoken citations, and formal markers equivalent to expectations in a university setting. Expose students to discussion leading skills and methods of objectively eliciting peer comments.

**Listening:** Develop students’ ability to comprehend the main ideas and details of unmodified academic listening passages. Introduce note-taking skills without support. Develop listening skills necessary to interact appropriately in discussions as both participant and leader.

<table>
<thead>
<tr>
<th>LS50 Objectives to Teach</th>
<th>LS50 Student Learning Outcomes to Assess</th>
<th>Language Assistant Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</td>
<td>At the end of Listening/Speaking 50, students will be able to:</td>
<td>In the LA class, you will practice these skills:</td>
</tr>
<tr>
<td>1. Participate appropriately and actively in a class discussion</td>
<td>• Lead a formal class discussion on a controversial and/or academic topic (1,2,3,4,7,8,9,13,14)</td>
<td>• Moderate a group discussion with phrases for balancing speaking time</td>
</tr>
<tr>
<td>2. Elicit meaningful participation of all students when leading a class discussion</td>
<td>• Appropriately participate in conversations demonstrating knowledge of varying interational styles and formality (1,2,3,4,7,8,9,13,14)</td>
<td>• Engage in small talk on a variety of appropriate topics</td>
</tr>
<tr>
<td>3. Express agreement and disagreement appropriately</td>
<td>• Give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations (3,4,5,6,7,8,9,14)</td>
<td>• Paraphrase and summarize a listener’s words for clarification or restatement. “So what you’re saying is,” “If I am hearing you correctly,” “Do you mean to say,” etc.</td>
</tr>
<tr>
<td>4. Begin to speak with appropriately linked thought groups</td>
<td>• Identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge (9,10,11,12,13)</td>
<td>• Schedule an appointment, cancel or change a service, request a refund, and complain over the phone</td>
</tr>
<tr>
<td>5. Present information in a cause/effect structure with a formal thesis, support, and conclusion</td>
<td>• Identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation (1,9,10,11,12,13)</td>
<td>• Make a joke and express sarcasm</td>
</tr>
<tr>
<td>6. Use cause/effect language and transitions appropriately</td>
<td>• Demonstrate comprehension of relationships between ideas in brief academic passages (6,9,10,11,12,13)</td>
<td>• Compliment appropriately considering factors like gender, age, relationship</td>
</tr>
<tr>
<td>7. Use formal spoken citations in summaries and presentations</td>
<td></td>
<td>• Apologize formally with explanation and plan for future correction</td>
</tr>
<tr>
<td>8. Begin to learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility</td>
<td></td>
<td>• Express nostalgia and past habits using “used to” and “would”: “When I was a kid, I used to...”</td>
</tr>
<tr>
<td>9. Recognize and use numbers in interactions and academic contexts</td>
<td></td>
<td>• Respond to hypothetical situations “If I had a million dollars, then I would...”</td>
</tr>
<tr>
<td>10. Listen to and discuss unmodified academic passages of varying topics and lengths</td>
<td></td>
<td>• Express future hopes “I would love to be able to ____ someday.”</td>
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<tr>
<td></td>
<td></td>
<td>• Express regret over a past action with reduced modals “I shoulda studied more”</td>
</tr>
</tbody>
</table>
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal</th>
<th>Example/Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Understand the main ideas and supporting details of a brief, unmodified academic passage</td>
<td>• Utilize notes from lectures and academic passages to demonstrate comprehension (9,10,11,12,13,15)</td>
</tr>
<tr>
<td>12.</td>
<td>Take organized notes on an academic passage</td>
<td>• Summarize an academic passage without in-class preparation (4,5,6,7,8,9,10,11,12,13,14)</td>
</tr>
<tr>
<td>13.</td>
<td>Understand verbal cues in speaker attitude and tone</td>
<td>• Address an issue politely with a roommate “It made me feel ___ when...”, “I’m glad we talked it out”</td>
</tr>
<tr>
<td>14.</td>
<td>Paraphrase effectively when speaking</td>
<td>• Use formal introductions and salutations: “I’d like you to meet,” “It’s a pleasure to meet you,” “It’s been great meeting you,” etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Tell a story with informal reported speech using “like”</td>
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<tr>
<td></td>
<td></td>
<td>• Summarize what happened in a movie, TV show, or recent class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide a critique on movies/books/TV with summary and opinion</td>
</tr>
</tbody>
</table>

### Listening/Speaking 50 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
   • Performance grade of C- or better in course
   • Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   • Rating of level 60 score in interview with class teacher using an ELI checklist/rubric.
   • Rating of level 60 on a 6-8 minute formal presentation scored by class teacher using an ELI checklist/rubric
   • 80% or better on a listening exam using authentic audio or video appropriate for a low-advanced level, using notes
     • CELT I score >39
**Listening/Speaking 60 Goal:**

**Speaking:** Introduce students to academic debate and further develop academic presentation skills, including research, appropriate academic vocabulary, spoken citations, and formal markers at a level equivalent to expectations in a graduate school setting. Familiarize students with variations in formality based on context of situations.

**Listening:** Develop students’ ability to fully comprehend unmodified academic listening passages and take notes which will aid them in recalling the main ideas and significant details. Expand students’ ability to understand native speakers even when using rapid speech. Familiarize students with listening skills required to interact successfully in a formal debate.

<table>
<thead>
<tr>
<th>LS60 Objectives to Teach</th>
<th>LS60 Student Learning Outcomes to Assess</th>
<th>Language Assistant Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</em></td>
<td><em>At the end of Listening/Speaking 60, students will be able to:</em></td>
<td><em>In the LA class, you will practice these skills:</em></td>
</tr>
<tr>
<td>1. Present information in an argumentative structure with a formal thesis, support, and conclusion</td>
<td>• Give a 8-10 minute academic, argumentative-style presentation showing evidence of research, with specific academic source references and a visual data reference (1,2,3,4,7,8,9,16)</td>
<td>• Use appeals (ethos, logos, pathos) in persuasive speech</td>
</tr>
<tr>
<td>2. Conduct research using available resources and synthesize appropriately into academic speech</td>
<td>• Participate appropriately in academic conversations demonstrating knowledge of varying interactional styles and formality (4,5,6,7,8,9,10,15,16,17)</td>
<td>• Dialogue on a culturally sensitive topic</td>
</tr>
<tr>
<td>3. Appropriately integrate verbal and written source citations during a presentation</td>
<td>• Respond to comments and participate in discussions on academic presentations in class (4,6,9,10,11,12,13,14,15,16,17)</td>
<td>• Participate and moderate in a debate</td>
</tr>
<tr>
<td>4. Elicit and respond to comments and discussions on presentation</td>
<td>• Participate and interact in a formal academic debate (4,5,6,7,8,9,12,13,14,15,16,17)</td>
<td>• Plan meetings, delegate roles, and balance workloads in college group projects</td>
</tr>
<tr>
<td>5. Understand and use language required to effectively participate in academic debates, such as agreement/disagreement, concession, and counterargument</td>
<td>• Identify the main ideas and relevant details of an unmodified academic passage (8,10,11,12,13,14,15)</td>
<td>• Resolve a conflict with a classmate</td>
</tr>
<tr>
<td>6. Respond to prompts with minimal preparation (“impromptu” speaking)</td>
<td>• Identify main ideas, supporting points, and interpret viewpoints in academic debate listening passages and formal discussions (5,7,8,9,10,11,12,13,14,15,17)</td>
<td>• Give advice using direct, indirect, and implied methods</td>
</tr>
<tr>
<td>7. Identify and understand bias in research</td>
<td></td>
<td>• Give feedback and criticisms with hedging “I really like what you’re doing, but I think you could do better with...”</td>
</tr>
<tr>
<td>8. Recognize and correctly use numbers in formal speech, including citations and data description</td>
<td></td>
<td>• Make a formal request with hedging to a professor or manager “I was wondering if you would be able...”</td>
</tr>
<tr>
<td>9. Summarize information from listening passages and sources to integrate into speech</td>
<td></td>
<td>• Express gratitude</td>
</tr>
<tr>
<td>10. Listen to and discuss unmodified academic passages of varying academic topics and lengths</td>
<td></td>
<td>• Express condolences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Participate in different types of interviews (elevator pitch, phone, in-person, group)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reference sources to support an argument using reporting phrases: “According to this article in the New York Times,”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Summarize video on current event and discuss opinion</td>
</tr>
</tbody>
</table>
### English Language Institute Curriculum: Goals, Objectives, and Student Learning Outcomes, ed 5/14/2019

<table>
<thead>
<tr>
<th>Number</th>
<th>Goal</th>
<th>Other goals</th>
<th>Additional goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Understand the main ideas and supporting details of an academic passage</td>
<td></td>
<td>• Demonstrate comprehension of relationships between ideas in academic passages (8,10,11,12,13,14,15)</td>
</tr>
<tr>
<td>12.</td>
<td>Infer meaning of new vocabulary and relationships between ideas in listening passages</td>
<td></td>
<td>• Utilize notes from lectures and academic passages to demonstrate comprehension (8,10,11,12,13,14,15)</td>
</tr>
<tr>
<td>13.</td>
<td>Distinguish relevant and irrelevant details when listening and taking notes</td>
<td></td>
<td>• Summarize and respond to an academic passage without in class preparation (3,8,9,10,11,12,13,14,15,16)</td>
</tr>
<tr>
<td>14.</td>
<td>Take organized and accurate notes on an academic passage</td>
<td></td>
<td>• Tell a story with appropriate tense switching including historic present and prior knowledge using past perfect</td>
</tr>
<tr>
<td>15.</td>
<td>Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.</td>
<td>Utilize strategies to recognize and modify own problems in pronunciation for improved comprehensibility, including speaking with appropriately linked thought groups and accurate intonation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.</td>
<td>Understand cultural effects on communication, including interactional styles among professors &amp; students, norms for showing respect, and the US intellectual value system</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Listening/Speaking 60 Exit Criteria

Students must achieve all the following:

- Performance grade of B- or better in course
- Exit recommendation by class teacher, based on objectives and proficiency score
- 80% or better on listening and note-taking exam based on an authentic, academic lecture, using notes
- Exit score on an 8-10 minute academic presentation, scored independently by two ELI faculty members, using an ELI checklist/rubric
- Exit score on interview, scored independently by two ELI faculty members, using an ELI checklist/rubric

### Decision Process (Students must attempt all assessments in order to be considered)

<table>
<thead>
<tr>
<th>Other Exit Criteria</th>
<th>Teacher Recommendation</th>
<th>Exit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear exit on all items</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Any number of reservations</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Two Reservations or more across all items</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Clear exit on all items</td>
<td>No</td>
<td>SC Reviews</td>
</tr>
</tbody>
</table>
## Reading/Writing 10 Goal:

**Reading:** Expose students to basic written texts, new vocabulary, and introduce the concepts of skimming and scanning a text  
**Writing:** Develop students’ ability to express ideas through simple sentences and introduce basic paragraph form

### Reading/Writing 10 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming a text for gist
- Scanning for specific information in a text
- Demonstrating comprehension of passages through discussions, reading quizzes and tests
- Increasing breadth of receptive and expressive essential, everyday vocabulary
- Recognizing most sound-to-letter correspondences
- Gaining accuracy writing simple sentences
- Understanding the concept of a paragraph and its basic organization
- Copying information correctly
- Understanding the use of basic punctuation at the end of sentences
- Understanding basic capitalization rules
- Editing written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation

### Reading/Writing 10 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 10, students **will be able to:**

**Reading:**
- Identify the main idea and supporting details of short, simple passages of up to 3 paragraphs
- Demonstrate knowledge of most sound-to-letter correspondences by reading aloud
- Copy a five-sentence paragraph correctly

**Writing:**
- Write simple sentences
- Write a brief paragraph
- Demonstrate ability to use essential, everyday vocabulary
- Accurately spell essential, everyday vocabulary
- Demonstrate emerging use of punctuation at the end of a sentence
- Demonstrate emerging use of capitalization rules in writing

### Reading/Writing 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on the reading exam (may be curved by SC)
   - Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric
**Reading/Writing 20 Goal:**
*Reading*: Expose students to multi-paragraph readings that develop a central idea, increase vocabulary, and increase students’ reading strategies for comprehension.
*Writing*: Develop students’ ability to organize written information in paragraph form and develop students to basic paragraph genres

**Reading/Writing 20 Objectives to teach:**
*In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*
- Skimming a text for gist
- Scan for specific information in the text
- Identifying the main ideas of a reading
- Using context clues to guess the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive basic, high-frequency vocabulary
- Demonstrating comprehension through discussions, basic summary writing, reading quizzes and tests
- Understanding right and left margin conventions
- Understanding indenting conventions
- Incorporating topic sentences into paragraphs
- Understanding basic unity in paragraph writing
- Understanding comma rules for compound sentences
- Composing basic narrative writing
- Composing basic descriptive writing
- Composing basic process writing (writing about a process)
- Editing written work, with an emphasis on improving spelling, punctuation, unity, and sentence structure

**Reading/Writing 20 Student Learning Outcomes to formally assess:**
*At the end of Reading/Writing 20, students will be able to:*
*Reading:*
- Identify and demonstrate comprehension of the main ideas and supporting details of controlled passages of up to 5 paragraphs
- Use context clues to approximate meaning of unknown, basic vocabulary
- Demonstrate understanding of the main ideas of a text through a short, written summary

*Writing:*
- Write paragraphs with a right and left margin and indentation of the first line
- Demonstrate ability to create topic sentences for narrative, descriptive, and process paragraphs
- Compose narrative, descriptive, and process paragraphs unified by a central topic or theme
- Accurately use periods, question marks, and exclamation marks at the end of sentences
- Demonstrate a breadth of basic, high-frequency vocabulary sufficient to write about familiar topics
- Accurately use commas in compound sentences and lists
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

**Reading/Writing 20 Requirements for Promotion** (on next page)
Reading/Writing 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or better on a reading exam and a basic summary of up to 5 sentences of a second reading (may be curved by SC)
   - Rating of level 30 on writing exam which includes a descriptive paragraph, narrative, and process paragraph, scored independently by two raters

Reading/Writing 30 Goal:

Reading: Expose students to readings which develop a central idea with high-frequency vocabulary over several paragraphs
Writing: Increase the range of sentence structures students can employ and develop students ability to produce a wider variety of paragraph genres; introduce students to basic essay form

Reading/Writing 30 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information in a text
- Using context clues to estimate the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive high-frequency vocabulary
- Understanding the structure of newspaper articles
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Understanding how a newspaper article is summarized
- Modifying original text to avoid plagiarism in summary writing
- Understanding the issue of plagiarism in academic work
- Understanding and practice with the use of topic sentences, supporting sentences, and concluding sentences in paragraph writing
- Understanding the elements of unity and coherence in paragraph writing
- Increasing knowledge of key vocabulary used when writing about cause/effect and compare/contrast relationships
- Understanding and practice with the most basic parts of an essay: introduction, body, and conclusion
- Composing cause/effect and compare/contrast paragraphs
- Composing a basic narrative essay
- Editing written work, with an emphasis on improving spelling, punctuation, and sentence structure, and supporting details

Reading/Writing 30 Student Learning Outcomes to formally assess (next page):
### Reading/Writing 30 Student Learning Outcomes to formally assess (next page):

At the end of Reading/Writing 30, students will be able to:

**Reading:**
- Demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article of up to 6 paragraphs
- Identify the central thesis, main ideas, and supporting details of a reading passage of up to 6-8 paragraphs
- Demonstrate comprehension of main ideas (who/what/when/where/why) of a simplified newspaper article through a summary of up to 5 sentences
- Demonstrate comprehension at the paragraph level by identifying the topic of a paragraph
- Demonstrate comprehension at the sentence level by identifying pronoun referents
- Demonstrate ability to use context clues to approximate the meaning of unknown vocabulary

**Writing:**
- Compose compare/contrast and cause/effect paragraph with appropriate topic sentence, supporting sentences, and concluding sentence
- Compose cohesive paragraphs unified by a central topic and controlling idea
- Compose a basic, 3 to 5 paragraph, narrative essay
- Use commas in lists in written assignments
- Demonstrate ability to employ a range of high-frequency vocabulary sufficient to write about a variety of accessible topics and relationships between ideas
- Demonstrate emerging ability to paraphrase a text for summary writing
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

### Reading/Writing 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on final reading exam with two readings and a brief summary (of up to 5 sentences) (may be curved by SC)
   - Rating of level 40 or higher on final writing exam rated by class instructor based on ELI checklist/rubric
**Reading/Writing 40 Goal:**

*Reading:* Expose students to simplified academic readings that develop a central idea with substantial supporting information; increase students’ ability to employ reading strategies to analyze text.

*Writing:* Develop students to basic essay composition form and develop written structures that express basic relationships among ideas.

**Reading/Writing 40 Objectives to teach:**

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information
- Inferencing
- Using context clues to estimate meaning of unknown vocabulary
- Using strategies to increase reading speed
- Expanding breadth of receptive and expressive high-frequency vocabulary and core academic vocabulary
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Demonstrating comprehension in discussions, summary writing, reading quizzes and tests
- Understanding how a text is summarized
- Paraphrasing original text to avoid plagiarism in summary writing
- Compose the following essay structure elements:
  - a general to specific introduction
  - thesis statement
  - supporting body paragraphs with topic sentences, controlling ideas, supporting sentences, and concluding sentences
  - specific to general conclusion
  - simple transitions
- Understanding comma use in complex sentences
- Increasing knowledge of key vocabulary used when writing about cause/effect, compare/contrast, and problem/solution relationships
- Basic understanding use of semicolons and colons
- Identifying types of plagiarism and consequences of plagiarism
- Composing compare/contrast; cause/effect; problem/solutions essays
- Composing written summaries
- Editing written work, with an emphasis on improving sentence structure, paragraph structure word usage, essay structure, supporting details

**Reading/Writing 40 Student Learning Outcomes to formally assess (on next page):**
**Reading/Writing 40 Student Learning Outcomes to formally assess:**

**At the end of Reading/Writing 40, students will be able to:**

**Reading:**
- Demonstrate comprehension, ability to distinguish between main ideas and supporting details of a simplified newspaper article (9-10 paragraphs) that explores current topics
- Demonstrate comprehension of central thesis, main ideas, and supporting details of reading passages of up to 10-12 paragraphs which provide an academic perspective on accessible topics
- Demonstrate comprehension at the paragraph level by identifying controlling idea of a paragraph
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate emerging ability to infer meanings, attitudes, or opinions
- Demonstrate ability to answer *wh*-questions about events or ideas discussed in a reading passage
- Demonstrate ability to use context clues to understand meaning of unknown non-academic vocabulary and core academic vocabulary

**Writing:**
- Demonstrate ability to produce written summaries of up to 10 sentences of a simplified newspaper article (9-10 paragraphs) that explores a current topic
- Compose compare/contrast; cause/effect; problem-solution essays with the following elements:
  - General to specific introduction
  - Identifiable thesis statement
  - Supporting body paragraphs
  - Specific to general conclusion
- Use simple transition signals to create cohesion and coherence between paragraphs and within paragraphs
- Demonstrate comma usage in complex sentences with dependent clause first
- Demonstrate emerging ability to use semicolons and colons in writing
- Demonstrate ability to paraphrase to avoid plagiarism in summary writing
- Accurately spell high-frequency vocabulary and some core academic vocabulary
- Accurately employ a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

**Reading/Writing 40 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on academic reading exam with one reading passage (may be curved by SC)
   - Rating of level 50 or higher on essay, scored independently by two outside raters, using an ELI checklist/rubric
   - Rating of Level 50 on summary (of up to 10 sentences) of simplified journalistic text using an ELI checklist/rubric
**Reading/Writing 50 Goal:**

Reading: Expose students to a variety of readings that deal with academic topics and increase students’ reading speed and ability to employ critical reading strategies.

Writing: Develop students’ ability to write academic compositions that support a central thesis and incorporate source material.

**Reading/Writing 50 Objectives to teach:**

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information
- Scanning for specific information in a text
- Inferencing
- Using context clues to estimate meaning and connotation of unknown words
- Using strategies to increase reading speed
- Using the library and internet to locate source readings
- Demonstrating reading comprehension through discussions, summaries, reading quizzes and tests, synthesis writing
- Identifying the overall thesis or central argument of a reading
- Distinguishing main ideas from supporting information
- Understanding an author’s use of research studies as supporting information
- Analyzing a text to determine writer’s purpose and target audience
- Increasing knowledge of key vocabulary used when writing about cause/effect relationships and argument writing
- Understanding how information from various sources is synthesized to create a cohesive, coherent, unified composition
- Understanding and increased use of diverse punctuation, including accurate punctuation for direct quotes
- Using varying sentence structures and punctuation to add variety, flow, and interest to writing
- Using transition signals and linking structures to connect ideas and describe relationships
- Identifying incidences of plagiarism and understanding consequences of plagiarism
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources
- Composing cause/effect and argument essays which incorporate information from sources
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, supporting details, essay structure, logical flow of information

**Reading/Writing 50 Student Learning Outcomes to formally assess:**

At the end of Reading/Writing 50, students will be able to:

**Reading:**

- Demonstrate comprehension of the central argument, main ideas, supporting details of readings which address multiple aspects of an academic topic
- Demonstrate comprehension of the central argument, main ideas, and supporting details of journalistic articles which explore a current, multi-faceted academic topic
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Demonstrate ability to identify and explain relationships between ideas discussed in readings
- Use context clues to identify meaning and connotation of unknown words/phrases
- Articulate author’s purpose and target audience
- Find academic sources in the library and online
### Writing 50 Student Learning Outcomes to formally assess on next page:

### Reading/Writing 50 Student Learning Outcomes to formally assess (cont):

**At the end of Reading/Writing 50, students** *will be able to:*

#### Writing:
- Compose cause/effect and argument essay (with counterargument, concession and refutation) which successfully synthesize information from 2 or more sources
- Accurately and effectively use a variety of punctuation, including punctuation for direct quotes
- Accurately spell a range of core academic vocabulary
- Demonstrate ability to employ core academic vocabulary sufficient to write about a variety of academic topics
- Use a variety of transition signals and linking structures to create cohesion at the sentence and paragraph levels and between paragraphs
- Demonstrate ability to avoid plagiarism through successful paraphrasing and in-text acknowledgement phrases (formal citations optional)
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

### Reading/Writing 50 Requirements for Promotion

1. **Student must pass the class** (D- or better)
2. **Student must achieve 3 of 4 of the following**
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on academic reading exam with one reading passage (may be curved by SC)
   - Rating of level 60 or higher on argument essay synthesizing two or more sources (provided by SC) and scored using an ELI checklist/rubric
### Reading/Writing 60 Goal:

**Reading:** Expose students to a variety of readings on complex academic topics, develops students' ability to understand data from graphs and charts, and introduce bibliographic research.

**Writing:** Introduce students to the research paper with appropriate citations and references using academic sources, and develop students’ ability to synthesize information from graphs and charts.

### Reading/Writing 60 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information; skimming for appropriateness as an academic source
- Scanning for specific information in a text
- Inferencing
- Using context clues to distinguish between multiple meanings of a given word/phrase
- Expanding breadth of receptive and expressive academic and field-specific vocabulary
- Demonstrating reading comprehension through discussions, summaries, synthesis writing, reading quizzes and tests
- Using strategies to increase readings speed
- Gaining proficiency reading data sets and extrapolating key concepts, trends, and correlations
- Increasing understanding of key vocabulary used to describe data, trends, and correlations
- Understanding the academic statement of purpose
- Finding and evaluating sources for an academic research paper
- Understanding organization of a research paper including structuring information around a central argument or thesis
- Understanding academic citation method(s)
- Understanding use of direct quotes vs. paraphrased information
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, integration of supporting details, essay structure, logical flow of information
- Identifying types of plagiarism and consequences of plagiarism

### Reading/Writing 60 Student Learning Outcomes to formally assess on next page:
**Reading/Writing 60 Student Learning Outcomes to formally assess:**

**At the end of Reading/Writing 60, students will be able to:**

**Reading:**
- Demonstrate comprehension of central argument, main ideas, and supporting details of texts that analyze issues or trends and include research-based support
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Use context clues to correctly identify meaning of words/phrases with multiple meanings
- Identify a writer’s bias or position on an issue
- Identify the bias or positions of authorities/sources referenced in the article
- Extrapolate information from graphs, tables, and other data sets.

**Writing:**
- Compose a short, academic research paper with the following elements:
  - appropriate in-text citations
  - direct quotations which, when needed, include single quotation marks, brackets and ellipses
  - block quotations where appropriate
  - references/bibliography
- Compose a statement of purpose which creates a cohesive connection among goals for future study, career goals, background experience and academic preparation
- Avoid plagiarism through successful paraphrasing, in-text acknowledgment of sources, and appropriate use of citations
- Employ a variety of academic transition signals and linking devices to create cohesion and coherence at the sentence and paragraph levels and between paragraphs
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions
- Find academic sources in the library and online

**Reading/Writing 60 Exit Criteria**

RW exit criteria are comprised of the following:
- Performance grade of B-minus or better in course
- Exit recommendation by class teacher, based on objectives, demonstrated through student learning outcomes and proficiency score
- Exit score on a statement of purpose (rated by instructor, using an ELI checklist/rubric)
- Exit score on research paper. While students will submit a short academic research paper with an appropriate bibliography and citations, the major focus will be on language use and ability. (rated by instructor, using an ELI checklist/rubric)
- Exit score on critical writing. At the end of the semester, students will need to write a response to one or more visual or written prompts in 100 minutes, independently scored by two ELI raters (core faculty/administration).
- 80% or higher on academic reading exam with one reading passage (may be curved by SC).

**Decision Process** (Students must attempt all assessments in order to be considered)

<table>
<thead>
<tr>
<th>Other Exit Criteria</th>
<th>Teacher Recommendation</th>
<th>Exit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear exit on all items</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Any number of reservations (cannot have a “no”)</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>One reservation across all items</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>One no + any number of reservations</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Two Reservations or more across all items</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Non-attempt of a final assessment</td>
<td>Yes or No</td>
<td>No</td>
</tr>
</tbody>
</table>
Starting in GM20, instruction of verb tenses includes negative and question forms.

**Grammar 10 Goal:** Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.

**Grammar 10 Objectives to teach:**

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with extra attention given to 3rd person singular -s [BEG Chapter 3]
- *Be* and *have* in the present tense  [BEG Chapter 2]
- *There* + *be*  [BEG 5.4-5.6]
- Yes/No questions and short answers  [BEG 2.1; 3.9]
- Singular/plural forms of regular nouns  [BEG 6.5]
- Parts of speech
- Subject pronouns  [BEG 6.4]
- Possessive adjectives  [BEG 2.5]
- Basic use of indefinite article (a/an)  [BEG 7.2]
- Basic prepositional phrases of time (*in the morning*; *at night*, etc.)  [BEG 5.2]
- Introduction to *wh-* questions (not an SLO)  [BEG 5.3]

**Grammar 10 Student Learning Outcomes to formally assess:**

At the end of Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- *Be* and *have* in the present tense
- *There* + *be*
- Yes/No questions and short answers
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive adjectives
- Basic use of indefinite article (a/an)
- Basic prepositional phrases of time

**Grammar 10 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)
Grammar 20 Goal: Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.

Grammar 20 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 3]
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 4]
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 8]
- Wh-question form in simple present [BEG 3.10-3.11], present progressive [BEG 4.4], simple past [BEG 9.1-9.3]
- Adverbs of frequency and adverbial phrases of frequency: always, sometimes, usually, often, never, every day, once a week, etc. [BEG 3.2-3.3]
- Pronouns:
  - Subject [BEG 6.4]
  - Object [BEG 6.4]
  - Possessive [BEG 6.7]
- Possessive nouns [BEG 6.8]
- Tangible count vs. non-count nouns [BEG 7.1]
- Basic quantifiers: *some*, *any*, *(how) much*, *(how) many* [BEG 7.5]
- Indefinite article (*a/an*) and basic use of definite article (*the*) [BEG 7.2-7.3]
- Common prepositions of place [BEG 1.8, 2.3, 5.7, 5.8]

Grammar 20 Student Learning Outcomes to formally assess:

At the end of Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Present progressive
- Simple past
- Wh-question forms in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency
- Pronouns:
  - Subject
  - Object
  - Possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- Common prepositions of place
Grammar 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 30 Goal: Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses

Grammar 30 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs) [FEG 1.2, 1.6]
- Simple past (emphasis on irregular past tense verbs) [FEG 2.4]
- Past progressive [FEG 2.6]
- Basic future forms: will and be going to [FEG 3.1-3.5]
- Phrasal verbs, focus on form (separable and inseparable) and meaning (*list available on s:drive)
- Basic modals and modal phrases (present/future):
  - ability: can, be able to [FEG 7.2]
  - permission: can, could, may [FEG 7.3]
  - request: can, could, would, would you mind [FEG 7.6 no would you mind*]
- Article usage with count and non-count nouns [FEG 11.8]
- Quantifiers: (too) much, (too) many, a little, a few, a lot [FEG 11.5]
- Comparative and superlative adjectives and adverbs, including the following structures:
  - more...than [FEG 9.2-9.3]
  - less...than and fewer...than [FEG 9.6]
  - (not) as...as [FEG 9.1]
  - more + nouns [FEG 9.7]
- Basic present, past [FEG 2.7], and future time clauses [FEG 3.6] with the following adverbs: while, when, as soon as, after, before

Grammar 30 Student Learning Outcomes to formally assess:

At the end of Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: will and be going to
- Phrasal verbs, focus on form and meaning
- Basic modals and modal phrases (present/future):
  - ability
  - permission
  - request
- Article usage with count and non-count nouns
## Grammar 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

## Grammar 40 Goal: Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses

## Grammar 40 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple past vs. past progressive [FEG 2.6]
- Future forms: simple present [FEG 3.8], present progressive [FEG 3.7], will vs. be going to [FEG 3.5] and review of future time clauses [FEG 3.6]
- Present perfect with emphasis on the following uses:
  - on-going conditions or actions with for and since [FEG 4.2]
  - indefinite including use of: yet; already; ever; never [FEG 4.4]
  - multiple past experiences (twice; three times, etc.) [FEG 4.4]
- Present perfect progressive for habitual actions with for and since [FEG 4.6]
- Modals and modal phrases of certainty, advice, obligation (present/future):
  - certainty: could; might; may [UEEG 10.4-10.5]
  - future certainty and expectation: should; ought to [UEEG 9.5, 10.7]
  - advice: could; should; ought to; had better [FEG 7.7-7.8]
  - obligation: must; have to [FEG 7.9]
- Expanding usage of definite article:
  - geographical names [FEG 11.9, UUEG 7.5]
  - second mention [UEEG 7.4]
  - unique/specific entity [UEEG 7.4]
- Quantity expression with of: (each/every) one of; many/much of; a lot of; several of; a great deal of [UEEG 6.11]
- Gerunds and infinitives, including:
  - gerunds as subjects [FEG 13.7]
  - gerunds and infinitives as direct objects [FEG 13.1-13.4]
- Adjective clauses, including restrictive vs. non-restrictive [UEEG 13.8]
- Relative pronouns (who, whom, whose, which, that) [FEG Chapter 12]
**Grammar 40 Student Learning Outcomes to Formally Assess:**

At the end of Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- □ Simple past vs. past progressive
- □ Future forms, including:
  - ○ simple present
  - ○ present progressive
  - ○ will vs. be going to
  - ○ future time clauses
- □ Present perfect
- □ Present perfect progressive
- □ Modals and modal phrases (present/future):
  - ○ present certainty
  - ○ future certainty/expectation
  - ○ advice
  - ○ obligation
- □ Expanding usage of definite article:
  - ○ geographical names
  - ○ second mention
  - ○ unique/specific entity
- □ Quantity expression with of
- □ Gerunds and infinitives, including:
  - ○ gerunds as subjects
  - ○ gerunds and infinitives as direct objects
- □ Adjective clauses, including restrictive vs. non-restrictive
- □ Relative pronouns

**Grammar 40 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - ♦ Performance grade of C-minus or better in course
   - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - ♦ 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 50 Goal:** Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

**Grammar 50 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Present perfect vs. present perfect progressive with emphasis on connection to the present *(just; recently)* [UUEG 2.3, 2.7]
- Past perfect vs. past perfect progressive *(before; after; by the time)* [UUEG 2.8, 2.10]
- *Used to, would, be used to* [UUEG 10.1, p. 335 footnote]
- Passive voice
  - form and function of passive sentences [UUEG 11.1-11.3]
  - passive verb forms for simple, progressive and perfect tenses [UUEG 11.2]
- *Get*-passive [UUEG 11.7] and participial adjectives [UUEG 11.8]
- Past time modals/modal expressions (including negative forms):
  - regret: *should have; ought to have* [UUEG 10.2]
  - past conclusion: *could have; may have; might have; must have* [UUEG 10.6]
  - obligation: *had to* [UUEG 10.2]
  - ability: *could; was/were able to* [UUEG 10.3]
  - expectation: *was/were supposed to* [UUEG 10.2]
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- Gerunds and infinitives:
  - gerunds as objects of prepositions [UUEG 14.6]
  - infinitives of purpose with *in order to* [UUEG 15.1]
- Conditionals:
  - real/true (present, future) [UUEG 20.2]
  - unreal (present, future and past) [UUEG 20.3-20.4]
  - Use of *wish and hope* in conditionals [UUEG 20.9-20.10]
- Adverb clauses and related structures, emphasis on usage of subordinators:
  - Time [UUEG 17.2]
  - cause and effect [UUEG 17.3]
  - contrast [UUEG 17.4]
  - direct contrast [UUEG 17.5]
- Adjective clauses, including:
  - adjective clauses with expressions of quantity [UUEG 13.9]
  - adjective clauses modified by *where/when* [UUEG 13.5-13.6]
  - use of *which* to modify whole sentence [UUEG 13.10]
### Grammar 50 Student Learning Outcomes to Formally Assess:

At the end of Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Present perfect vs. present perfect progressive
- Past perfect vs. past perfect progressive
- *Used to, would, be used to*
- Passive voice
- *Get-passive and participial adjectives*
- Past time modals and modal phrases:
  - regret
  - conclusion
  - obligation
  - ability
  - expectation
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
  - gerunds as objects of prepositions
  - infinitives of purpose with *in order to*
- Conditionals:
  - real/true
  - unreal
  - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures:
  - time
  - cause and effect
  - contrast
  - direct contrast
- Adjective clauses, including:
  - adjective clauses with expressions of quantity
  - adjective clauses modified by *where/when*
  - use of *which* to modify whole sentence

### Grammar 50 Requirements for Promotion:

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 60 Goal:** Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism.

**Grammar 60 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

- General review of all English verb tenses: [UEEG Chapters 1-4]
  - simple present (including future meaning)
  - present progressive (including future meaning)
  - simple past
  - past progressive
  - present perfect/present perfect progressive
  - past perfect/past perfect progressive
  - will and be going to
  - future progressive
  - future perfect/future perfect progressive
- Causative verbs [UEEG 15.9]
- Progressive and passive forms of modals (present/future and past— including negative forms): [UEEG 10.8, 11.4]
  - advisability
  - certainty/conclusion
  - obligation
- Passive infinitives and passive gerunds [UEEG 15.4-15.6]
- Conditionals, including:
  - Mixed conditionals [UEEG 20.6]
  - Replacing if with only if; provided; even if; whether...or not; unless; in case [UEEG 20.7]
  - Omitting if [UEEG 20.7]
- Reduced adjective clauses (adjective phrases) [UEEG 13.11]
- Reduced adverb clauses:
  - Time [UEEG 18.2-18.3]
  - Reason [UEEG 18.4]
  - contrast
  - concession
- Noun clauses [UEEG 12.1-12.5]
- Reported Speech [UEEG 12.7-12.8]
- Parallelism with correlative conjunctions [UEEG 16.4]
Grammar 60 Student Learning Outcomes to formally assess:

At the end of Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- General review of all English verb tenses:
  - simple present
  - present progressive
  - simple past
  - past progressive
  - present perfect/present perfect progressive
  - past perfect/past perfect progressive
  - will and be going to
  - future progressive
  - future perfect/future perfect progressive

- Causative verbs

- Progressive and passive forms of modals:
  - advisability
  - certainty/conclusion
  - obligation

- Passive infinitives and passive gerunds

- Conditionals, including:
  - Mixed conditionals
  - Replacing if
  - Omitting if

- Reduced adjective clauses

- Reduced adverb clauses:
  - time
  - reason
  - contrast
  - concession

- Noun clauses

- Reported speech

- Parallelism with correlative conjunctions

Grammar 60 Requirements for Exit/Certificate

Student must achieve all of the following:

- Performance grade of B-minus or better in course
- Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
- 80% or higher on cumulative final (includes only minimum objectives as listed above)

Decision Process

<table>
<thead>
<tr>
<th>Other Exit Criteria</th>
<th>Teacher Recommend?</th>
<th>Exit?</th>
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<tbody>
<tr>
<td>Yes on all requirements</td>
<td>Yes</td>
<td>Yes</td>
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<tr>
<td>Poor grade in class + 80% or higher on final</td>
<td>No</td>
<td>SC Reviews</td>
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