English Language Institute Mission

The mission of the English Language Institute (ELI) is to foster the learning of the English language and the culture of the United States of America through its regularly scheduled intensive English program and its various other programs scheduled on demand.

The ELI is a self-supporting program of the University of Florida. It is intended to serve speakers of other languages and is dedicated to offering superior instruction and best possible occasions for practice, using current materials and techniques, and providing an ideal learning environment.

These goals are accomplished by a well-trained staff enthusiastically committed to the success of all learners, actively involved in meeting their needs, and unquestionably focused on functioning as a team for the greater good of all concerned.

Regular Program Mission

The primary mission of the intensive English program is to prepare international students for successful study at the graduate or undergraduate level in institutions of higher learning in the USA. Students are taught to:

- read university-level materials;
- write academic papers and exams;
- speak more fluently in both formal and informal settings;
- take good, clear notes at lectures;
- take timed, objective tests; and,
- function knowledgeably in a North American culture for the purpose of establishing and maintaining productive relations with fellow students, professors and other members of the host community.

The ELI also provides the same language instruction to individuals already trained in their professions, and any others who wish to improve their level of English proficiency and cultural awareness.

Special Program Mission

The primary mission of Special Programs of the English Language Institute is to provide flexible programs of English study, focused to meet the specific needs of each international group we serve. In addition to instruction, we coordinate and support cultural experiences and living arrangements appropriate to the desired outcomes of each group.

By providing high-quality programs and individualized attention to each group, the Special Programs Office works to expand the positive reputation of the English Language Institute and the University of Florida.
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PERSONNEL

THE ELI MAIN OFFICE
The main office is located in room 223, Matherly Hall (MAT). It is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays and break weeks. Each staff member has an extension number for direct calling.

ADMINISTRATION

Director
Responsible for policies, personnel, budget decisions, public relations and recruitment. Oversees day-to-day administration in the ELI. Teaches ELI classes.

- Megan Forbes, Matherly Hall/Room 225C, Phone: 273-4391

Assistant Director
Oversees student placement. Responsible for teacher supervision and curriculum, and hiring of teachers. Responsible for course schedule and academic/class records. Responsible for transcripts and letters of proficiency. Teaches ELI classes. Counsels students on academic problems.

- Patricia Moon, Matherly Hall/Room 225D Phone: 273-4393

Admissions Coordinator
Responsible for admissions, academic advising, and immigration counseling. Counsels students with attendance problems. Teaches ELI classes.

- Daryl Bish, Matherly Hall/Room 225B, Phone: 273-4392

Student Life and Special Programs Coordinator
Helps ELI students with concerns such as housing, healthcare, insurance and other personal matters. Counsels students with attendance problems. Teaches ELI classes.

- Emily Kirby, Matherly Hall/Room 225F, Phone: 273-4394

Cultural Immersion Coordinator
Responsible for volunteering, weekend trips, and weekly activities. Hires and supervises language assistants. Teaches ELI classes.

- Nate Bloemke, Matherly Hall/Room 211A, Phone: 273-4395
**Reading/Writing Coordinator**
Supervises reading/writing classes. Selects reading/writing textbooks. Teaches ELI classes.
- Jen Ramos, Matherly Hall/Room 215, Phone: 273-4384

**Listening/Speaking Coordinator**
Supervises listening/speaking classes. Selects listening/speaking textbooks. Teaches ELI classes.
- Nate Bloemke, Matherly Hall/Room 211A, Phone: 273-4395

**Grammar Coordinator & Interim Reading and Writing Coordinator**
Supervises grammar classes. Selects grammar textbooks. Teaches ELI classes.
- Todd Allen, Matherly Hall/Room 215, Phone: 273-4384

**Editor, ELI Weekly and Editor, Student Voices**
- Christine Voigt, Matherly Hall/Room 220A, Phone: 273-4383

**Special Programs Coordinator and Recruiter**
- Lia Brenneman, Matherly Hall/Room 215, Phone: 273-4384

**CORE FACULTY**
Teach ELI classes and assist with administrative activities:
- Lynne Clark, Matherly Hall/Room 220B, Phone: 273-4398
- Thomas Dolce, Matherly Hall/Room 220B, Phone: 273-4398
- Melina Jimenez, Matherly Hall/Room 220B, Phone: 273-4398
- Debbie Kellermann, Matherly Hall/Room 222, Phone: 274-3299
- Patrick Klager, Matherly Hall/Room 220A, Phone: 273-4383
- Sandra Salloum, Matherly Hall/Room 218, Phone: 273-4386
- Jennifer Schroeder, Matherly Hall/Room 220A, Phone: 273-4383

**STAFF**

**Office Manager**
Supervises office employees and is responsible for classrooms and equipment.
- Karen Owens, Matherly Hall/Room 223A, Phone: 273-4387
Receptionist
Answers phone and routes calls to appropriate personnel. Assists students with questions and routes them to appropriate personnel, if necessary. Answers general attendance questions.
  ➢ Tiffany Frison, Matherly Hall/Room 223, Phone: 273-4390

Office Assistant / Secretary
Assists with answering phones and routing calls to appropriate personnel. Assists students with questions and routes them to appropriate personnel, if necessary.
  ➢ Jolee Gibbs: Office Assistant Matherly Hall/Room 223A, Phone: 273-4397
  ➢ Josias Ouedraogo: Office Assistant Matherly Hall/Room 223, Phone: 273-4389
  ➢ Minsang Kim: Secretary Matherly Hall/Room 223, Phone: 273-4389

Fiscal Assistant
Responsible for tuition collection. Responsible for enrollment letters.
  ➢ Christine Kunkel, Matherly Hall/Room 225, Phone: 273-4388

Cultural Immersion Program Assistant
Assists the CIP Coordinator and trains and manages Language Assistants.
  ➢ Tate Quiñones, Matherly Hall/Room 221, Phone: 273-4395

Activities Assistant
Assists the CIP Coordinator and coordinates CIP trips.
  ➢ Greg Trzeciak, Matherly Hall/Room 221, Phone: 273-4395

Conversation Partner Program Coordinator
Assists the CIP Coordinator and coordinates Conversation Partner Program.
  ➢ Anna Diakun, Matherly Hall/Room 221, Phone: 273-4395

Volunteer Coordinator
Assists the CIP Coordinator and coordinates Volunteer Program events and opportunities for individual students and groups.
  ➢ Catherine Kradel, Matherly Hall/Room 221, Phone: 273-4395

Instructors
Includes all teachers in the ELI, including any administrators who instruct classes.

Language Assistants
University of Florida students who assist listening/speaking teachers with the L/S class and who meet with ELI students for extracurricular activities.
ACADEMICS & THE ELI PROGRAM

ACADEMIC PROGRAM

The ELI is a special non-credit program of the University of Florida. Students learn English and the academic skills necessary to succeed in colleges or universities in the United States.

The program offers multiple levels of English, from beginning to advanced. Full-time students take at least twenty-three hours of English per week. This includes ten hours of reading/writing, five hours of grammar, and eight hours of listening/speaking. Listening/speaking focuses primarily on academic language but will also cover conversation and pronunciation. In the upper reading/writing levels, students learn to write using a computer. Students are placed in levels according to our placement test. Students may be placed in different levels for each skill.

Students may also choose to take Pronunciation (6 weeks only), Grammar and Writing, Business English, or TOEFL class depending on their proficiency. These courses are offered when enrollment permits.

With permission from the Assistant Director, advanced students (returning students who were enrolled in the highest levels in a previous semester) may concurrently register for one course at the University of Florida while enrolled in ELI classes. See the receptionist in room 223 for an information sheet. The UF Graduate School allows departments to waive the TOEFL requirement for students who successfully complete the ELI. Students should check with their graduate departments to confirm.

APPROPRIATE BEHAVIOR

We hope that everyone in a class can benefit to the best possible extent from our instruction. Since each class is a public and social setting, a student's classroom behavior, whether bad or good, affects other students in the class either positively or negatively. If a student's behavior interferes with the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program, then the instructor has the right to ask the student to refrain from the inappropriate behavior. If the disruptive behavior continues, further action may be needed. If the student's behavior does not improve over time, a student can be expelled from the English Language Institute and be required to return to their home country.

Please see the University student conduct code for more information about appropriate behavior in the classroom and on campus: http://www.dso.ufl.edu/sscr/process/student-conduct-honor-code
Some examples of problem behavior that we have experienced at the ELI include students laughing at classmates, texting in class, studying other subjects in class, and excessively challenging the teacher during class hours.

ELI Code of Conduct

Students are expected to have:

1. 100% attendance in all classes (barring illness)
2. 100% punctuality to all classes
3. 100% homework completion and preparation for classes
4. 100% honesty in completing all course assignments, quizzes, tests, projects, and exams
5. 100% individual responsibility and accountability for following classroom policies
6. 100% serious effort in all classes
7. 100% focused attention and respectful behavior during class
8. 100% use of English

Students who repeatedly demonstrate inability to follow this code may be required to leave the ELI and have their I20 terminated.

ARRIVAL AT THE ENGLISH LANGUAGE INSTITUTE

Registration

New students are required to attend the Welcome and Registration Check-In session on the first day of check-in week. New students must attend all seminars, orientation sessions and placement tests during this check-in week. The English Language Institute publishes the welcome and check in dates for each term in the “calendar and tuition” document available in the ELI brochure and on the ELI website. In addition, new students are provided with this information in their acceptance packets. New students who do not attend the Welcome and Registration Check-In session forfeit their seat in the term and risk becoming out-of-status if travelling on an F-1 visa. Exceptional cases can petition for a waiver of this policy prior to the first day of check-in week.

Check-in

All returning students must check-in online or in person during the published dates. A returning student who does not check in is not guaranteed a place in the term and risks becoming out-of-status if travelling on an F-1 visa. Students who check in late must pay a $100 late check-in fee in order to be considered for placement in the term. Absences accrued while a student waits to learn if a seat is available count towards the total number of absences a student is allowed. The English Language Institute publishes the check-in dates for each term in the “calendar and tuition” document available in the ELI brochure and on the ELI
website. In addition, returning students are informed, when filling out the “Returning Student Survey” at the end of the term, on which dates they are to check in to the English Language Institute the following term. Exceptional cases can petition for a waiver of this policy.

Starting Classes

All students, new and returning, are expected to attend all classes beginning on the first day of classes. The English Language Institute publishes the date of the first day of classes in the “calendar and tuition” document available in the ELI brochure and on the ELI website. In addition, new students are informed of the first day of classes in their acceptance letter and returning students are informed of the date classes start when filling out the “Returning Student Survey” at the end of the prior term. New students who do not attend classes beginning on the first day of classes may forfeit their seat in the term and risk becoming out-of-status if travelling on an F-1 visa. Returning students who do not begin attending all classes by the end of the first week of class may forfeit their seat in the term and risk becoming out of status if travelling on an F-1 visa. Returning students MUST inform the ELI if they will be arriving later than the first day of class on their check-in form. No students will be accepted after the Friday of the first week of classes. New and returning students will be counted absent for each day of class missed. Any late students who do not attend the first week of classes must pay a $100 late arrival fee in order to be considered for placement in the term. Exceptional cases can petition for a waiver of this policy.

ATTENDANCE

Class attendance is a requirement of the U.S. Citizenship and Immigration Services (USCIS). It is also required by the ELI because we feel that you will not learn English if you do not come to class. To help students stay focused on their studies and to enforce the USCIS rules, the ELI has a strict attendance policy.

Students are encouraged to attend class regularly in order to learn the most from their courses. All students must attend 85% of classes.

In regular terms:
- Students who exceed 15% of absences will not receive a semester certificate.
- Students who exceed 15% of absences, and less than 25% of absences, will be allowed to return to the English Language Institute ONLY on a probationary basis.
- Students who exceed 25% of absences will not be allowed to return to the ELI.
- Students who exceed 30% of absences will be terminated.

In probationary terms:
- Students who exceed 15% of absences or fail a class will not get a semester certificate.
- Students who exceed 15% of absences or fail a class will not be allowed to return.
- Students who exceed 25% of absences will be terminated.
Students cannot miss more than 3 days (during short terms) and 5 days (during long terms) of any class without informing the ELI before or immediately after the absence, or the student will be terminated. Please note that three (3) tardies equals one (1) absence, and students who are twenty (20) minutes late are considered absent for that class period.

COMMENCEMENT

At the end of each semester, the ELI holds a commencement ceremony. The ELI staff and students get together to say good-bye and acknowledge ELI student achievement. Students receive their semester certificate at the ceremony. Exceptional students from each class are chosen by their teachers for special awards. The winners of the ELI Student Voices writing competition are announced. The recipients of the Harder Memorial Scholarship and JC Casagrande Peace Scholarship are also recognized. Packets can be picked up after the commencement ceremony or mailed to you if requested. If you would like a friend or a family member to pick up your packet, please leave a note with the office.

COMPUTER LABORATORIES

The UF computer labs offer the use of computers with Internet access. Upper level reading/writing classes use the UF computer labs for reading comprehension, Internet research, e-mail discussion, and word processing practice. Computer labs are located throughout the university in Computer Sciences/Engineering, Weil Hall, Bryan Hall, Little Hall, and Norman Hall. You will need a Gatorlink account to access the computers (See EMAIL as to how to get a Gatorlink account).

COURSE OBJECTIVES

Every class at the ELI has specific objectives to be covered. In order to be promoted to a higher level the following term, students must achieve these objectives and meet certain exit criteria. Please see the Appendix C for ELI LEVEL COMPLETION CRITERIA for more information.

CULTURAL IMMERSION PROGRAM (CIP)

The Cultural Immersion Program (CIP) gives you opportunities to learn about U.S. culture and helps you use English in real-life settings. There are three parts to the program: the volunteer program, weekend trips, and after-class activities.

The volunteer program provides a way for you to become involved in the Gainesville community and also includes the conversation partner program, in which you can practice English one-on-one with a native English speaker. Each semester, one student may be chosen as Volunteer of the Term and is recognized at Commencement.
Almost every weekend you will have the opportunity to go on a CIP sponsored trip in or around Gainesville. The trips are divided into three categories: cultural, outdoors, and theme park. Finally, the CIP plans activities weekdays after classes, including sports and casual gatherings.

All these activities are led by language assistants who also work with teachers helping students in the ELI listening/speaking classes. The language assistants are English speakers and your peers. Often they are students’ first friends in the U.S. Overall, the Cultural Immersion Program helps you make the most of your stay in the United States.

EXITING FROM THE ELI

Students who wish to enter graduate school at the University of Florida may be interested in exiting (or completing) the English Language Institute and receiving an English language test score (IELTS, MELAB, TOEFL) exemption from the UF Graduate School (see http://www.graduateschool.ufl.edu/admission/international-admissions).

The requirements for exiting the ELI include completing all level 60 courses. Please see Appendix D for the detailed requirements. Students who study in short (7- or 8-week) sessions are ineligible for exiting the ELI as the shorter terms are intended for casual learners, professionals, students with full admission to the university, or as preparation for a long semester. Additionally, the highest sections in a short term do not meet the detailed standards listed in the student guide (see Appendix D for more information).

GATORLINK ACCOUNT

All students are required to open a UF Gatorlink account. In order to use the UF computer labs, you must open a Gatorlink account.

To open a Gatorlink account, you will need to follow these steps:

1. Pay tuition and be issued a UFID number from the ELI main office.
2. Get your UFID card from Gator 1 Central located in Room G071 in the Welcome Center at the J.W. Reitz Union
3. Go online – Navigate to http://my.ufl.edu and click on ‘Gatorlink Account Creation’ to create your account.

Or

Go in person – The UF Computing Help desk can help you create your Gatorlink ID. Please bring your Gator 1 card. The Computing Help Desk is located in the HUB.

GRADES
Following is the grade scale used at the ELI: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W, WP, WF. Students with a grade F, W, WP or WF are not eligible for a semester certificate. Students who are failing a course are not eligible for a letter of recommendation for the term.

GRADE REPORTS

At the end of the semester at our Commencement ceremony, you will get your grades. If you do not attend Commencement, you may pick up your packet at the main office, room 223, Matherly Hall, after Commencement. Please check for office hours. If you need your packet mailed to you, or you want a friend to pick up your packet, you must write a note with your signature on it. If your packet is to be mailed, please leave a current address. We do not give grades over the phone or via email.

INTENSIVE STUDY

Instruction at the ELI is intensive. This means that you practice and study English a lot to learn it in a short time. We expect you to study or use English in all ELI activities - in class, doing homework, on weekend trips, and in everyday life.

LANGUAGE LABORATORY

The university has a language laboratory in Room 1317 Turlington Hall, where you can go to get extra listening and pronunciation practice. Listening/speaking classes may include some language laboratory activities. You can ask your listening/speaking teacher how to use the language laboratory. You must have a UF Gatorlink email account to use the lab (See EMAIL as to how to get a Gatorlink account).

LATE TO CLASS (Tardies)

The ELI expects all students to be present and in their seats when class begins. You will be considered tardy if you are not seated once class starts. Three tardies count as one absence. If you are late 20 minutes to class, you can be counted absent.

LEAVING THE ENGLISH LANGUAGE INSTITUTE EARLY

The English Language Institute publishes the dates for each term in their “calendar and tuition” as well as their “semester dates” documents. Every student receives these when they apply and when they check in. Students are expected to attend classes through the final published date of the term. Absences are counted up to the last day, and you will be counted for every day that you will miss in the semester; therefore, you must have enough absences remaining in order to still receive a certificate. Please do not ask your teachers to administer a special exam for you.
LEAVING THE UNITED STATES FOR VACATION

Before you leave the United States, you must get your I-20 signed in order to re-enter. If you leave, upon your return to the U.S. you will be required to report to the Student Health Care Center for a PPD evaluation and may be required to obtain a new PPD test. (If you leave the U.S. you are required to bring the ELI office staff your new I-94 so a copy can be made and placed in your file). If for any reason you are unable to return to the ELI (including denial by U.S. Immigration or port of entry officials), you are not eligible for a tuition refund.

LETTERS OF RECOMMENDATION

Sometimes students will request letters of recommendations from their instructors. It’s helpful to be a good student in these cases. First talk to your instructors and ask if s/he can write a letter of recommendation. If your instructor agrees, come to the main office and fill out a document request form, and the ELI will ask your instructor to write a letter for you. Our main office will contact you when the letters are ready.

PARTICIPATION

In order to get full participation points a class, students must be actively engaged in that class. Students who speak their own languages, ignore assignments, or sleep in class may lose their participation and attendance points.

PETITIONS

If you have a problem that you feel has not been solved, you may file a petition to appeal the decision. You must fill out a form and a committee will meet and discuss your case. You will receive a response in a timely manner. Petitions Committee decisions are final.

For example, students who violate attendance and/or grade policies may petition to be allowed to return to the ELI, avoid probationary status the next semester, to receive a certificate, or to not have their I-20 terminated. Students should provide documentation to support their petition. The petition committee meets three times in the term: two weeks before the semester is over, the week that the semester is over, and just after the end of the term. Students who do not file petitions by the deadline will be subject to respective ELI policy. After filing the petition, a student must continue going to class or the petition will be denied. All students are responsible for adhering to the ELI attendance and grades policy. Sponsored students are responsible for checking with their sponsoring program on outcomes if they have excessive absences or poor grades. It is not our responsibility to inform you of
the requirements for your scholarship. Petitions about terminating an I-20 will be considered by the petition committee as soon as possible.

PLACEMENT & EXIT

The ELI gives its placement test at the beginning and end of each session. The one at the beginning of the semester is an important tool for the ELI to use to place you correctly. The end-of-term exit test is used to measure students’ progress and to help place students who return to the ELI for another session. Students are required to take the exit test at the end of the session. Students must be on time (or early) to this exam or they will not be allowed to take another test. The exit tests will be administered during your listening and speaking classes. Part time students who don’t have LS or GM must take a special exam.

PROBATIONARY STUDENTS

Students who exceed 15% of absences and do not go over 25% of absences, or fail a course one term at the English Language Institute are permitted to return to the ELI as probationary student only. Probationary students have stricter requirements on attendance and classroom performance and must pass their classes. Probationary students who go over 15% of absences will not be allowed to return. Probationary students that go over 25% will be asked to leave the ELI and will no longer be allowed to attend ELI classes and their I-20 will be terminated.

SATISFACTORY PROGRESS

The English Language Institute expects students to make satisfactory progress toward mastering the objectives for each of their classes. At midterm, students are informed of their grades, areas of success, as well as any areas in which they need to improve. The grades are submitted to the main office for the Assistant Director to review. If there are other issues of concern, teachers may speak with students at any time. However, when further action is sought, students must be officially counseled.

To officially counsel students, instructors will have a conference with students who are not making sufficient progress and the students will sign a “counseling form” as documentation of what was discussed during the conference. A copy is given to the Assistant Director and filed in the student’s record. If the student has already been counseled by the instructor and no improvement is observed and/or if the student has a grade of F in any of his/her classes, the Assistant Director will provide the student with a warning. Depending on the student’s circumstance, the student could be warned to be probationary, not allowed to return, or to leave.
Students who have attended the ELI for more than one term and stay in the same level for three terms, will be notified of lack of progress. If a student does not get promoted at the end of the third term, the student will not be permitted to return to the ELI.

Students who have attended the ELI and are in the highest level for two skills for two terms, will be counseled to not return the following semester.

**PROMOTION CRITERIA**

Often at the ELI students ask, “How do I move up to the next level?” As you know, helping students learn English is the main mission at the ELI. Your advancement and progress with the English language is very important to us. However, you need to show that you have certain skills, do certain tasks, and that you understand certain structures in order to advance to a higher level. These skills and structures will be taught to you throughout the semester. A detailed description of the promotion criteria for each skill and level can be seen at the end of this guide. By the end of the semester, you need to demonstrate that you have met the course objectives and that you can meet the requirements for promotion successfully in order to proceed to the next level. Please see Appendix C at the end of this guide for the detailed criteria and requirements.

**READMISSION**

Students who wish to return to the English Language Institute for another term must complete a returning student form. Admission will be granted if their performance in the previous semester has been satisfactory. The ELI reserves the right to deny readmission to students based on their performance and behavior in and out of class. There will be no fee for applying for readmission. Students must check in on the first day of check-in week by phone, fax, email or in person. Failure to do so will result in a $100 late check-in fee, no exceptions. If students leave the country and return to the ELI they will be required to have a new PPD (tuberculosis) test before starting classes.

**RELIGIOUS HOLIDAYS**

Students can make up class work as long as they tell their instructor beforehand about any religious holidays that require them to miss class. Absences for religious holidays are included in the 15% of classes students are permitted to miss, but students will not lose any class points for missing a religious holiday if they notify their teachers in advance and make up the work afterwards.

**RIGHTS & PRIVILEGES**

As a student at the ELI, you have many rights and privileges. You may use the University of Florida libraries and the infirmary by providing a valid student ID. An ID can
be purchased from the University ID office after paying tuition and receiving your UFID number from our Fiscal Assistant. You may also open a personal computer account in the computer lab. ELI students may also use the pools, Florida Gym, O’Connell Center weight rooms, and other outdoor fields and courts by showing their Gator-1 card. Because ELI students do not pay activity fees, they must purchase a recreation membership at the faculty, staff and affiliate rate in order to have access to the Student Recreation & Fitness Center, Southwest Recreation Center, Lake Wauburg, and the Broward Outdoor Recreation Center. Recreation memberships may be purchased at the Southwest Recreation Center.

SCHOLARSHIPS

In the long (Fall C, Spring C, and Summer C) semesters, the ELI awards a tuition-free semester for two students, the Jayne C. Harder Memorial Scholarship and the JC Casagrande Peace Scholarship, to students who meet the following criteria at the time of nomination:

1. **Full-time** student at the ELI.
2. **Academic Excellence**: The student should have a 4.0 GPA and demonstrate a high level of proficiency in at least three of the four skill areas.
3. **Outstanding Progress**: The student should demonstrate outstanding progress in language skills as evidenced by improvements in coursework.
4. **Excellent Attendance**: The student should miss no more than ten hours of class in the semester in the C term.
5. **Speak English**: The student should make every effort to speak English at all times while at the ELI and at ELI-sponsored activities.
6. **Successful Work Strategies**: The student should demonstrate personal initiative in and out of the classroom, making an effort to get involved in the ambient culture through outside activities such as regular participation in Cultural Immersion activities.

At the end of each semester, teachers nominate students whom they feel are deserving of the tuition-free semester and a panel of teachers and administrators interview the nominees and select the two winners. The two recipients must use their award the following long semester. Award semesters cannot be delayed; recipients are expected to remain model students and must speak at commencement at the end of their award semester.

**The Jayne C. Harder Memorial Scholarship**

This award honors the career of Dr. Jayne C. Harder, who founded the ELI in 1955 and served as its director until her retirement in 1984.
The JC Casagrande Peace Scholarship

This award is named after Dr. JC Casagrande, the ELI’s director from 1984 to 2003. The scholarship was instituted by Dr. Casagrande following the tragedy of September 11, 2001, and was renamed in his honor in 2003 when he retired. It celebrates all ELI students and staff as peacemakers, underscoring their role in promoting international understanding, goodwill and peace.

SEMESTER CERTIFICATE

All students who meet the following requirements will receive a Semester Certificate at the end of the term in which they are enrolled:

1. Attend 85% of class hours during the term.
2. Receive a passing grade in all the classes in which they are enrolled.
3. Have met all administrative requirements (immunizations and health insurance)
4. Have no outstanding charges on campus (i.e., tuition, infirmary, library, parking fines, etc.).

STUDENT GRADE REPORTS

The U.S. educational system involves frequent testing. In addition to major examinations, you will have shorter quizzes in your classes periodically. You will also have regular homework. At the beginning of the semester, each teacher will give you a syllabus explaining class requirements and how you will be evaluated. Also, at midterm and the end of the term, you will receive a grade for the course.

In each class, you will receive two grades, one based on your test scores, homework assignments, class participation, attendance and one based on your proficiency (See Appendix B). At the end of the semester, your teachers will fill out student grade reports about you. These forms show us how well you are progressing in English. They are also used for writing letters of recommendation to universities and colleges.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes at the ELI are based on our course objectives. They inform you on what you will be able to do by the end of the term. See the Appendix C for ELI Student Learning Outcomes.

SUGGESTIONS AND COMPLAINTS

If you are unhappy about something at the ELI, or if you have a suggestion for how the ELI can improve, please use one of the procedures below:
• Make your suggestion or complaint on the Program Evaluation form which is completed by all ELI students at the end of each semester.
• Make your suggestion or complaint on the Course & Instructor Evaluation form which is completed by students in each ELI class at mid-term and at the end of each semester.
• Make an appointment to talk with the ELI Assistant Director.
• To make a formal complaint, complete a “Grievance Form,” which you can get from the ELI Assistant Director. Once you submit this form, the ELI Assistant Director will meet with you or respond to you in writing.

TUTORING
ELI instructors and language assistants are not permitted to tutor ELI students for fees.

UNSATISFACTORY PERFORMANCE
Students whose attendance or course work is unsatisfactory will not be readmitted to the English Language Institute. At midterm, students whose performance is unsatisfactory will be counseled in order to give them an opportunity to bring their performance up to a satisfactory level before the end of the term. Some students will be permitted to return probationary. See Probationary Students for more information.

WITHDRAWING FROM THE ELI

The drop/add deadline for courses is posted in the published semester dates. Unless a student drops a class prior to that deadline, a student is required to pay the tuition for the class(es) and will not receive any refunds or credits for future semesters.

After the tuition due date, a student may withdraw from a course or the ELI, but a grade will be assigned. If the student withdraws within one full week after official level changes or within two weeks after the first day of class or within two weeks of the first day of class for B terms, s/he will receive a grade of W (withdraw). If students withdraw after these dates, students will receive a WP (withdraw passing) or a WF (withdraw failing) grade on their ELI record.

All students must see the Admissions Coordinator before withdrawing, and fill out a withdrawal form. If F-1 students stop attending class(es) without withdrawing, they will have very serious immigration problems. Withdrawal at any time may lead to the cancellation of your student insurance.

Petitions for exceptions to the withdrawal regulations may be made to the director. All petition decisions are made on a case-by-case basis, and all petition decisions are final. A petition decision made for one student does not have any bearing on the petition decision for another student. Students may not withdraw in the last two weeks of the term.

A student who does not withdraw will receive a failing grade in his/her classes and will continue to add absences.
ACTIVITIES & EMPLOYMENT

EMPLOYMENT

F-1 Students may work during their enrollment with the English Language Institute; however, there are some restrictions:

1. Students may not work more than 20 hours per week while classes are in session.
2. Students must work for approved institutions/locations within the University of Florida.
3. Students may not work for an off-campus employer.
4. If a student does gain on campus employment, he or she should meet with the Admissions Coordinator to discuss obtaining a social security number.

UNIVERSITY ACTIVITIES

The University of Florida offers many opportunities for you to enjoy your free time and practice English. The Reitz Union is a building on campus which is dedicated entirely to student activities. The Reitz Union offers non-credit courses in art, photography, dance, cooking, exercise, and many other topics (www.union.ufl.edu). The university also has a fitness center, or gym, where you can go to work out. Additionally, there are many types of clubs, such as the soccer club, karate club, chess club, and photography club. Campus maps are available in the ELI main office, Room 223 Matherly Hall. Please see the Cultural Immersion Coordinator for details on how to join these clubs and get the most out of your university community.
HEALTH INSURANCE

HEALTH INSURANCE IS REQUIRED BY THE UNIVERSITY OF FLORIDA for all international students (F-1). Insurance is very important because of the high cost of medical care in the United States. ELI students are able to purchase special health insurance specifically for international students, spouses and children. At the beginning of each semester there is a special orientation to give ELI students information about insurance. If you have insurance from your country, it must meet all of the requirements specified on the “Insurance Verification” form in order for it to be considered acceptable.

IMMIGRATION (USCIS)

Immigration rules are complicated and change from time to time. If you have any questions about your immigration status, please talk with the Admissions Coordinator in 223B Matherly Hall.

If you plan to travel outside the U.S. and return, YOUR I-20 FORM MUST BE SIGNED BY THE ADMISSIONS COORDINATOR BEFORE YOU LEAVE. You can be refused re-entry to the U.S. if you do not have the signature.

New students: upon arrival, you entered the US with an Initial I-20. You will need to pick up your new Active I-20 which states that you are enrolled at the ELI. With the Active I-20, you can get a driver’s license, and you will avoid confusion if you exit and reenter the US.

HOW TO MAINTAIN YOUR F-1 STUDENT VISA STATUS

1. Be a full-time student (23 classroom hours per week).
2. Attend classes regularly. If you miss more than 15% of your classes, you may not be allowed to return to the ELI the next term or your I-20 may be terminated and you will have to leave the country or apply for reinstatement with USCIS.
3. If your I-20 will expire, apply for an extension 60 days before.
4. Be sure your passport is valid 6 months into the future.
5. Do not work. (Exception: on-campus job of 20 hours maximum per week.)
6. You are eligible for a vacation semester after being enrolled for two C semesters in a row (B semesters do not count).
7. If you move, report your change of address on form AR-11.

IMMUNIZATIONS
You are required to complete the UF Mandatory Immunization and Health History Form to show proof of immunization for measles, mumps, and rubella, and a tuberculosis skin test by the SECOND WEEK of classes. No other forms, records, or proof of immunizations will be accepted. Only the UF Mandatory Immunization and Health History Form, completed by a physician, will be accepted. If you have not been immunized by the time you arrive in the United States or cannot prove that you were immunized, you must be immunized here. Immunizations can be completed on campus at the Student Health Care Center once you have paid your tuition and received your UF Identification Number. If you do not show proof of immunization by the deadline, **YOU WILL NOT BE ALLOWED TO ATTEND CLASSES.** If you have any questions about immunization, see the receptionist in 223 Matherly Hall.

**IMPORTANT**

Those who do not meet the ELI’s requirements for tuition, insurance and immunization risk the following consequences:

1. They will not be permitted to attend classes.
2. They will not receive a certificate of completion.
3. They will not be allowed to transfer to another program or return to this institute.

**ORIENTATION WEEK**

**Welcome and Registration**
You will meet ELI faculty and administrators, learn about the courses and choose your classes. You will also receive an appointment for testing. This test will tell us what level you will be in.

**Cultural Immersion Program Overview**
You will attend a Cultural Immersion Program overview, where you will learn about the Cultural Immersion Program, including the weekend trips.

**Housing Help**
The ELI helps you find housing according to your specific needs. When you check in, you will be able to sign up for a time to get help.

**Student Life Seminar and Health Insurance Workshop**
You will attend a seminar, which will provide you with information about life at UF, in Gainesville, and in the U.S. In addition, you will also have information sessions on health issues and medical insurance.
Walking Tour of Campus
All students are invited to go on a walking tour to familiarize themselves with the University of Florida campus.

Academic Orientation and Book Purchase
You will attend a seminar that introduces strategies for being a successful student at the ELI, and to help you understand the importance of communication with ELI teachers and staff. You will also learn about the ELI Attendance Policy and how to maintain F-1 visa status. You will have the opportunity to meet ELI teachers and staff. You will get your schedules and booklist and we will help you buy your books.

Welcome Picnic
Everyone is invited to a welcome picnic held on the first weekend after checking in. We will provide food and drink. Please come (feel free to your bring family), socialize and have fun!

SEVIS VACATION
You may be eligible to take a vacation for one C term semester if you have successfully completed two previous C term semesters and will be returning to the ELI after your vacation semester. You must talk with the Admissions Coordinator to determine your status and see if you are eligible. Only F-1 students qualify for the SEVIS vacation. You may work, take classes part-time, travel; it is your choice.

STUDENT IDENTIFICATION NUMBER
After you pay tuition, the ELI will contact UF and obtain a UF Identification Number (UFID) number for you; this takes about two working days. The UFID will be your identifying number while at the University of Florida. You may purchase your UFID at the Gator 1 Central G071, Monday through Friday, 8:00 a.m. to 6:00 p.m.; the cost is $15.00. If you already have a UFID number (for example, as a spouse) you will keep the same number. If you move from ELI to a UF degree program, you will keep the same UFID number assigned to you at the ELI.

TUITION
At the beginning of each semester, you must pay your tuition by the deadline. Tuition is collected only from 8:30 a.m. to 1:30 p.m. We accept only a bank check, a money order or traveler’s checks made out to the University of Florida in the exact amount of tuition. We also accept Visa, MasterCard and American Express online. Sponsored students must bring a letter, which confirms their scholarship sponsorship and provides billing information.
IMPORTANT

1. Students who arrive after the last official check-in date without having contacted the ELI office by that date must pay a $100 late fee.
2. If you have not paid tuition (or provided sponsorship information) by the deadline, **YOU WILL NOT BE ABLE TO ATTEND CLASSES.**
3. Students who pay tuition after the official deadline must pay a $50 late fee (per week).
4. **NO REFUNDS** or credits for tuition after the tuition deadline.

If you have any questions about the ELI tuition policy, you may schedule a meeting to speak with the Director. The Director can provide clarification and, in special cases, authorize deadline modifications.
CHEATING & PLAGIARISM

The ELI has a policy of zero tolerance of cheating. We understand that there are cultural differences regarding “helping” classmates. However, this section should clarify U.S. cultural beliefs and the ELI policy on cheating.

Whether you are taking a test or quiz that is to be graded or just doing an exercise that is to be done by yourself, you are expected to work on the test or assignment without the help of another person. Your teachers expect to be able to see your progress. Getting the help of another person will not give your teachers a true picture of your language proficiency. You are prohibited from looking at the paper of your neighbor, talking to other people, or referring to notes when taking tests or quizzes, unless they are specifically stated as “open note” tests.

An extremely serious form of cheating is plagiarism. Plagiarism is copying someone else’s work and saying you did it. This is an offense so serious that in many institutions you will be required to leave. All work that you present in all your classes must be your own, or you must give proper credit to the original creator of the work.

If you are caught plagiarizing (using words in an assignment that are not your own) getting help from another student, or any of the above mentioned activities, your behavior will be considered cheating and you will face serious consequences. Please understand if you copy anything from the Internet, it is plagiarism!

There is an official University of Florida policy against cheating and plagiarism. The teacher decides what consequences to give to students who cheat or plagiarize. Cheating and plagiarizing can cause a student to fail a course and/or not receive a certificate.

CHEATING OR PLAGIARIZING IS A SERIOUS OFFENSE IN THE U.S., AT THE UNIVERSITY OF FLORIDA, AND AT THE ENGLISH LANGUAGE INSTITUTE. For the UF policy on cheating, please refer to the Undergraduate Catalogue section entitled “Academic Honesty” or go to: http://www.dso.ufl.edu/sscr/honorcodes/honorcode.php

CHILDREN IN THE ELI

Due to concerns of safety and issues of liability for the University of Florida, the ELI strongly discourages students from bringing their children to campus during the week. When children are brought to campus, they cannot be taken to class and they cannot be supervised by the employees of the ELI or other students at the ELI. At no time should children be left unsupervised at the ELI or anywhere in the United States. Leaving children unsupervised in the United States is very dangerous and is punishable as a crime. Of course, supervised children are welcome to come to all appropriate CIP trips and activities such as
picnics, barbecues, commencement and Coffee Talk. If you need help arranging for childcare, please speak to the Student Life Coordinator.

CONDITIONALLY ADMITTED STUDENTS

Students with ELI Conditional Admission to the UF Graduate School cannot take a replacement elective until they have exited the skill which the elective replaces. Students with ELI Conditional Admission to the UF Graduate School cannot take a vacation semester until they have exited at least one skill or have approval from their department.

DOCUMENT REQUESTS

If you need letters and documents from the English Language Institute, you must come to the main office, 223 Matherly Hall, and fill out a document request form. Please fill out the form completely with your most current contact information. Incomplete forms increase the delay time on completion of documents. Please note that there is a minimum amount of time for documents to be completed.

Students may request a summary of all academic work at the English Language Institute. All requests must be made through the document request form and there is a wait time of three days. All transcripts can either be picked up at the ELI in a sealed envelope or sent directly to a 3rd party.

NO-SMOKING POLICY

University of Florida is a tobacco-free campus. Smoking and the use of tobacco products are not allowed on the UF campus or within 50 feet of the campus. This includes all courtyard and open areas. You should also not smoke on private property or litter with your cigarettes. Ask your Language Assistants about appropriate places to smoke. Violating the “No Smoking Policy” may have serious consequences such as citations and/or monetary fines.

NOISE

Matherly Hall is home to classes and offices to many different departments. Please remember to be courteous of others and keep the noise level down while the university is in session.

PERSONAL ELECTRONIC DEVICES

Personal electronic devices can be a distraction to your classmates, your teacher, and the lesson of the day. Therefore, the ELI requires that you turn off your cell phones during class hours. You may be counted absent by your teacher if you leave class to answer your phone.
SPONSORED F-1 STUDENTS

To get an extension letter, sponsored F-1 students should be making steady progress through core classes and levels. After receiving an extension letter, sponsored F-1 students cannot take a replacement elective until exiting the skill it replaces.

USE OF ENGLISH IN THE ELI

ELI students are expected to speak only English in the ELI and at ELI activities. All ELI teachers and staff will use only English with students. In fact, if we hear you speaking anything other than English while on the second floor of Matherly Hall, any teacher, language assistant or staff will remind you to speak English only. If you continue to speak another language, we may ask you to leave the second floor. We have this policy to help you learn English faster.

EMERGENCIES

Emergency Cell Phone (352-672-0144)

Students may call the emergency cell phone when an emergency occurs after hours. These can be medical or legal, for example, being admitted to the hospital or arrested. Please do not call the emergency cell phone for non-emergencies, i.e. anything that can wait to be answered via email or during regular office hours.

Fire Drill

All UF buildings are equipped with emergency signals and alarms in the case of fire. UF routinely holds fire drills in order to practice evacuation from buildings. You should never assume it is a drill when you hear the alarm though. When you hear a fire alarm, you should immediately leave the building without running or pushing. You should use the stairs and never the elevators. If the drill occurs during class time, please stay with your class and follow your instructor using the same exit and meeting points mentioned above.

You should not return to the building until an official has told you to return. Fire alarms should always be taken seriously. You should NEVER pull a fire alarm unless you see a fire. Pulling a “false alarm” is a serious crime which means you may go to jail, be forced to return to your country, and may not be able to get another visa to travel to the United States or may be fined up to US$500.

Weather

Although Gainesville is in the center of the state and usually very safe from hurricanes, it is not unusual for there to be hurricane or tropical storm watches or warnings. Sometimes, because of these warnings, the University of Florida will cancel classes. If the University of Florida cancels classes, there will be no classes at the ELI. In the case of a hurricane or other
weather emergency, ELI staff will keep you informed on what preparations you should make and if classes are cancelled. If the office is closed and telephone service is working, you can call 273-4395 and listen to the message to hear any announcements regarding the weather emergency. We will also try to keep updates on the ELI Facebook page. The best place to check for emergency information is the UF website: www.ufl.edu

Florida is the lightning capital of the world. Every year people are killed because they are not careful during thunderstorms. If you hear thunder, you can be hit and killed by lightning. Always seek shelter indoors or in a vehicle during a thunderstorm. Do not seek shelter under a tree, an umbrella or other tall object. Lightning often strikes the tallest object in an area and the electric current can travel through the ground and water for a long, long distance. You should never, ever go swimming during an electrical storm.

In the case of any and all after-hours emergencies, we will do our best to contact you by phone to inform you of any school closings. The ELI will always follow the University of Florida’s procedures on school closing, so any information displayed on UF’s main web site (www.ufl.edu) is official. If the emergency situation occurs over a period of days, please continue to check the University’s main web site (www.ufl.edu).
PUBLICATIONS

ELI STUDENT VOICES

Each semester we publish the ELI Student Voices. ELI Student Voices is a collection of students’ writing including paragraphs, essays, poetry, etc. Copies of ELI Student Voices are distributed at the Commencement ceremony. It is also available on the web at http://www.eli.ufl.edu/publications.htm.

ELI WEEKLY

Each week the ELI newsletter, the ELI Weekly, is published. It has important and interesting information about ELI rules, upcoming activities, and more. Be sure to read it every week so you do not miss any necessary information. Students who take reading and writing will receive it in their reading and writing class each week. It is available as hard copy and on the web at http://www.eli.ufl.edu/publications.htm.

THANK YOU FOR STUDYING WITH US

We, the staff and teachers of the ELI, hope you will take advantage of the many opportunities now available to you inside and outside of the classroom to improve your English at the ELI. Everything we do is to help you succeed in your goal to learn English. Your success, however, also depends on the effort you put into this learning experience. The enthusiasm and motivation must come from you. In the end, you will find that your success in learning English depends more on your dedication than on any other single factor. We wish you the best of luck in your efforts.
APPENDIX

Appendix A: WHO TO GO TO WITH QUESTIONS

If you have questions about any of the matters below, you can see the following people:

Activities Assistant: Greg Trzeciak
Applications for a Friend: Daryl Bish
Applying to a U.S. College: Daryl Bish
Cell Phone Issues: Emily Kirby
Classes/Placement: Teachers
Concurrent Enrollment in ELI and UF: See Receptionist for information sheet, then make an appointment to see Daryl Bish.
Conditional Admission: Megan Forbes
Conversation Partners: Anna Diakun
ELI Student Voices Submissions: Christine Voigt
ELI Weekly Submissions: Christine Voigt
Employment Questions: Daryl Bish
Housing Issues: Emily Kirby
I-20 Forms: Daryl Bish
Immigration: Daryl Bish
Immunizations: Emily Kirby
Insurance: Emily Kirby
Parking: Christine Kunkel
Proof of Student Status Letters: Christine Kunkel
Recommendation Letters: See Receptionist for Document Request Form
Roommate Problems: Emily Kirby
Suggestions and Complaints: Megan Forbes
Textbooks: Teachers
Transcripts: See Receptionist for Document Request Form
Transfers: Daryl Bish
Tuition Payment: Fiscal Assistant
Using the Infirmary: Emily Kirby
Volunteering: Catherine Kradel
Weekend Trips/Weekly Activities: Nate Bloemke
Appendix B: ENGLISH PROFICIENCY SCALE

Proficiency Scale

At the end of the term, all students will receive a proficiency score which will help determine for which level a student has the appropriate language abilities. Below is a description of the proficiency scale.

<table>
<thead>
<tr>
<th>Proficiency Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Advanced</td>
</tr>
<tr>
<td>LA</td>
<td>Low-Advanced</td>
</tr>
<tr>
<td>HI</td>
<td>High-Intermediate</td>
</tr>
<tr>
<td>I</td>
<td>Intermediate</td>
</tr>
<tr>
<td>HB</td>
<td>High-Beginning</td>
</tr>
<tr>
<td>B</td>
<td>Beginning</td>
</tr>
<tr>
<td>N</td>
<td>New</td>
</tr>
</tbody>
</table>

NAME | PHONE NUMBER  | ROOM  
---|---------------|------
Bish, Daryl | (352) 273-4392  | 225B  
Bloemke, Nate | (352) 273-4395  | 221A  
Forbes, Megan | (352) 273-4391  | 225C  
Voigt, Christine | (352) 273-4383  | 220A  
Kirby, Emily | (352) 273-4394  | 225F  
Kradel, Catherine | (352) 273-4396  | 211  
Kunkel, Christine | (352) 273-4388  | 225  
Moon, Patricia | (352) 273-4393  | 225D  
Frison, Tiffany | (352) 273-4390  | 223  
Diakun, Anna | (352) 273-4396  | 211  
Trzeciak, Greg | (352) 273-4396  | 211  

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## Appendix C: ELI Student Learning Outcomes and Promotion Requirements

### Listening/Speaking

#### Listening/Speaking 10 Objectives to teach:

- Understand simple yes/no and \textit{wh}-questions
- Give their names, addresses, telephone numbers, nationalities, and majors/professions
- Identify and list ordinal and cardinal numbers
- Understand and use the letters of the alphabet correctly in speaking
- Refer to the days of the week and the months of the year
- Recognize the present/past/future tenses in contextualized speech
- Recognize the singular/plural in contextualized speech
- Recognize basic prepositions in contextualized speech

#### Listening/Speaking Pure Beginning Additional Objectives (not required, but may be necessary):

This group has little or no English background. **Basic skills objectives** are appropriate for this level and can be integrated with the core objectives

- **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

#### Listening/Speaking 10 Student Learning Outcomes to formally assess:

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

- respond to simple yes/no and \textit{wh}-questions with a simple response
- present personal information such as their names, addresses, telephone numbers, nationalities, and majors/professions
- correctly identify and list ordinal and cardinal numbers
- identify or list the letters of the alphabet correctly
- list the days of the week and the months of the year
- correctly identify the past/present/future tense of verbs used in a short, highly contextualized spoken passage.
- correctly distinguish between singular and plural nouns in a short, highly contextualized spoken passage.
- correctly identify basic prepositions in a short, highly contextualized spoken passage. (ex. Prepositions of location: in, on, after, before, from, to, next to, in front of.)

#### Listening/Speaking 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
   - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric.
   - 80% or better on a listening exam of a simple passage from a beginning level text, using their
notes.

**Listening/Speaking 20 Objectives to Teach:**

- Understand common, idiomatic expressions
- Understand and make simple requests related to their daily lives in the U.S.
- Ask for directions
- Respond to directions
- Use common prepositions of place correctly
- Identify and list ordinal and cardinal numbers
- Understand short, informal presentations
- Understand a very short phone message
- 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.

**Listening/Speaking 20 Student Learning Outcomes to Formally Assess:**

*At the end of Listening/Speaking 20, students will be able to:*

- recall 5-10 common, idiomatic expressions
- make a simple request related to their daily lives in the U.S.
- ask for directions
- respond to directions
- use simple prepositions of place correctly in speaking assignments
- recite ordinal and cardinal numbers up to one million
- understand and articulate the main ideas of a short informal passage
- demonstrate understanding of a very short phone message
- take notes on a short, informal presentation on a familiar topic or on a biographical or experiential topic
- give a short, informal presentation on a biographical or experiential topic in class using the past and present tenses
- show an increasing mastery of the pronunciation rules for past tense form, final -ed, and plural and third person final -s.

**Listening/Speaking 20 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 30 score in interview with class teacher using an ELI checklist/rubric.
   - 80% or better on a listening exam of a simple passage from a high-beginning level text and
Listening/Speaking 30 Objectives to Teach:

- Follow a short passage on a familiar topic
- Take notes on a short passage on a familiar topic
- Summarize a short passage on a familiar topic in their own words
- 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
- Leave a message on the phone
- Respond to directions in a phone message.
- Give a short, formal presentation
- Pronounce the past tense form, final –ed, and plural and third person final –s correctly

Listening/Speaking 30 Student Learning Outcomes to Formally Assess:

At the end of Listening/Speaking 30, students will be able to:

- understand and articulate the main idea of a short passage on a familiar topic
- take notes on a short passage on a familiar topic
- summarize a short passage on a familiar topic in their own words
- demonstrate an understanding of 10-20 idiomatic expressions in quizzes throughout the term
- demonstrate an understanding of 10 common phrasal verbs throughout the term
- demonstrate knowledge on how to ask questions and make requests politely
- demonstrate ability to leave a message on the phone
- demonstrate ability to respond to directions in a phone message
- give a short, formal presentation
- reproduce the past tense form, final –ed, and plural and third person final –s correctly

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-minus 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 presentation, scored by class instructor using an ELI checklist/rubric
   - 80% or better on a listening exam of a simple passage from a low-intermediate level text, using their notes.
   - CELT I score >25
**Listening/Speaking 40 Objectives to Teach:**
- Follow a short academic presentation
- Take notes on a short academic presentation
- Follow and participate in a class discussion
- Ability to understand the main points of a TV newscast or television program and retell them with reasonable accuracy
- Give a short academic presentation
- Participate in bidirectional conversations on phone
- Understand reduced forms of function words

**Listening/Speaking 40 Student Learning Outcomes to formally assess:**

<table>
<thead>
<tr>
<th>At the end of Listening/Speaking 30, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ understand and articulate the main idea and supporting details of a short academic passage modified for English language learners</td>
</tr>
<tr>
<td>☐ take notes on a short academic presentation</td>
</tr>
<tr>
<td>☐ respond and participate in a class discussion</td>
</tr>
<tr>
<td>☐ summarize the main points of a TV newscast or television program with reasonable accuracy</td>
</tr>
<tr>
<td>☐ give a short academic presentation</td>
</tr>
<tr>
<td>☐ participate in bidirectional conversations on phone</td>
</tr>
<tr>
<td>☐ reproduce reduced forms of function words</td>
</tr>
</tbody>
</table>

**Listening/Speaking 40 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-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - Rating of level 50 score in interview with class teacher using an ELI checklist/rubric.
   - Rating of level 50 on presentation, scored by class instructor using an ELI checklist/rubric
   - 80% or better on a listening exam, an authentic audio or video, using their notes. Questions will be formulated appropriate to the intermediate level.
   - CELT I score >30
### Listening/Speaking 50 Objectives to teach:
- Follow a brief academic passage
- Take notes on a brief academic passage
- Understand radio broadcasts
- Lead a class discussion, encouraging the equal participation of all students
- Give a presentation showing evidence of research and use notes without interrupting the flow of speech
- Recognize and modify own pronunciation and intonation problem
- Understand verbal cues in speaker attitude and tone
- Understand the concept of phrasing, blending, and linking

### Listening/Speaking 50 Student Learning Outcomes to formally assess:
At the end of Listening/Speaking 50, students will be able to:
- Understand and articulate the main idea and most supporting details of a brief academic passage
- Take notes on a brief academic passage
- List the main points of a radio broadcast on a familiar topic or one for which students have had some preparation for
- Lead a class discussion on a controversial and/or academic topic, encouraging equal participation from all students
- Give a presentation showing evidence of research, providing proper written or spoken citations, and using notes without interrupting the flow of speech
- Recognize and modify own pronunciation and intonation problem
- Understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)
- Understand the concepts of phrasing, blending, and linking

### 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-minus 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 presentation, scored by class instructor using an ELI checklist/rubric.
   - 80% or better on a listening exam, an authentic audio or video, using their notes. Questions will be formulated appropriate to the low-advanced level.
   - CELT I score >39
Listening/Speaking 60 Objectives to Teach:
- Follow an academic passage and articulate the main ideas, supporting details, and implied meanings
- Take detailed and accurate notes on an academic passage
- Give an academic presentation with two specific academic source references
- Solicit comments and discussion on the presentation
- Participate in academic debates
- Identify and understand verbal cues in speaker attitude and tone
- Have pronunciation that is readily understood by native speakers or have near-native pronunciation

Listening/Speaking 60 Student Learning Outcomes to Formally Assess:
At the end of Listening/Speaking 60, students will be able to:
- understand and articulate the main ideas and nearly all supporting details and implied meaning of an academic passage
- take notes on an academic passage
- give an academic presentation with two specific academic source references
- solicit comments and discussion on an academic presentation
- participate and interact in academic debates
- identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality)
- recognize and modify own problems in pronunciation so that the student can be readily understood by native speakers

Listening/Speaking 60 Exit Criteria:
Students must achieve all the following:
- Performance grade of B-minus 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 academic lecture, using their set of notes
- Exit score on ten-minute academic presentation, scored independently by two teachers, using an ELI checklist/rubric
- Exit score on interview, scored independently by two teachers, using an ELI checklist/rubric.

Decision Process

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<th>Other Exit Criteria</th>
<th>Teacher Recommendation</th>
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<tbody>
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<td>No</td>
<td>SC Reviews</td>
</tr>
</tbody>
</table>
# Reading/Writing

## Reading/Writing 10 Objectives to teach:
- Skimming
- Scanning
- Understand a basic paragraph
- Scan for specific words in a text
- Know most sound-to-letter correspondences
- Write sentences
- Write a brief paragraph
- Use limited vocabulary
- Copy a paragraph correctly
- Use punctuation at the end of a sentence
- Use capitalization

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

At the end of Reading/Writing 10, students will be able to:
- Identify the main idea and supporting details of a short paragraph written with simple sentences
- Scan for specific words in a text
- Demonstrate most sound-to-letter correspondences by reading short passages aloud
- Write sentences
- Write a brief paragraph
- Use limited everyday vocabulary with accurate spelling
- Copy a five-sentence paragraph correctly
- Demonstrate emerging usage of punctuation at the end of a sentence
- Demonstrate usage 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)
   - Rating of Level 20 on paragraph, assigned and rated by class instructor based on ELI checklist/rubric
### Reading/Writing 20 Objectives to teach:

- Skimming
- Scanning
- Inferencing
- Guessing word meaning from context
- Read controlled, multi-paragraph passages
- Scan for specific information in the text
- Skim for the main idea
- Write a short summary of the main idea of a reading
- Understand and use right and left margin conventions
- Understand and use indenting conventions
- Write a unified narrative paragraph with a topic sentence
- Write a unified descriptive paragraph with a topic sentence
- Accurately use periods basic punctuation
- Accurately use and spell everyday vocabulary
- Accurately use commas in compound sentences

### Reading/Writing 20 Student Learning Outcomes to formally assess:

**At the end of Reading/Writing 20, students will be able to:**

- identify and demonstrate comprehension of the main ideas and some supporting details of controlled passages of up to 4 paragraphs
- scan for specific information in a text
- skim for and correctly discover the main idea of a text
- write a summary of at least two sentences of the main idea of a reading
- write paragraphs with a right and left margin
- write paragraphs indenting the first line
- write a narrative paragraph with a topic sentence and unity
- write a descriptive paragraph with a topic sentence and unity
- accurately use periods in written assignments
- accurately use and spell everyday vocabulary
- use commas correctly in compound sentences in written assignments

### 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 which consists of two simple readings and a short one-sentence paraphrase of the main idea of another reading.
   - Rating of level 30 or level 30 with reservations on two paragraphs, a descriptive paragraph and a narrative paragraph, scored independently by two teachers
**Reading/Writing 30 Objectives to teach:**

- Skimming
- Scanning
- Inferencing
- Guessing word meaning from context
- Use emerging academic vocabulary with accurate spelling
- Read and understand the main ideas and supporting details of simplified newspaper articles
- Write a summary, up to 5 sentences, of a reading
- Write a process paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Write a compare and contrast paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Write a cause and effect paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- Accurately uses commas in lists

**Reading/Writing 30 Student Learning Outcomes to formally assess:**

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

- use emerging academic vocabulary with accurate spelling
- use context clues to approximate the meaning of unknown vocabulary
- read and demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article
- write a process paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- write a compare and contrast paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- write a cause and effect paragraph with an appropriate topic sentence, supporting sentences, and a concluding sentence with unity and coherence
- use commas in lists in written assignments

**Reading/Writing 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-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)
   - Rating of level 40 or higher on a cause/effect paragraph assigned and rated by teacher based on an ELI checklist/rubric
   - Rating of level 40 or higher on a compare/contrast paragraph assigned and rated by teacher based on an ELI checklist/rubric
Rating of level 40 or higher on a process paragraph assigned and rated by teacher based on an ELI checklist/rubric

Reading/Writing 40 Objectives to teach:

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Increase reading speed and reading comprehension
- Increase use of academic vocabulary with accurate spelling
- Read and understand the main ideas and supporting details of a short newspaper article
- Read and understand the main ideas and supporting details of a general interest topic academic passages ranging from two to three pages long
- Write a brief summary of a simplified academic text
- Write a timed comparison/contrast essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Write a timed cause/effect essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- Demonstrate usage of comma in complex sentences with dependent clause first.
- Demonstrate emerging usage of semicolons and colons in sentences.
- Identify incidences of plagiarism and understand consequences of plagiarism

Reading/Writing 40 Student Learning Outcomes to formally assess:

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

- increasingly use academic vocabulary with accurate spelling
- use context clues to understand the literal meaning of unknown vocabulary
- read and demonstrate comprehension of the main idea and most supporting details of a short newspaper article
- read and demonstrate comprehension of passages ranging from two to three pages long on general interest academic topics
- write a brief summary of a simplified academic text
- write a timed comparison/contrast essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- write a timed cause/effect essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- write a timed descriptive essay, which includes a general to specific introduction, supporting body paragraphs, specific to general conclusion, and simple transitions
- demonstrate usage of comma in complex sentences with dependent clause first.
- demonstrate emerging usage of semicolons and colons in sentences
- identify incidences of plagiarism

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
- Rating of level 50 or higher on essay, scored independently by two outside teachers, using an ELI checklist/rubric
- Rating of Level 50 on summary of simplified academic text, scored by class instructor, using an ELI checklist/rubric

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

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Increase reading speed and reading comprehension
- Accurate use of academic vocabulary with accurate spelling
- Use context clues to guess connotative meaning of unknown vocabulary
- How to find academic sources in the library and/or on the Internet
- Read and understand unsimplified magazine articles, texts
- Summarize a newspaper article on a social, scientific, political issue or topic
- Articulate/identify a writer’s purpose and audience in class discussions and on comprehension tests
- Write a timed 5-paragraph essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- Write a timed 5-paragraph cause/effect essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, appropriate acknowledgment of sources
- Write a timed 5-paragraph argument essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- Using transition signals to accurately demonstrate relationships between ideas
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources

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

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

- read and demonstrate comprehension of the main ideas and most supporting details of unsimplified magazines, texts
- accurately use academic vocabulary with accurate spelling
- use context clues to guess connotative meaning of unknown vocabulary
- find academic sources in the library and/or on the Internet
- summarize a newspaper article on a social, scientific, political issue or topic
- articulate/identify a writer’s purpose and audience in class discussions and on comprehension tests
- write a timed 5-paragraph essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- write a timed 5-paragraph cause/effect essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- write a timed 5-paragraph argument essay synthesizing information from two or more sources with compound and complex sentences, punctuation that is diverse and includes accurate use of commas, quotation marks and semi-colons, and appropriate acknowledgment of sources
- increase the use and sophistication of transition signals and linking structures in writing to accurately demonstrate relationships between ideas
- avoid plagiarism through successful paraphrasing and acknowledgment of sources

**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 the reading exam (may be curved)
   - Rating of level 60 or higher on writing task, an essay synthesizing two or more sources provided by the instructor and scored using an ELI checklist/rubric

**Reading/Writing 60 Objectives to teach:**

- Skimming and scanning
- Inferencing
- Guessing word meaning from context
- Academic vocabulary and collocations
- Sophisticated use of academic vocabulary and accurate spelling
- Increase reading speed and reading comprehension
- Read and demonstrate comprehension of the main idea and most supporting details of a text on an unfamiliar topic or a familiar academic topic
- Synthesize concepts and data from a group of readings or a series of graphs and charts in written assignments
- Write a timed, five-paragraph argument essay using elements of argument, counterargument, and, optionally, concession.
- Write a short, academic research paper with appropriate citations, quotations, and references, and single quotation marks, brackets and ellipses when needed.
- Paraphrase and summarize the main ideas of several readings on the same topic
- Find academic resources in the library and on the internet for research paper
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources and appropriate citations

**Reading/Writing 60 Student Learning Outcomes to formally assess:**

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

- Sophisticated use of academic vocabulary and spelled accurately
- demonstrate an understanding of a wide range of academic vocabulary and collocations
- read and demonstrate comprehension of the main idea and most supporting details of a text on an unfamiliar topic
- synthesize concepts and data from a group of readings or a series of graphs and charts in written assignments
- write a timed, five-paragraph argument essay using elements of argument, counterargument, and, optionally, concession.
- write a short, academic research paper with appropriate citations, quotations, and references, and single quotation marks, brackets and ellipses when needed.
- paraphrase and summarize the main ideas of several readings on the same topic
- find academic resources in the library and on the internet for research paper
- demonstrate an understanding of a wide range of academic vocabulary and figurative language
- avoid plagiarism through successful paraphrasing and acknowledgment of sources and appropriate citations

**Reading/Writing 60 Exit Criteria:**

Student must achieve all 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 essay (due at midterm), 100 minutes, scored independently by two teachers, 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. Paper will be scored by class teacher, 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 other teachers.
- 80% or higher on reading exam (may be curved).

**Decision Process:**

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### Grammar

**Grammar 10 Objectives to teach:**
- Simple present tense
- *Be* and *have* in the present tense
- Singular/plural forms of regular nouns
- Parts of speech
- Pronunciation of forms
- Question formation of tenses taught
- Emphasize 3rd person singular -*s* in simple present & *has* in perfect tenses

**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
- [ ] singular and plural forms of regular nouns
- [ ] parts of speech

**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 Objectives to teach:**
- Possessive nouns, pronouns and adjectives
- Present progressive
- Simple past
- Definite/indefinite articles
- Yes/no questions
- *There* + *be*
- Basic *wh-* questions
- Adverbs of frequency
- Common prepositions of place
- Pronunciation of forms
- Question formation of tenses taught
- Emphasize 3rd person singular -*s* in simple present & *has* in perfect tenses
**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:

- possessive nouns, pronouns, and adjectives
- present progressive
- simple past
- definite/indefinite articles
- yes/no questions
- there + be
- basic *wh* questions (*when, who, why, where, how much/many*)
- adverbs of frequency (*always, sometimes, often, never, twice a week, etc.*)
- 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 Objectives to teach:**

- Past progressive
- Basic modals
- Future forms, specifically the present progressive
- Count vs. non-count nouns and quantifiers
- Comparative and superlative forms of adjectives and adverbs
- Phrasal verbs
- Present Perfect
- Time Clauses
- Pronunciation of forms
- Question formation of tenses taught
- Emphasize 3rd person singular -s in simple present & [has] in perfect tenses
**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:

- past progressive
- basic modals
- future forms, specifically the present progressive
- count vs. non-count nouns, article and quantifier usage
- comparative and superlative forms of adjectives and adverbs
- phrasal verbs
- present perfect
- time clauses

**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 Objectives to teach:**

- Simple present vs. present progressive tenses (emphasize action vs. non-action verbs)
- Simple past vs. past progressive
- Future forms: simple present, present progressive, will vs. be going to
- Present perfect progressive
- Modals (including have to)
- Gerunds and infinitives as direct objects
- Adjective clauses
- Pronunciation of forms
- Question formation of tenses and modals taught
- Emphasize 3rd person singular -s in simple present & [has] in perfect tenses

**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 present vs. present progressive tenses (emphasize action vs. non-action verbs)
- simple past vs. past progressive
- future forms: simple present, present progressive, will vs. be going to
- present perfect progressive
- modals (including have to)
- gerunds and infinitives as direct objects
- adjective clauses
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 Objectives to teach:
- Past perfect, past perfect progressive, and future perfect tenses
- *Past* perfect, *would* be used to
- Past time modals
- Progressive/passive forms of modals
- Conditionals
- Passives
- Gerunds as objects of prepositions
- Adverb clauses and related structures
- Pronunciation of forms
- Question formation of tenses and modals taught
- Emphasize 3rd person singular -s in simple present & [has] in perfect tenses

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:
- past perfect, past perfect progressive, and future perfect tenses
- *Past* perfect, *would* be used to
- past time modals
- progressive/passive forms of modals
- conditionals
- passives
- gerunds as objects of prepositions
- adverb clauses and related structures

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 Objectives to teach:
- Reported speech
- All standard English verb tenses with emphasis on usage rather than form
- Future perfect progressive tense
- Modals as listed above with emphasis on usage rather than form
- Passives as listed above with emphasis on usage rather than form
- Gerunds and infinitives as listed above with emphasis on usage rather than form
- Noun clauses
- Conditionals
- Participles as adjective phrases and adverbial phrases of time, reason, and contrast
- Stylistic features of good writing (parallelism in particular)
- Pronunciation of forms
- Question formation of tenses and modals taught
- Emphasize 3rd person singular -s in simple present & [has] in perfect tenses

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:
- reported speech
- verb tenses as listed above with emphasis on usage rather than form
- future perfect progressive tense
- modals as listed above with emphasis on usage rather than form
- passives as listed above with emphasis on usage rather than form
- gerunds and infinitives as listed above with emphasis on usage rather than form
- noun clauses
- conditionals
- participles as adjective phrases and adverbial phrases of time, reason, and contrast
- stylistic features of good writing

Grammar 60 Requirements for Exit:
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:

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Appendix D: Requirements for Completing and Exiting the ELI

In order to exit the ELI to meet UF graduate school admissions requirements for English language test exemption, you must meet all the requirements below.

**Listening/Speaking 60 Exit Criteria:**

Students must achieve all the following:
- Performance grade of B-minus 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 academic lecture, using their set of notes
- Exit score on ten-minute academic presentation, scored independently by two teachers, using an ELI checklist/rubric
- Exit score on interview, scored independently by two teachers, using an ELI checklist/rubric.

| Decision Process: |
|-------------------|-----------------|--------|
| Other Exit Criteria | Teacher Recommendation | Exit? |
| Clear exit on all items | Yes | Yes |
| Any number of reservations | Yes | Yes |
| Two Reservations or more across all items | No | No |
| Clear exit on all items | No | SC Reviews |

**Reading/Writing 60 Exit Criteria:**

Student must achieve all 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 essay (due at midterm), 100 minutes, scored independently by two teachers, 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. Paper will be scored by class teacher, 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 other teachers.
- 80% or higher on reading exam (may be curved).
**Decision Process:**

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**Grammar 60 Requirements for Exit:**

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**

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If you have questions, concerns, corrections, suggestions or comments about the Student Guide, please feel free to let us know. We hope you enjoy and make the most of your time with the ELI.
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