

ESLN 002 Foundations in ESL Writing

Course Description: This course develops basic writing skills including appropriate use of selected vocabulary and grammar at the foundational level. Students will produce accurate sentences and progress to short and simple paragraphs on topics related to their personal and everyday life.

Objectives	SLO's (CEFR-A1)	Assessments
<ul style="list-style-type: none">• Develop writings skills sufficient to produce short pieces (approximately 75-100 words or 6-8 sentences) with sentence-level accuracy on simple topics (e.g., making introductions, describing simple feelings and likes/dislikes, things they have and don't have and simple routines)• Build and use basic vocabulary of most frequently used words and phrases.	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Use capital letters and basic punctuation in short sentences• Use simple grammar (e.g., simple present, simple past, be verb, simple nouns, common adjectives and simple modals, can/n't, must/n't) <p>Use simple conjunctions (and, but, or)</p> <ul style="list-style-type: none">• Include basic organization devices (e.g., using first, second, next) in paragraph – level pieces• Communicate in writing using basic vocabulary of frequently used words (e.g., describe a room, list steps of simple activity)	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Writing activities (short skill-focused work. e.g., brainstorming lists, form-related practice)• Writing Projects (e.g., develop sentences from list of actions & write a chronologically organized paragraph).• Portfolio/journal (e.g., writing sample portfolio with notes, vocabulary highlights, edits, etc.) <p>Mid-term and Final Exam Assessment Tasks (20 – 40 % of total grade) for example:</p> <ul style="list-style-type: none">• Timed writing sample- given a familiar topic, organizational style, produces a short paragraph.• Untimed Writing project – given access to resources and feedback, write multiple drafts of short paragraphs over familiar topics.

ESLN 012/112 Beginning ESL Writing

Course Description: This course builds on students' knowledge of sentence writing and leads them through the process of writing paragraphs. Students write, revise, and edit paragraphs on a variety of personal topics. Students develop their use of basic vocabulary and grammar.

Objectives	SLO's (CEFR-A2)	Assessments
<ul style="list-style-type: none">• Develop writing skills to produce & edit coherent paragraphs with sentence-level accuracy and logical organization over personal and general-interest topics• Develop functional vocabulary of words and terms frequently used in every-day and general interest topics and elementary grammar	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Write and edit simple, compound and some complex sentences in a variety of verb tenses using simple connectors (because, then)• Write related sentences to produce an organized paragraph on a specific topic (e.g., brief biography or description of family, recent travel, familiar location)• Revise a paragraph to make it clearer with stronger support• Use basic vocabulary in writing	<p>In-class assessments (50-60%)</p> <ul style="list-style-type: none">• Writing activities (Skill-focused work for writing production at the paragraph level, e.g., organizing sentences in logical order, adding connectors within a paragraph)• Writing Projects (e.g., develop sentences from a list of actions & write a chronologically organized paragraph).• Portfolio/journal (e.g., e-portfolio to showcase improvement over multiple drafts, with student commentary.) <p>Mid-term and Final Exam Assessment Tasks (40-50% of total grade) for example:</p> <p>Paragraph revision task: improve the overall structure of a basic paragraph and remove unrelated sentences</p> <p>Paragraph production task: assessing the ability to write a paragraph on a familiar topic for fluency and accuracy related to vocabulary, grammar, spelling, and basic organization.</p>

ESLN 022/212 Intermediate ESL Writing

Course Description: This course teaches students how to write different kinds of paragraphs with relevant support. Students write a series of paragraphs and short essays on personal and general interest topics. Students learn how to use intermediate grammar and new vocabulary to write clearly.

Objectives	SLO's (CEFR-B1)	Assessments
<ul style="list-style-type: none">• Develop writing skills to produce coherent multi-paragraph short essays with sentence-level accuracy, organized paragraphs and overall structure, over personal and general-interest topics, recently acquired information, and opinion.• Edit and revise work for grammatical and mechanical accuracy in multiple drafts.• Develop functional vocabulary of words and terms frequently used in every-day and general interest topics and intermediate grammar	<p>Students will be able to:</p> <ul style="list-style-type: none">• Write multiple simple paragraphs (i.e., focused on one topic, good support, connections between sentences and ideas, sentence variety).• Write a single paragraph in a short time (30 minutes) (e.g., summarize or write brief report known facts)• Write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify their opinion• Revise their own writing to make their paragraphs clear and easy to read• Use and edit intermediate grammar, including some complex sentence forms• Use intermediate vocabulary with enough range to express themselves with some circumlocution	<p>In-class assessments & homework (50-60%)</p> <ul style="list-style-type: none">• Writing Projects (e.g., summarize and synthesize a text or video; produce several drafts reporting the information or giving opinion)• Portfolio/journal (e.g., writing sample portfolio with notes, vocabulary highlights, edits, etc.) <p>Mid-term and Final Assessment Tasks (40-50 % of total grade) for example:</p> <ul style="list-style-type: none">• Timed writing task- write a simple report over information accumulated beforehand in a timed setting.• Cumulative writing project – Consolidate multi-stage writing project into a final draft.

ESLN 031/311 Advanced ESL Writing

Course Description: This course introduces students to composition writing in the academic context. Students read and write effective compositions in multiple genres and develop their ability to analyze and critique peer writing. Students will improve their use of advanced vocabulary and grammar structures.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none">• Develop writing skills to produce complex, multi-paragraph essays on personal, general interest, or academic topics.• Develop writing fluency and speed to produce well organized and accurate paragraphs under time constraints.• Draw useful information from personal knowledge and from reliable sources of information for use in their writing• Narrow or expand a topic and choose essay format (e.g., descriptive analytical, argumentative) based on specified audience and purpose• Revise and edit their essays to strengthen clarity, cohesion, vocabulary usage, and grammatical accuracy (e.g., advanced level complex sentence structures) Use advanced vocabulary	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Write a well-developed short essay (e.g., 2 pages typed, double-spaced)• Compose a well-developed, multiple-paragraph essay in a limited amount of time (50 minutes) in class.• Summarize and synthesize information from other sources in order to introduce supporting facts, quotations and paraphrases.• Choose appropriate topic and essay format, style and organization.• Self-edit and improve readability, sentence-level accuracy, vocabulary choice and style over multiple drafts to an advanced level.	<p>In-class assessments & homework (60-90%)</p> <ul style="list-style-type: none">• Writing Projects (e.g., write various pieces of a project in development such as topic formation, problem or focus statement, organization, introduction, etc.• Portfolio/journal (e.g., Portfolio of daily timed writing tasks etc.) <p>Mid-term and Final Assessment Tasks (10-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Timed writing task- write a simple report over information accumulated beforehand in a timed setting.• Cumulative writing project – Consolidate multi-stage writing project into a final draft.

ESLN 412 Academic ESL Writing

Course Description: This course focuses on academic inquiry and writing with an emphasis on American conventions for non-native speakers of English. Students utilize critical reading and thinking skills to engage in the process of writing researched essays.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none"> • develop effective strategies relevant to writing from reading. • Improve fluency and accuracy in academic writing. Increase your academic vocabulary, especially words, phrases, and collocations commonly used in academic writing, • Paraphrase, summarize, synthesize, and critically analyze source materials • Identify, evaluate, select and use academic sources • Follow the basic steps of writing a research paper • Follow established conventions for academic papers • Revise and edit their essays to strengthen clarity, cohesion, vocabulary usage, and grammatical accuracy (e.g., advanced level complex sentence structures) <p>Use advanced vocabulary</p>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • write an essay that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail; • make the content of a text on a subject in their fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments; giving concrete examples, recapitulating step by step and repeating the main points; • use a variety of linking words; use a limited number of cohesive devices; structure longer texts in clear, logical paragraphs. • use circumlocution and paraphrase to cover gaps in vocabulary and structure; express themselves clearly and without much restriction. • understand and use the main technical terminology of field or specialization. • vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. • produce the appropriate collocations of many words in most contexts fairly systematically. • summarize main content of well structured; compare, contrast and synthesise in writing ; explain in writing the viewpoint articulated in a complex text supporting inferences • compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them. • give a reasoned opinion about a work, showing awareness of the thematic, structural and formal 	<ul style="list-style-type: none"> • Writing assignments (50%) • -in-class assignments (30%) • -out-of-class assignments (20%) • -Short summary, response, and critique papers • -Multi-draft, 4-6 page essay with evidence that integrates at least four academic sources • <i>Note:</i> Parts of the research paper assignment should be done and assessed in class to ensure that students are not getting excessive outside help • Quizzes and other assessments (20%) • -Short quizzes and assessments with the following foci: fluency in writing, editing for accuracy, paraphrasing outside sources, using appropriate academic vocabulary in writing • -Formative assessments on writing strategy use: strategies for planning, organizing, drafting, revising, editing, and proofreading are assessed in a variety of in-class activities • -Peer review tasks: Students' feedback on peers' drafts is assessed • Presentation/Projects (10%) • Presentation of final essay with evidence, ESL Symposium, Celebration of Student Writing, etc. • Final Exam Assessment Tasks (20% of total grade) • - <i>Timed essay production task with incorporation of a source:</i> assessing the ability to use prewriting strategies, write an essay for organization and accuracy in vocabulary, grammar, spelling use, coherence, quality of ideas, and the ability to effectively incorporate at least

	<p>features and referring to the opinions and arguments of others.</p> <ul style="list-style-type: none">• evaluate the way the work encourages identification with characters, giving examples; describe differences between works• follow the conventional structure of the communicative task.• develop a clear description or narrative, expanding and supporting their main points with relevant supporting detail and examples.• develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples.• evaluate the advantages and disadvantages of various options. Can clearly signal the difference between fact and opinion.	<p>one quotation from an academic source with own ideas effectively and without plagiarizing.</p> <ul style="list-style-type: none">• Note 1: Provide students with several quotes on a similar and familiar topic. Assign a topic that lends itself to integration of these quotes with students' own ideas.• Note 2: Require that students submit evidence of planning (e.g. a brief outline, brainstorming) and evidence of interactive reading (e.g. notes on their text, highlighting of main ideas) with the timed essay.
--	--	--

ESLN 512 Academic ESL Writing

Course Description: Students engage in extensive critical reading and analysis of discipline-specific topics and compose well-documented papers on the basis of their research using standard English conventions and documentation. Attention is given to grammatical accuracy and language usage in written assignments.

Objectives	SLO's (CEFR-C1)	Assessments
<ul style="list-style-type: none"> • demonstrate an understanding of American expectations of academic writing in English (e.g., using and documenting sources); • identify key features of common written genres in their disciplines; evaluate published articles with respect to the identified key generic features; • identify, evaluate, select and use academic sources: • expand critical reading and writing strategies; • draw relevant information from available academic sources for the main components of written discourse respecting college and disciplinary conventions in documentation, argumentation and format; • narrow a topic and write an extended coherent and documented discussion of an argumentative or report thesis shaped by graduate level academic reading and synthesis; • revise academic writing to improve coherence, effect and academic conventions appropriate to individual disciplinary and/or departmental standards; • edit all types of sentences using various tenses in appropriate style for academic exposition on a topic of one's own specialism; • integrate effective academic vocabulary in writing; • compose a well-developed multiple-paragraph response to a variety of academic prompts in a limited amount of time in class. 	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme. • critically appraise a wide variety of texts including literary works of different periods and genres; evaluate the extent to which a work meets the conventions of its genre; describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations) • make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail; adding redundancy, explaining and modifying style and register; reorganise a complex source text in order to focus on the points of most relevance to the target audience. • write clear, well-structured expositions of complex subjects, underlining the relevant salient issues. • expand and support points of view at some length with subsidiary points, reasons and relevant examples. write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within their field of interest and there are opportunities for redrafting and revision. • consciously adopt the conventions linked to the particular type of text concerned (structure, level of formality and other conventions). • interpret and present clearly and reliably in writing (in Language B) the 	<p>Writing (50%)</p> <ul style="list-style-type: none"> -In-class assignments (20%) -out-of-class assignments (30%) -Short summary, response, and critique papers --Multi-draft, 6-8 page long research paper that integrates at least six academic sources <p>Note: Parts of the research paper assignment should be done and assessed in class to ensure that students are not getting excessive outside help</p> <p>Other assessments (20%)</p> <ul style="list-style-type: none"> -Short quizzes/tests with the following assessment foci: editing for accuracy, coherence, effect, and academic conventions, paraphrasing, summarizing, synthesizing, and integrating outside sources, using appropriate academic vocabulary in writing, analyzing and evaluating features of common academic genres across disciplines -Timed-essay -Formative assessments on critical reading and writing strategy use: critical readings strategies and strategies for planning, organizing, drafting, revising, editing, and proofreading are assessed in a variety of in-class activities -Peer review tasks: Students' feedback on peers' drafts is assessed <p>Presentation/Projects (10%)</p> <p>Presentation of final essay with evidence, ESL Symposium, Celebration of Student Writing, etc.</p> <p>Final Exam Assessment Tasks (20% of total grade)</p> <p>1 Timed synthesis and evaluation task: assessing the ability to use prewriting and reading strategies, write a critical synthesis essay with a high level of effectiveness in organization and accuracy in</p>

	<p>salient, relevant points contained in complex diagrams and other visually organised data on complex academic or professional topics.</p> <ul style="list-style-type: none">• summarise long and complex text (e.g. academic article, novel extract, editorial, literary review, report,) respecting original style and register.• use the conventions of the type of text concerned to hold the target reader's attention and communicate complex ideas.• produce well-organised, coherent text, using a variety of cohesive devices and organisational patterns.• qualify opinions and statements precisely in relation to degrees of, for example, certainty/ uncertainty, belief/doubt, likelihood etc. make effective use of linguistic modality to signal the strength of a claim, an argument or a position.• exploit their range of vocabulary options creatively so as to readily and effectively use circumlocution in almost all situations.• self-correct with a high degree of effectiveness.• use a broad range of complex grammatical structures appropriately and with considerable flexibility. select an appropriate formulation from a broad range of language to express him/herself clearly, without having to restrict what they want to say.• consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.• select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.• understand and use appropriately the range of technical vocabulary and idiomatic expressions common to his/ her area of specialization.	<p>vocabulary, grammar, coherence, quality of ideas, and the ability to effectively incorporate academic sources with own ideas effectively without plagiarizing.</p> <p>Note 1: Provide students with excerpts from three academic texts dealing with the same topic. Appropriate topics will guarantee that students have sufficient background knowledge (e.g. academic challenges of international students studying in the U.S.). The excerpts should be at a short paragraph level (or they could be abstracts from research articles).</p> <p>Note 2: Require that students submit evidence of planning (e.g. a brief outline, brainstorming) and evidence of interactive reading (e.g. notes on their text, highlighting of main ideas) with the timed essay.</p>
--	---	---

ESLN 004 Foundations in ESL Reading

Course Description: Students learn basic reading, vocabulary, and grammar skills. Students will be able to recognize basic parts of a sentence and understand the main idea. Students will be able to understand short and simplified reading passages related to their daily life and community.

Objectives	SLO's (CEFR-A1)	Assessments
<ul style="list-style-type: none">• Develop basic reading skills such as word and sentence recognition• Use strategies to learn vocabulary• Use a picture dictionary to build vocabulary• Understand the meaning of sentences from context and textual cues such as part of speech (nouns, adverbs, adjectives), verb tense, etc.	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Read and interpret short sentence-length texts with supportive visual cues & familiar vocabulary such as, signs, text messages, social media, news headlines, directions, etc.• Interpret visual material such as simple charts, graphs.• Read and respond to multi-sentence texts of general and personal topics• Recognize vocabulary in reading passages	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Reading tasks (e.g. read word and sentence level texts, identify several objects and categorize or place in location, put in order a series of steps in a simple process)• Vocabulary & comprehension quizzes (e.g. find miscategorized items in a sorted list, identify an object from written description) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Reading comprehension tests (multiple tasks such as choose between two descriptions of a pictured item, use a daily planner or bus schedule to solve a problem)

ESLN 014/114 Beginning ESL Reading

Course Description: This course teaches reading, vocabulary, and grammar skills to understand simple reading passages. Students learn to understand word meaning and recognize main ideas and supporting details in paragraphs.

Objectives	SLO's (CEFR-A2)	Assessments
<ul style="list-style-type: none">• Read and comprehend short simple or modified factual texts over familiar, personal concrete topics with high-frequency language• Build vocabulary from, context and usage while responding to written material.• Improve pre-, during and post-reading strategies for orientation and comprehension of basic academic level texts	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Understand texts describing people, places, everyday life, and culture, etc., provided that they are written in simple language.• Understand information given in illustrated brochures and maps, e.g. the principal attractions of a city or area.• Understand the main points in short news items on subjects of personal interest (e.g. sport, celebrities).• Understand a short factual description or report within their own field, provided that it is written in simple language and does not contain unpredictable detail.• Understand written instructions over common classroom and daily life tasks	<p>In-class assessments & homework (50-60%)</p> <ul style="list-style-type: none">• Reading tasks (e.g. read a simple poster promoting a campus event and explain what you like or dislike; locating news article and sharing the results of a sports event they follow)• Vocabulary & comprehension quizzes (e.g. read a short or modified news article and provide main details) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Reading comprehension tests (multiple tasks such as listing the main details of a short news story; locate places on a map from a written description; read two simple news articles of a recent event or celebrity, and show discrepancies between the two.)

ESLN 024/214 Intermediate ESL Reading

Course Description: This course teaches students to read simplified texts on general topics of interest. Students use new strategies to understand short readings. Students learn to identify the structure, main ideas, and supporting details of texts.

Objectives	SLO's (CEFR-B1)	Assessments
<ul style="list-style-type: none">• Develop pre-, during-, and post-reading strategies to answer questions about the text• Use the grammar in a paragraph to understand topic sentences, transitions, and linking words• Talk and write about short readings to summarize and express critical thinking• Build vocabulary through reading straightforward factual texts of high interest and commonly seen topics.• Use simple grammar to understand while reading• Use an English-English learners' dictionary to learn unknown words in texts• Locate and use new grammar in class readings• Accurately interpret visual material	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Read straightforward factual texts on subjects related to their field, personal interest, news of familiar topics such as sports, with a satisfactory level of comprehension.• Pick out main ideas and details of short texts as described above.• Follow a list of rules or directions expressed in full sentences or multiple paragraphs.• Follow the plot in short fiction and non-fiction texts.	<p>In-class assessments & homework (50-60%)</p> <ul style="list-style-type: none">• Reading tasks (e.g. read an authentic news article for group discussion; Formulate an informed opinion based on readings from two opposing viewpoints)• Vocabulary & comprehension quizzes (e.g. Read a follow-up article that utilizes the same recently used vocabulary and answer a set of questions) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Reading comprehension tests (multiple tasks such read a short instruction booklet with comprehension check; Read a one-page short story and explain a plot detail)

ESLN 035/324 Advanced ESL Reading

Course Description: This course teaches students to comprehend authentic, informational texts. Students identify main and supporting ideas, summarize information in a text, pose critical questions and infer the meaning of new vocabulary from context. Students practice skills in intensive and extensive reading, and study academic vocabulary and grammar through reading.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none">• Read authentic printed and online texts and answer comprehension questions about those texts• Identify and comprehend internal structures of essays and longer texts• Read novelette and chapter-length (fiction and nonfiction)• Recognize an author's purpose and point of view• Increase reading speed of short factual texts while improving comprehension• Pose critical questions of texts• Apply knowledge of word parts to determine meanings of new vocabulary• Identify and use new grammatical forms from the assigned reading.• Use context to expand vocabulary in assigned readings	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Read novelette and chapter-length fiction and non-fiction, follow straightforward story-lines, make inferences and draw conclusions based on details and simple rhetorical and textual devices.• Read with a large degree of independence, adapting style and speed of reading to different texts and purposes• Demonstrate a broad active reading vocabulary (but may experience some difficulty with low-frequency idioms and specialized terminology).• Read and respond to 500-750 word texts such as complex operating instructions, reports and articles of contemporary issues.	<p>In-class assessments & homework (50-60%)</p> <ul style="list-style-type: none">• Reading tasks (Find an article online that compliments a prior reading and present details to a small group; Work cooperatively to compare and contrast two similar readings)• Vocabulary & comprehension quizzes (e.g. Read a follow-up article that utilizes the same recently used vocabulary and answer a set of questions) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Reading comprehension tests (Read various pieces and with follow-up comprehension checks, including multiple choice but also open-ended questions that solicit multi-sentence answers)

ESLN 044/414 Academic ESL Reading

Course Description: Students in this course will explore various strategies when reading university-level academic texts. Students will compare and synthesize different points of view and recognize and respond to the rhetorical techniques and structures used by writers to achieve their purposes. Students further develop their academic vocabulary skills and strategies.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none"> • Ask and answer questions on expository and academic texts of personal topics • Use complex reading strategies for pre-, during, and post-reading activities • Identify connections across paragraphs • Read passages with general topics at a rate of 200 words per minute with 80% comprehension • Use the internet to find appropriate academic level articles <p>Study academic vocabulary of the appropriate level</p> <ul style="list-style-type: none"> • Use Biluroglu-Newfeld word list (BNL) up to 5,000 words orally and in writing • Apply strategies to learn new academic vocabulary • Identify the meaning of a new word using academic vocabulary skills • Accurately interpret visual material <p>Use a dictionary to find the meaning of new words</p>	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • use a variety of strategies to achieve comprehension, including reading for main points; checking comprehension by using contextual clues. • obtain information, ideas and opinions from highly specialized sources within their field. <p>recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</p> <ul style="list-style-type: none"> • read with a large degree of independence, adapting style and speed to different texts and purposes, and using appropriate reference sources selectively • scan through straightforward, factual texts in magazines, brochures identify information & determine usefulness • extrapolate the meaning of unknown words from the context and deduce sentence meaning <ul style="list-style-type: none"> • demonstrate good range of vocabulary for matters connected to their field and most general topics; • understand and use much of the specialist vocabulary of their field but problems with specialist terminology outside of it. • interpret and describe reliably detailed information contained in complex diagrams, charts and other visually organized information • understand specialized articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of vocab 	<p>In-class assessments & homework (50%)</p> <ul style="list-style-type: none"> • Reading tasks (Find an article online that compliments a prior reading and present details to a small group; Work cooperatively to compare and contrast two similar readings) • Vocabulary & comprehension quizzes (e.g. Read a follow-up article that utilizes the same recently used vocabulary and answer a set of questions) <p>Mid-term (20%)</p> <p>Final Assessment Tasks (30 %)</p> <p>For example</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • In sentences, students will put one of the words from the table into the blank. Use 20 choices with 10 items: Make choices consistent with curriculum word list levels. • Defining vocabulary words. 10 items taken from vocabulary taught during the course: Ensure that none of these items are the same as choices in Section A. <p>In-class reading (500-600 words):</p> <ul style="list-style-type: none"> • Students asked to “Read the following article about a research project. Answer the questions that follow the reading.” • For each reading create between 5 & 10 items. Keep a ratio of 2 global/holistic questions to 3 detailed questions. <p>External reading: Reading provided to students 1 week prior to the exam. Students are allowed to bring a one-page outline of the text but not the text itself:</p>

ESLN 054/514 Graduate ESL Reading Course Description: Students respond to rhetorical techniques and structures used by academic and professional writers to achieve their purposes. Students build academic and discipline-specific vocabulary and learn how to comprehend complex grammar used in academic texts. Students engage in academic research and critical analysis, synthesis and response to graduate-level readings from students' disciplines.

Objectives	SLO's (CEFR-C1)	Assessments
<ul style="list-style-type: none"> • Identify (e.g. by highlighting) and explain authors' use of internal structures of general academic and disciplinary texts • Evaluate authors' purpose and point of view in complex academic and disciplinary texts • Increase reading speed of 400-500-word texts to over 250 wpm while scoring 80% or above on related comprehension questions • Critically evaluate the content and arguments in complex academic and disciplinary texts • Use strategies to recognize and comprehend cultural references in a text • Synthesize multiple readings in linguistic (e.g. a summary) and non-linguistic (e.g. a graphic organizer) ways • Use library resources to research an academic topic in their disciplines • Increase vocabulary to at least 5500 words • Use a vocabulary notebook to support vocabulary growth • Use collocation (e.g. on Google) and a thesaurus to increase comprehension of target vocabulary • Accurately interpret visual material 	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand in detail lengthy, complex texts, whether or not they relate to their own area of specialty, provided they can reread difficult sections. • set out multiple perspectives on complex academic or professional topics, clearly distinguishing their own ideas and opinions from those in the sources. • read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. • critically appraise a wide variety of texts including literary works of different periods and genres. • use contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next • use a variety of comprehension strategies (listening for main points; using contextual clues) • understand humor, irony and implicit cultural references and pick up nuances of meaning • synthesize information and arguments from a number of sources. summarize long, complex texts(e.g. academic article, editorial, report, scientific book); interpreting the content (occasionally checking unusual, technical terms). • obtain information, ideas and opinions from highly specialized sources within their field. • demonstrate a broad lexical repertoire including a range of technical vocabulary & idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning. 	<p>In-class assessments & homework (50%)</p> <ul style="list-style-type: none"> • Reading tasks (Find an article online that compliments a prior reading and present details to a small group; Work cooperatively to compare and contrast two similar readings) • Vocabulary & comprehension quizzes (e.g. Read a follow-up article that utilizes the same recently used vocabulary and answer a set of questions) <p>Mid-term (20%) Final Assessment Tasks (30 %) For example Vocabulary</p> <ul style="list-style-type: none"> • In sentences, students will put one of the words from the table into the blank. Use 20 choices with 10 items: Make choices consistent with curriculum word list levels. • Defining vocabulary words. 10 items taken from vocabulary taught during the course: Ensure that none of these items are the same as choices in Section A. <p>In-class reading (500-600 words):</p> <ul style="list-style-type: none"> • Students asked to "Read the following article about a research project. Answer the questions that follow the reading." • For each reading create between 5 & 10 items. Keep a ratio of 2 global/holistic questions to 3 detailed questions. <p>External reading: Reading provided to students 1 week prior to the exam. Students are allowed to bring a one-page outline of the text but not the text itself:</p>

ESLN 006 Foundations in ESL Speaking/Listening

Course Description: This course builds basic speaking and listening skills in personal contexts. Students practice simple phrases and sentences such as asking and answering simple questions on personal and daily topics. Students learn vocabulary and grammar, improve pronunciation, and develop fluency and confidence.

Objectives	SLO's (CEFR-A1)	Assessments
<ul style="list-style-type: none">• Repeat and pronounce letter sounds, numbers, selected vocabulary and simple expressions from a dictation• Describe themselves, their family, their home, people, clothing, food, money, weather, and time• Ask and answer basic questions• Give short (1 minute) Monologues on personal topics• Speak and understand English in real conversations (such as in the grocery store, library, student bookstore, interviewing ESL Faculty, and talking with other students in class) with some accuracy• Use study skills for academic readiness (for example listening for gist and specific information, organizing and categorizing, and group work)	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Follow slow, carefully articulated speech with long pauses to assimilate meaning.• Recognize concrete information on familiar topics, delivered in slow and clear speech• Can produce simple mainly isolated phrases about people and places.	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Listening and speaking skill tasks (Capture the gist of a conversation after exposure to new vocabulary; Contribute information needed to fulfil a group task such as choosing from a shopping list)• Vocabulary & comprehension quizzes (e.g. Short vocabulary recognition quizzes) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Listening comprehension tests, speaking tests (multiple tasks such as one-on-one oral interview over known topic)• Speaking projects (e.g. gather and report information on your hometown as a short presentation using known vocabulary).

ESLN 016/116 Beginning ESL Speaking/Listening

Course Description: This course builds speaking and listening skills in social settings. Students learn and practice short conversations on personal topics. Students develop vocabulary and improve fluency, using understandable pronunciation and grammar.

Objectives	SLO's (CEFR-A2)	Assessments
<ul style="list-style-type: none">• Produce learned expressions and questions appropriate for simple social and survival situations• Use simple language to ask questions for information• Participate in simple social conversations• Ask and answer questions for personal information• Speak without preparation on a personal topic (so that a sympathetic listener can understand)• Use basic vocabulary accurately in speech• Use simple sentences with simple verb tenses accurately in speech• Produce English sounds alone and in words, and produce basic stress and intonation patterns on practice materials	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated• Follow simple, sustained conversation and respond to main ideas and details.• Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.• Speak understandably with minimal repetition (using well-known words and phrases over familiar topics; understanding of may suffer when using unfamiliar vocabulary and less rehearsed topics)	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Listening and speaking skill tasks (Respond to presentation with appropriate questions; Produce a short video on your daily routine)• Vocabulary & comprehension quizzes e.g. Short vocabulary recognition quizzes) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Listening comprehension tests, speaking tests (multiple tasks such answering multiple choice questions over a short presentation; write next steps of a process whose description was interrupted.)• Speaking projects (e.g. present short speech over known topic spontaneously and improve through preparation)

ESLN 026/216 Intermediate ESL Speaking/Listening

Course Description: This course teaches students to speak fluently and understand informal spoken English. Students improve their ability to talk about personal and informal topics in social and academic settings. Students learn pronunciation, spoken vocabulary, and grammar.

Objectives	SLO's (CEFR-B1)	Assessments
<ul style="list-style-type: none">• Use language functions (such as giving and refusing permission, asking for information, asking for clarification, agreeing and disagreeing) in social and academic settings• Talk about personal and informal topics in class using different roles (e.g. leader, monitor, reporter)• Sustain spoken conversation for several minutes in pairs and small groups, exchanging information accurately and fluently• Give short prepared talks based upon personal knowledge• Participate in conversations in class• Notice and produce intonation and stress patterns in spoken English	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Understand straightforward factual information about common everyday topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.• Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives• Follow complex, sustained conversation with multiple participants and respond to main ideas and details.• Sustain a straightforward description with reasonable fluency of one of a variety of familiar subjects, presenting it as a linear sequence of points	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Listening and speaking skill tasks (e.g. take a leadership, monitor or reporter role in a small group discussion)• Vocabulary & comprehension projects (e.g. listen to video presentation, discuss in small groups, summarize and present information to larger group) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Listening comprehension tasks, speaking tasks (multiple tasks such as taking part in a panel-style discussion over recently studied subject)• Speaking projects (e.g. report specific details from an authentic listening source)

ESLN 045/326 Advanced ESL Speaking/Listening

Course Description: This course improves oral skills for participation in academic and social settings. Students practice listening and speaking skills in classroom presentations and discussions. Students learn note-taking skills from talks featuring a variety of accents. Students learn to use informal versus academic vocabulary and grammar forms appropriately in context.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none">• Deliver informative speeches on topics of general or academic interest Use appropriate technology, visual aids (e.g. PowerPoint) and rhetorical devices to give a presentation in groups or alone.• Listen to modified and authentic sources for information and informed entertainment.• Participate in and sustain conversations with multiple speakers• Take meaningful notes from short academic lectures given in modified English• Identify and use appropriate speech in informal and formal settings• Notice and produce moderate control of supra-segmental intonation in speech• Produce speech that may be influenced by native language yet is easily understandable with some necessary repetition or clarification	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• Understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life.• Understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in known subjects.• Follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.• Give clear, developed descriptions and presentations, with significant points, and relevant supporting detail.	<p>In-class assessments & homework (60-80%)</p> <ul style="list-style-type: none">• Listening and speaking skill tasks (e.g. Listen to recording of an authentic broadcast about a familiar subject and create a graphic organizer in follow-up group discussion)• Vocabulary & comprehension projects (e.g. Interview several members of a group, analyze and present findings in class) <p>Mid-term and Final Assessment Tasks (20-40 % of total grade) for example:</p> <ul style="list-style-type: none">• Listening comprehension tests, speaking tests (multiple tasks such note taking from a lecture-style presentation)• Speaking projects such as preparing and giving a well-developed group presentation.

ESLN 046/416 Academic ESL Speaking/Listening

Course Description: This course improves speaking and listening skills for active participation in academic settings. Students practice comprehending lectures on academic topics, taking notes and effectively participating in informal and formal classroom speaking activities. Students continue to build and use academic vocabulary in oral discourse.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none"> • Use different elicitation devices and registers in conversation with others • Participate appropriately in small group discussions on academic topics • Deliver speeches of specified rhetorical types • Answer questions and argue own position in response to a prepared speech • Raise questions in response to the formal presentation of another • Cite source material appropriately when delivering a prepared speech • Grasp the main idea and some details of authentic media broadcasts • Make accurate notes showing main and subordinate points from a university-level lecture on a topic containing some unfamiliar material • Demonstrate patterned control of suprasegmental articulation in spontaneous speech • Produce speech that is accented but intelligible to most native speakers with minimum repetition 	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none"> • understand recordings in social, professional or academic life • follow extended speech and complex lines of argument provided the topic is reasonably familiar and the direction of the talk is sign-posted by explicit markers. • understand a lecture on a familiar subject; take notes on important points (may miss some information); distinguish main themes from aside; recognise the intended audience & the purpose, attitudes and opinion of the author. • ask follow up questions to check understanding, and get clarification; ask people to explain how an idea fits with the main topic under discussion. • synthesise and report information and arguments from spoken/written sources. • summarise important points in longer, complex texts on subjects of interest • demonstrate a range of language to give clear descriptions, express viewpoints & develop arguments without much conspicuous searching for words, using some complex sentence forms. • demonstrate a good command of simple language structures and some complex grammatical forms,(may use complex structures rigidly with some inaccuracy). • generally use appropriate intonation,rhythm & stress; pronunciation generally aids intelligibility; express him/herself confidently, clearly and politely in a formal or informal register • initiate discourse, take their turn when (may lack elegance);help the 	<p>In-class assessments & homework (60%)</p> <ul style="list-style-type: none"> • Listening and speaking skill tasks (e.g. Listen to recording of an authentic broadcast about a familiar subject and create a graphic organizer in follow-up group discussion) • Vocabulary & comprehension projects (e.g. Interview several members of a group, analyze and present findings in class) <p>Mid-term and Final (40 % of total grade) for example:</p> <p>Written response – 10 min. (comprehension, citation, etc.) - Students will write answers to questions from the lecture.</p> <p>Presentation – 2 min. per student – -Students will give a presentation based on the topic of the lecture. -Students in the audience will take notes for response in the discussion.</p> <p>Discussion/Debate (discussion functions, comprehension, note taking, etc.) - Students will participate in a small group (3-4 students) discussion based on student presentation points and lecture points.</p>

	<p>discussion along (confirm comprehension, invite others in, etc).</p> <ul style="list-style-type: none">• reformulate an idea to emphasise or explain a point.• use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.• give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.• develop a clear argument, expanding and supporting their points of view at some length with subsidiary points and relevant examples; give the advantages and disadvantages of various options.• take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience	
--	---	--

ESLN 054/516 Graduate ESL Speaking/Listening

Course Description: This course improves oral skills within graduate-level academic settings. Students listen to lectures and discussions on academic and professional topics, take notes, and participate in in-depth discussions using critical analysis. Students expand their passive and active vocabulary knowledge and improve accuracy in their oral production. Students prepare and give professional presentations.

Objectives	SLO's (CEFR-B2)	Assessments
<ul style="list-style-type: none">• Participate appropriately in small group discussions on academic topics• Take accurate notes showing main and subordinate points from graduate-level lectures• Use frequently occurring speech functions to request clarification, interrupt, suggest, disagree, apologize, etc. in large group discussions on academic topics• Give professional, visually-supported presentations for specified academic purposes• Answer questions and defend their position after giving a presentation• Raise appropriate questions after the presentation of another student• Cite source material appropriately when giving a presentation• Use academic speaking conventions (e.g., eye contact, gestures) while giving a presentation• Demonstrate patterned control of supra-segmental intonation in speech• Sustain speech that is accented but intelligible to most native speakers with minimum repetition• Use advanced academic vocabulary accurately when speaking• Use appropriate academic grammar when speaking	<p>By the end of the course, students will be able to:</p> <ul style="list-style-type: none">• follow extended speech on abstract and complex topics beyond their own field (may need to confirm occasional details)• follow most lectures, discussions and debates with relative ease; take detailed notes recording information accurately so close to the original that the notes could also be used by other people.• select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.• understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.• explain the attitude or opinion expressed on a specialised topic, supporting inferences with reference to the original.• relate own contribution skillfully to those of other speakers; ask for explanation or clarification of complex, abstract ideas in professional or academic contexts modify their expression to express degrees of commitment or hesitancy, confidence or uncertainty; adjust level of formality (register and style) to suit the social context: formal, informal or colloquial as appropriate	<p>In-class assessments & homework (60%)</p> <ul style="list-style-type: none">• Listening and speaking skill tasks (e.g. Listen to recording of an authentic broadcast about a familiar subject and create a graphic organizer in follow-up group discussion)• Vocabulary & comprehension projects (e.g. Interview several members of a group, analyze and present findings in class) <p>Mid-term and Final (40 % of total grade) for example:</p> <p>Written response – 10 min. (comprehension, citation, etc.) - Students will write answers to questions from the lecture.</p> <p>Presentation – 2 min. per student – -Students will give a presentation based on the topic of the lecture. -Students in the audience will take notes for response in the discussion.</p> <p>Discussion/Debate (discussion functions, comprehension, note taking, etc.) - Students will participate in a small group (3-4 students) discussion based on student presentation points and lecture points.</p>

	<ul style="list-style-type: none">• frame critical remarks or express strong disagreement diplomatically.• use language flexibly and effectively for social purposes, including emotional, allusive and joking usage. express him/herself fluently and spontaneously, almost effortlessly.• frame a discussion to decide a course of action with a partner; report what others have said, summarising, elaborating and weighing multiple points of view.• argue a complex issue, formulating points precisely and employing emphasis effectively.• develop an argument systematically in well-structured speech, taking into account the interlocutor's perspective, highlighting significant points with supporting examples and concluding appropriately.• produce smooth, intelligible spoken discourse with only occasional lapses in control of stress, rhythm and/or intonation, which do not affect intelligibility or effectiveness.• employ the full range of phonological features with sufficient control to ensure intelligibility; articulate virtually all the sounds of the target language; usually self-correct if they noticeably mispronounce a sound. <p>speak with only minor slips, but no significant vocabulary errors; use a broad range of complex grammatical structures with considerable flexibility and a high degree of grammatical accuracy; errors are rare and difficult to spot</p>	
--	--	--