CONGRATULATIONS! We at Lone Star College-CyFair (LSC-CyFair) will help you so that your learning experience in the English to Speakers of Other Languages (ESOL) Program will be a positive one, something you will want to share with your family and friends. To facilitate your studies at CyFair, we have prepared this Resource Guide. Please refer to it as a guide to the programs and services offered to you by the ESOL department. If you have any questions regarding its use, please consult with any ESOL personnel. We are here to help you.
Depending on the level of proficiency that you reach, improved skills in English can:

1. allow you to continue your education in a vocational, college or university setting;
2. allow you to get promotions at work;
3. help resolve problems in dealing with English-speaking personnel;
4. help you deal with English speakers on and off the job;
5. help you communicate with people at your children's school;
6. enable you to help your children with their educational process;
7. help you communicate with your children as they learn more English at school and from their friends.

The faculty, administrators, and staff of the English for Speakers of other Languages Program (ESOL Program) want to welcome you again to the rewarding experience of learning English. It is an experience that will enrich your life through improved opportunities for you and your family, both here and abroad.

**MEET THE ESOL PERSONNEL**

**FULL-TIME FACULTY**

**Macarena Aguilar** earned her Bachelor degree in EFL from the Universidad Catolica de Chile, her Master of Education from the University of Idaho and her Ph.D. in Curriculum Development and Educational Administration from Washington State University. In addition, she has a DELTA Certificate from Cambridge, is certified as a CELTA teacher trainer, and is a CEA Site Reviewer (Commission on English Language Program Accreditation) Macarena has been involved in teaching and administration for over 30 years and has worked in Chile, Mexico, Saudi Arabia, United Arab Emirates and in various institutions in the United States. She has been with Lone Star College since 2000.

**Tricia Bartz**, a native Texan, studied French in high school and college, which has led to many cultural and foreign experiences abroad. Her passion for French was the catalyst for her first ESOL teaching job abroad, and ever since, she has been passionate about adult education and second language acquisition. She has a BA from the University of Houston in French and a Master of Second Language Teaching form Utah State University. Her ESOL beginnings in the US started at the College of the Mainland in 2003. She taught as an adjunct at Lone Star College-Kingwood for three years before joining the Lone Star College-CyFair ESOL team in 2012.

**Sharon Bippus** earned her Bachelor of Arts from the University of Houston, her Master of Arts in the Teaching of Languages from the University of Southern Mississippi, and her Ph.D. in Curriculum and Instruction from Texas A&M University. She has presented at conferences including TESOL and TExTESOL and has also been published in the *TESOL Journal*. She began teaching at Lone Star College-CyFair in 2006 and has been teaching ESOL since 1995. She has also taught in China, Russia, and Slovakia.

**Anne Damiecka** has been teaching ESOL since 2001. She earned her M.A. in Linguistics (TESOL) from the University of Surrey, U.K. and her B.A. from Colorado College. Anne taught EFL in Poland before coming to Houston and she has been teaching ESOL at Lone Star College since 2009. Anne volunteers via skype for Alliance of International Women’s rights in Afghanistan. She organizes professional development for the department, and she has served as the ESOL Lead Faculty at LSC-CyFair since 2012.
William Deese earned both his B.A. and M.A. degrees from the University of Houston-Clear Lake and his E.d.S. from the University of Miami. He taught English and ESOL for seven years at Miami Dade College and Houston Community College System. He is a published author and has attended over 30 professional development conferences and workshops. William has been teaching at LSC-CyFair since the fall of 2008.

Mark Fisher earned his B.A. from Southwestern University in Georgetown, Texas. He received his M.A. in French and M.S. in TESOL (Teaching English to Speakers of Other Languages) from The State University of New York at Albany. He has been teaching ESOL and French since 1992 and has taught in England, France, Morocco and Chile. He has been teaching at Lone Star College- Fairbanks since the fall of 2007.

Carolyn Ho has been involved in ESOL teaching and administration for about 20 years. Besides teaching ESL classes at LSC-CyFair, she is a certified CELTA teacher trainer and a site reviewer for CEA (Commission on English Language Program Accreditation). During the 2012-2013 academic year, she was a Fulbright Scholar to Taiwan providing training to local English teachers. She earned her Ph.D. in Higher Education from the University of Texas at Austin, her Master of Science in Public Policy and Management from Carnegie Mellon University, her Master of Arts in Comparative Literature from the University of Michigan at Ann Arbor, and her Bachelor of Arts in English from National Taiwan University. She has been teaching and working at Lone Star College since 1997.

Irina Patten has taught EFL and ESOL since 1991. She earned her M.A. in English and German as Foreign Languages from Chernovtsy State University, Ukraine before coming to Florida in 1999. Her experience in the U.S. includes teaching ESOL in Daytona Beach Community College, Florida, and here at Lone Star College-Fairbanks Center. She enjoys using interactive technology and online ESL resources in her classroom to create a fun and exciting learning environment. Irina currently serves as ESOL Lead Faculty at LSC-Fairbanks.

Rebecca Royer, a native of Louisiana, has taught ESOL since 2002. She earned a B.S. in English Education and an M.A. in English from McNeese State University in Lake Charles, Louisiana. In 2005, she received her CELTA training. She taught at a private language program with ESLI, Inc., at the university level at McNeese State University before coming to Lone Star College-CyFair as an ESOL Adjunct in 2006. She joined the ESOL faculty team in 2007. Rebecca has served as the ESOL Department Chair since 2012.

**ADJUNCT FACULTY**

In addition to the full-time faculty, the ESOL program is staffed with adjunct faculty who are dedicated to language teaching and who have qualified degrees, certifications and experience in teaching ESOL. There are approximately 25 adjunct faculty at LSC-CyFair and 15 adjunct faculty at LSC- Fairbanks in any given semester. Please contact the department for the most current list of adjunct faculty.

**WHO SHOULD I TALK TO?**

Anyone at the college can help you. Some staff members specialize in certain areas. Depending on your particular concern, you might want to go directly to that individual. Please remember that our wish is to help you, so let us know how we can help. We are committed to providing the best language service available anywhere, and we count on your help in letting us know how we are doing. Helping us is helping you!

The Dean is in charge of our division instructional areas which includes ESOL. He is responsible for the overall operations. You can consult with him if a problem did not get solved through regular channels.

**Dean - Transitional Studies, Education, and First Year Experience**

Jason LaPres  
Lone Star College-CyFair  
CASA 114D  
Phone 281-290-3986
Dean of Centers
Bridgette C. Sellers
Lone Star College-Fairbanks
Office: FAIR 202 E
Lone Star College-Cypress Center
Office: CyC 213 G 832-782-5082

ESOL Department Chair, LSC-CyFair
Rebecca Royer
TECH 216 J
281-290-5927

ESOL Lead Faculty, LSC-CyFair
Anne Damiecka
CASA 225E
281-290-3522

ESOL Lead Faculty, LSC-Fairbanks
Irina Patten
FAIR 220F
832-782-5053

In addition, we have advisors who are in charge of disseminating information about courses available at LSC-CyFair. If you have any questions about credit or continuing education classes, or other services offered by LSC-CyFair, please contact them. They will answer any questions or concerns you might have about your ESOL studies, the course program, or the language lab activities.

International Academic Advisor, LSC-CyFair
Mel Anthony
CASA Advising area
281-290-3271

ESOL Student Advisor – LSC-CyFair
Mario Ovalle
CASA Advising area
281-482-1021

ESOL Student Advisor – LSC-Fairbanks
Hiam El Dahouk
FBC Advising Area
832-782-5105

International Student Advisor LSC-CyFair, in charge of processing F-1 applications
Henry Phan
Specialist 3/DSO LSC-CyFair
CASA 109 P
281-482-1031
CFstudentvisa@lonestar.edu

Assessment Center
This is where you initially take the Placement Test and or take a test with your instructor’s permission when you miss a test.

LSC-CyFair
CASA 104
281-290-3220
LSC-Cypress Center
832.920.5014

LSC-Fairbanks Center
Room 115
832.782.5021

Coordinator for Language Labs and Open Labs, *in charge of the Language Labs and instructional software for ESOL classes*
Sabika Zahra
Learning Commons (2nd floor of Library)
LRNC 210/212
832-482-1024

**LONE STAR COLLEGE**

LSC-CyFair forms part of Lone Star College (LSC), which is a publicly-supported, two-year, comprehensive community college offering post-secondary educational opportunities in northern metropolitan Houston in Harris and Montgomery Counties. It is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Associate of Arts Degree (AA), the Associate of Science Degree (AS), the Associate of Applied Science Degree (AAS), the Associate of Arts in Teaching Degree (AAT), and various Certificate Programs.

**MISSION**

The mission of the LSC-CyFair English for Speakers of Other Languages Program is to provide a dynamic learning community, wherein excellence is distinguished by responsiveness and innovation, allowing non-native English speakers to acquire language and cultural adaptation skills necessary to function and succeed in a global society.

To carry out the mission, the goals of the ESOL program are to:

- Prepare learners for academic success in American college settings
- Develop communication skills for global workplace environments
- Enhance intercultural understanding

**VALUE STATEMENTS**

**Learning Communities** - We believe that the LSC-CyFair ESOL Program is a dynamic learning community, distinguished by excellence in teaching, allowing non-native English speakers to develop to the full extent of their ability, to succeed in a competitive work environment, and to be effective life-long learners.

**Access with Quality** - We believe that the LSC-CyFair ESOL Program provides an enriching learning environment which meets the needs of its non-native English speakers through outreach, access, student support systems and a diverse faculty and staff.

**Building Communities and Partnerships** - We believe that the LSC-CyFair ESOL Program is a catalyst for promoting a seamless educational journey and for nurturing the intellectual and cultural life of its non-native English speakers.
Economic and Workforce Development - We believe that the LSC-CyFair ESOL Program serves as a critical link for economic and workforce development to improve the prosperity of our region through partnerships with business, government, and community organizations.

Human Resources - We believe that the most important resources of the LSC-CyFair ESOL Program are the individual faculty and staff members, who are entitled to a supportive collegial work environment which rewards excellence, provides opportunities for professional development, and encourages meaningful involvement in the decision-making process.

Technology - We believe that students achieve their learning goals best as the LSC-CyFair ESOL Program provides responsive and effective support services, learning resources, current technologies and information systems.

Information - We believe that the achievement of the mission and purpose of the LSC-CyFair ESOL Program requires an effective system of communication to both internal and external constituencies.

Leadership - We believe that the LSC-CyFair ESOL Program, building on a solid foundation of growth and service, is a recognized leader in English for Speakers of Other Languages instruction, making important contributions to the profession through partnerships, innovation, scholarship, creative services and integrated technologies.

Stewardship – We believe that the LSC-CyFair ESOL Program is committed to rigorous stewardship of the resources entrusted to its care to assure maximum benefit for non-native English speakers.

Evaluation - We believe that it is essential that the LSC-CyFair ESOL Program regularly assess the impact and outcomes of our efforts for continuous improvement.

**PROGRAM DESIGN**

The English to Speakers of Other Languages Program is designed for non-native English speakers who want to improve their language and culture skills. It is intended for working professionals and students preparing for college study, vocational training, or entry into the workforce. An integrated skills approach with listening, speaking, reading, writing, vocabulary, and grammar components is adopted.

The program focuses on academically bound students. It emphasizes preparation for college study while at the same time teaching students about American culture and English for everyday living and communication. Curricular activities include:

- Listening and speaking skills useful in everyday life and in college classes: formal presentations, reports, note-taking from lectures.
- Pronunciation skill development: sounds, rhythm, stress, intonation.
- Writing skills for producing academic format papers and essay exam answers: sentence structure, paragraph and essay development, summaries.
- Grammar focused on communication and content: form, meaning, and use; analyzing elements and patterns of English sentences; transforming and combining sentences; recognizing and correcting sentence-level errors.
- Reading and vocabulary development skills: main ideas, inferences; contextual clues, speed reading, note-taking, short stories.
- TOEFL preparation, test-taking, and academic study skills.
- Computer-assisted instruction: word processing for academic and business writing; vocabulary, grammar, reading, writing, speaking and listening.
- Online supplemental resources.
- College-wide electives in a variety of subjects.

**PROGRAM OVERVIEW**

LSC-CyFair offers a wide variety of ESOL programs to meet the diverse needs of the surrounding community including:

**Continuing Education**

Basic ESOL – low beginning to high beginning; 4 levels

Basic ESOL courses target learners who have no or little English learning background. Courses are designed to introduce basic reading, writing, speaking, and listening skills. They offer extensive practice in oral communication in daily situations, reading comprehension of short stories and articles, sentence-level writing, and listening skills. Examples of Basic ESOL courses include Basic Communication for the Workplace, and Conversation for the Workplace. All courses offer CEUs (Continuing Education Units) upon completion. Courses are offered at various days and times. Please consult the current Continuing Education schedule.

**Academic Courses**

Intensive ESOL (Blocks) courses are designed for learners who have studied English in the past and who seek intensive and in-depth language study –beginning to intermediate; 3 levels which include Oral Communication, Grammar, Reading and Writing. Students can also take the same courses in a non-intensive way by taking one or more courses at a time. Classes are offered during the day and at night. Students will be placed into a course by their score on the Accuplacer ESL or by earning a C or above in the prerequisite course.

The purpose of the block course design is to make the learning meaningful and useful by reinforcing knowledge and strategies within a thematic framework. Each level combines all four language skill strands: Oral Communication, Reading, Writing, and Grammar. Additionally, the block course offers communicative learning activities and projects designed to help students apply English skills in real-life situations and provide greater understanding of American culture.

Individual Skills courses are similar to ESOL Intensive Integrated Skills except they are not blocked. Students who are unable to attend the intensive schedule may choose to take individual courses which are also offered at LSC-Fairbanks.

Unlike the block courses, the individual skills courses emphasize in-depth study in one particular skill area and may or may not connect with the other skills in terms of textbook or course content. Students who cannot commit to the intensive schedule may choose to attend the individual skills course. Depending on which and how many courses they take, students’ progress in listening, speaking, grammar, writing, and reading may vary.

ESOL Academic Bridge – high intermediate to advanced; 2 levels which consist of the same courses listed above.

Academic Bridge courses are designed for learners who are in the high intermediate and advanced levels and who desire to pursue college-level work. Most of these courses are not blocked although students are strongly encouraged to take two or more strands of the same level concurrently in order to receive comprehensive language training and prepare for the rigor and standards of academic English at the college level.

TOEFL Preparation course provides training and test information about each section of the TOEFL iBT. Review of language skills are carried out through communicative activities.

Other elective courses offered include Pronunciation, Vocabulary, and Developing Skills Using Films.
DESCRIPTION OF COURSES

Reading

ESOL 0361, ESOL Reading I

This course helps beginning English-language students develop basic reading and vocabulary skills. Materials are vocabulary-controlled and based on concrete topics. Students practice reading and comprehending simple short stories and articles, writing related sentences, and developing basic library skills. Focus is on literal comprehension and developing a personally relevant vocabulary base. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085612) Prerequisite: Placement by exam.

ESOL 0362, ESOL Reading II

This course helps high beginning/low intermediate English-language students continue to develop the reading and vocabulary skills necessary for personal, academic, and professional purposes using materials based on high interest topics. The course includes practice in reading and comprehending multi-paragraph descriptive and narrative articles, stories, reports, and dictionary entries. Focus is on literal comprehension, word analysis, vocabulary expansion, dictionary skills, and the use of library resources. Writing is required to complement varied reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085612) Prerequisite: ESOL 0361 or placement by exam.

ESOL 0363, ESOL Reading III

This course continues to develop intermediate English-language students’ reading and vocabulary skills for personal, academic and professional purposes using a wide variety of text types and topics. The course includes extensive practice in reading and comprehending multi-page articles, narratives, reports, editorials, opinion essays, and reference materials, and writing related responses. Focus is on interpretation of factual material, drawing inferences and conclusions, and paraphrasing and summarizing selected passages. Writing is required to complement reading activities. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085212) Prerequisite: ESOL 0362 or placement by exam.

ESOL 0364, Reading IV

This course is designed to improve high intermediate English-language students’ reading efficiency by developing and increasing their passive and active vocabulary, literal and inferential comprehension, and reading rate. Writing is required to complement reading activities. Student will develop reading and higher order thinking skills necessary for college readiness. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. (3201085212) Prerequisite: ESOL 0363 or placement by exam.

ESOL 0365, Reading V

This course continues the instruction and reinforcement of advanced English-language students’ reading efficiency with a focus on higher-level skills required for college reading assignments. Writing is required to complement reading activities. This course develops English reading proficiency and vocabulary for academic, career, or personal purposes in speakers of languages other than English and prepares them to function in a multicultural, multilingual society. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. (3201085612) Prerequisite: ESOL 0364 or placement by exam.
Writing

ESOL 0371, ESOL Writing I
This course helps beginning English-language students develop, practice and apply the basic structures of English to perform simple writing tasks. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085412) Prerequisite: Placement by exam.

ESOL 0372, ESOL Writing II
This course helps high beginning/low intermediate English-language students increase proficiency in the writing skills necessary for basic personal, academic, and professional communication. Students use process writing techniques to write simple paragraphs and gain mastery in the use of the basic structures of the language. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085412) Prerequisite: ESOL 0371 or placement by exam.

ESOL 0373, ESOL Writing III
This course continues to develop intermediate English students’ writing skills for personal, academic and professional purposes. Students use more sophisticated grammar structures in writing well-developed paragraphs using process writing techniques. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085312) Prerequisite: ESOL 0372 or placement by exam.

ESOL 0374, ESOL Writing IV
This course helps high intermediate English students incorporate increasingly sophisticated grammar and vocabulary into longer pieces of writing using process writing techniques appropriate for personal, academic, professional written communication. Students will develop their college-level writing and focus on idea generation, drafting, organization, revision, and utilization of standard English. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085312) Prerequisite: ESOL 0373 or placement by exam.

ESOL 0375, Writing V
This course helps advanced English-language students use process writing techniques to write academic essays selecting appropriate rhetorical modes, or a combination of modes, to defend and support a theses or position. Students will focus on strategies and techniques of writing and composition. Open only to non-native speakers. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085412) Prerequisite: ESOL 0374 or placement by exam.

Oral Communication

ESOL 0381, ESOL Oral Communication I
This course helps beginning English-language students learn the key vocabulary and structures necessary for adequate basic oral communication. Students refine listening and speaking skills and increase control of the English sound system to minimize miscommunication due to pronunciation. Students who enroll in this course should have basic literacy skills in their native language and be familiar with Roman script. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085512) Prerequisite: Placement by exam.
ESOL 0382 ESOL, Oral Communication II

This course helps high beginning/low intermediate English-language students increase proficiency in the spoken language necessary for basic personal, academic, and professional communication. Students communicate with a growing degree of fluency, using newly acquired vocabulary with some degree of accuracy, and master basic language functions. Students acquire and practice strategies for comprehending statements and short spoken passages. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085512)
Prerequisite: ESOL 0381 or placement by exam.

ESOL 0383, ESOL Oral Communication III

This course continues to provide dynamic communicative practice for students whose primary language is other than English. Intermediate students increase their degree of fluency, accuracy, and comprehension in listening and speaking skills necessary for personal, academic, and professional communication. They develop skills at using functional language in a variety of relevant contexts. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085212) Prerequisite: ESOL 0382 or placement by exam.

ESOL 0384 ESOL, Oral Communication IV

This course helps high intermediate students use sophisticated grammar structures and precise vocabulary in speaking and are able to comprehend short lectures or presentations on a variety of academic, business, or social topics. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. (3201085512) Prerequisite: ESOL 0383 or placement by exam.

ESOL Grammar

ESOL 0391, ESOL Grammar I

This course is designed to help students with very little English proficiency to understand and use basic English grammar correctly in both written and spoken communication. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences. (3201085712) Prerequisite: Placement by exam.

ESOL 0392, ESOL Grammar II

This course helps high beginning/low intermediate English students continue to develop grammar skills by providing extensive and varied practice that encourages growth in all areas of language use. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs. (3201085712) Prerequisite: ESOL 0391 or placement by exam.

ESOL 0393, ESOL Grammar III

This course continues to develop the existing knowledge of grammatical structures and helps students to acquire new ones. Emphasis is placed on the complex verb tenses, passive voice, and compound sentences. This course will help students apply grammatical accuracy to their writing and speaking. (3201085912) Prerequisite: ESOL 0392 or placement by exam.

ESOL 0394, ESOL Grammar IV

Students continue the study of grammatical structures required for quality oral and written academic communication. They develop skills in understanding form, meaning and usage of complex
grammatical structures including gerunds and infinitives, conditionals and complex sentences with
noun, adjective and adverb clauses. (3201085912) Prerequisite: ESOL 0393 or placement by exam.

**ESOL 0395, ESOL Grammar V**

This course is designed to increase students’ knowledge and usage of advanced English grammar, to
improve grammatical accuracy in writing and to develop strong editing skills. Theme-based grammatical
presentation, inductive exercises and common errors related to target structures are presented using
authentic academic contexts. Students focus on developing Standard English grammar usage for
academic purposes. Open only to non-native speakers. (3201085712)
Prerequisite: ESOL 0394 or placement by exam.

**ESOL Other Courses**

**ESOL 0310, ESOL Integrated Reading/Writing**

This course is an Integration of critical reading and academic writing skills. The course fulfills TSI
requirements for reading and writing. (3201085912)
Prerequisite: Placement by testing or instructor approval.

**ESOL 0308, ESOL Language Skills Workshop**

This course refines the use of communication skills necessary for personal, academic, and business
communication. It incorporates negotiated student/instructor-generated content and accommodates
individual goals in a workshop format. Open lab available. This course carries institutional credit but will
not transfer and may not be used to meet degree requirements.

**LINKED ENROLLMENT**

Continuing Education works closely with the institutional semester credit hour (SCH) program to offer
linked enrollment classes in which both credit and Continuing Education students are enrolled in the
same section. These classes last the entire semester or any portion thereof. Students who register for
these classes must meet the requirements as established by the instructor to satisfactorily complete
the class. Students registered through Continuing Education will earn Continuing Education Units
(CEUs); those registered through credit will earn semester credit hours (SCH).
Lone Star College is authorized to issue the I-20 form that the student needs to obtain an F-1 student visa for full-time intensive English study. Please email the college at cfstudentvisa@lonestar.edu for complete information.

1. A complete Application for Admissions form.
2. A notarized letter indicating evidence of sufficient financial support for the academic year.
3. Most recent academic transcript.

### ACADEMIC CALENDAR

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<th>FALL 2018</th>
<th>SPRING 2019</th>
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<tbody>
<tr>
<td>August 27 – December 16</td>
<td>January 14 – May 12</td>
<td>1st session- June 3 – July 9</td>
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<td></td>
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<td>2nd session: July 11- Aug. 18</td>
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### GUIDING PRINCIPLES OF THE CURRICULUM

#### LANGUAGE SKILLS

The ESOL Program provides an introduction to the language and culture of the English-speaking world. By the time you complete the program, you will have acquired a command of the key vocabulary and structures necessary for personal and business communication as well as an insight into American customs and values. The program features the best of what has come to be known as "communicative language teaching," including recent developments in creating interactive, learner-centered classrooms. It provides students with natural, meaningful contexts in which to practice the communicative functions of the language. The basic objectives of the program are 1) to help students with limited English proficiency become proficient in the language, 2) to present the language within the context of the contemporary English-speaking culture and 3) to prepare students to continue their academic studies at the college or at another institution.

We have adopted a pragmatic approach and have purposely avoided relying on any single theory of language learning. Our guiding principle has been to present the material in a way that will elicit a high level of student participation in the learning process. To this end, we have evaluated a variety of pedagogical techniques and have selected those which have given the best results both inside and outside the formal classroom. This interweaving and integration of techniques is at the heart of the ESOL Program. Teachers can adapt the program to their own teaching styles and to the needs of their students.

The program is organized around two areas:

- **competencies** - what learners need to be able to do with English in real-life situations and in academic settings
- **functions** - how people use language: to ask and answer situation-specific questions, to state opinions, to agree and disagree, to make suggestions, to ask for clarification, etc.

### CROSS-CULTURAL TRAINING

A determining factor in student success is the ability to adapt to a different, and sometimes hostile, environment. To help learners overcome this barrier, cross-cultural training is also provided throughout the program as a part of language instruction. This cultural training is not only related to learning about

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PROCEDES FOR INTERNATIONAL STUDENT ADMISSIONS
American cultural beliefs and work practices, but is an experience in learning how to get along better with people in one’s own life and to develop the capacity to meet and respond to behavior of ethnically different people in a manner that is mutually beneficial. This training also emphasizes that having the right attitude toward school and work and providing quality performance is as important as having the right skills. It helps students develop a concept of efficiency and quality standards that will enable one to adapt to the requirements and challenges of school, work, and everyday living.

Although the curriculum is designed to provide a clear and understandable entry into North American culture, it values all the cultures found in the ESOL classroom. Students have constant opportunities to become “culturally fluent” in US culture while they are learning English, but they also have the chance to think about the cultures of their classmates and even understand their home culture from different perspectives.

**ONLINE LEARNING**

ESOL Distance Learning classes take place in a unique, online environment called D2L. This format is very different from the traditional classroom setting that most students have experienced. Please investigate the links at [http://www.lonestar.edu/lsc-online/courses-offered.htm](http://www.lonestar.edu/lsc-online/courses-offered.htm) to evaluate the compatibility of your needs and learning style with a distance learning course.

Distance learning is comprised of both online and hybrid classes.

**Online classes** allow students to obtain college credit without the need for traveling to one of the Lone Star College campuses. The content and transferability of the courses are the same as traditional on-campus courses. In a manner similar to courses offered on-campus, instructors in online courses use a variety of learning activities via distance such as discussion, class projects, exams, presentations, and written papers.

**Hybrid/Flex classes** are those where face-to-face instructional delivery is regularly replaced by alternative delivery methods such as the Internet. All courses are offered under the guidance of a qualified instructor and many require students to complete orientation activities at the beginning of the course. Students taking these courses have the same rights and responsibilities as they do in traditional campus-based courses.

The ESOL program offers various online and hybrid classes. Please consult the current Credit and Continuing Education schedules.

**ON-CAMPUS LEARNING RESOURCES**

LSC-CyFair offers a wide variety of learning resources to accelerate your acquisition of the English language. All of the facilities and resources are equipped with knowledgeable personnel and state-of-the-art technology. Below is a brief outline of each resource. Feel free to visit individual websites for more information.

**LANGUAGE LABS**

**LSC-CYFAIR**

The purpose of the library and Language Labs is to provide you with appropriate academic services and facilities to improve your current skills, learn new skills, and develop effective strategies for life-long learning. Services are designed to be flexible enough to meet the demands of a changing population, to accommodate different learning styles, and help you persist in order to achieve your educational goals.

The English for Speakers of Other Languages Program encourages you to choose from a wide variety of materials from our Language Labs. By using the computer laboratory, you can obtain additional language study and practice. Lab coordinators are available to show you how to use the computer lab.
### LANGUAGE LAB HOURS

<table>
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<tr>
<th>Day</th>
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<tr>
<td>Monday - Thursday</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
<td>11:00 am – 4:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

### LEARNING COMMONS LSC-FAIRBANKS

The LSC-Fairbanks Learning Commons provides on-site use of computer and literature resources. It is located in LSC-Fairbanks Room 115 and is equipped with 28 computers. Here students can access internet, use various language software programs, reserve materials, check out video tapes and audio cassettes and use photocopiers. For more information about all the services the LSC-Fairbanks Learning Commons provides, check out the webpage [http://www.lonestar.edu/lsc-fairbanks-center-learning-commons.htm](http://www.lonestar.edu/lsc-fairbanks-center-learning-commons.htm)

### LEARNING COMMONS HOURS

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>7:00 am – 8:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 am – 2:00 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 am – 2:00 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

### ACADEMIC SUCCESS PROGRAM

The Academic Success Center is located on the second floor of the library and has free tutors to help you with reading, writing, study skills, math, and other subject areas. The Writing Center tutors will talk to you about any stage in your writing project – initial stage, drafting, revising or editing. You can call 281-290-3279, email cfwc@lonestar.edu, or come in to make an appointment.

### Tutoring Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>9:30 am - 7:30 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>9:30 am - 3:30 pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>10:30 am - 2:30 pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
</tr>
</tbody>
</table>

In addition, the Academic Success Center presents workshops and other learning activities. Please check the campus closed-circuit T.V., your instructor, and campus information boards for times, dates, locations. Check out the Tutoring Home Page at [http://www.lonestar.edu/tutoring-cyfair.htm](http://www.lonestar.edu/tutoring-cyfair.htm)

### ASSESSMENT CENTER

The Assessment Center serves you by assessing your knowledge and skills. It provides a secure testing environment and is flexible to provide and accommodate your assessment needs. The Assessment Center is located in CASA 104. At the LSC-Fairbanks, it is housed in the Learning Commons in Room 115B.
The Accuplacer ESL exam is administered to place students in ESOL classes. There is a fee of $24 for the entire test or $8 for an individual section of the exam, but students must get approval from an advisor prior to testing.

The Computer-adaptive ESOL Placement Testing Programs are based on the concept of linking specifically developed ESOL test scores and measurements to specific skill proficiency statements describing what you can currently do in each of these areas. Armed with this information, we can then efficiently and effectively guide your placement into the appropriate ESOL courses related to your needs as indicated by the proficiencies you have demonstrated. The tests measure your ability in Reading, Grammar Usage, Listening, and Writing. The tests can be taken on a walk-in basis. Approximately 2 to 3 hours is needed to take these tests. Testing cannot begin 60 minutes prior to closing.

In addition to the ESOL placement tests, a wide variety of tests (such as vocational interest inventories, aptitude tests, study habits inventories and intelligence measures) are available. Lone Star College is an official test center for the TSI and other required tests. t
http://www.lonestar.edu/testing-cyfair.htm

<table>
<thead>
<tr>
<th>Hours</th>
<th>Barker Cypress</th>
<th>LSC-Fairbanks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
<td>8:00 a.m. - 8:00 p.m.</td>
<td>8:00 a.m. - 8:00 p.m.</td>
</tr>
<tr>
<td>Friday</td>
<td>9:00 a.m. - 4:30 p.m.</td>
<td>8:00 a.m. - 4:30 p.m.</td>
</tr>
<tr>
<td>Saturday</td>
<td>9:00 a.m. - 2:00 p.m.</td>
<td>9:00 a.m. - 2:00 p.m.</td>
</tr>
<tr>
<td>Sunday</td>
<td>Closed</td>
<td>Closed</td>
</tr>
</tbody>
</table>

The Harris County Public Library – LSC-CyFair Branch is the twenty-sixth branch of a large and growing system county library system. This fully integrated library has been designed to serve the academic, professional, leisure and lifelong learning needs of the students, staff and community. The physical space includes quiet areas, group study rooms, and meeting and conference rooms to create a vital climate for active learning. You can even use the self-check stations near the customer service desk for self-serve library checkout!

The library provides print and non-print resources and services to meet the curricular, vocational, and recreational needs of our students. Students are afforded computer access to a variety of information in electronic form including bibliographic indexes to journals, Internet resources, and multimedia publications.

Library Cards
The Library Card is necessary for borrowing books and other materials. Card privileges are not transferable. If you have another Lone Star ID/library card already, you will still need to get a CyFair ID/library card if you are currently taking classes and/or employed at the Barker Cypress (BC) or Fairbanks (FB) campuses.

My Library Account
You can login to your library account by entering your library card number and PIN to:

- Review items checked out, hold requests, or overdue materials
- Request extra borrowing time for checked out items by selecting the renew option
- Cancel items on hold
- Review your personal profile include e-mail address
- Check fines or blocks

LIBRARY
**Non-print Collection**
A collection of films, cassettes, video tapes, sound filmstrips, and slides are housed in the library. Non-print is available for in-house use, with the exception of audiocassettes which may be checked out. The Library has non-print viewing and listening equipment.

**Interlibrary Loan**
If you cannot find articles in library databases or books and other items in the library catalog, the library staff can request items from local, state, or national libraries using interlibrary loan. Check WorldCat® (the OCLC® Online Union Catalog - includes listings from libraries worldwide) for items that may be requested.

**Research Assistance**
The librarians will provide research assistance at the first and second floor reference desks. The desks are staffed during the hours of library operation. Please do not hesitate to ask for help.

**Study Rooms**
The library offers 5 group study rooms and 2 meeting rooms for use by college and community groups. Group study rooms may be booked a week in advance for a maximum of 2 hours each day at the 2nd floor reference desk in the library or by calling 281-290-3218.

**Photocopiers**
Photocopiers are located on the first and second floors of the library.

**Reserve Materials**
Books and other materials on reserve are at the Circulation Desk on the first floor. Reserve materials consist of class-assigned reading materials, selected textbooks, non-print, and special items. You must submit a valid library card or driver's license which will be held while reserve materials are being used within the library. Most materials must be used in the library, but some may be checked out of the library for varying periods. Failure to return reserve materials on time will result in fines and holds being placed on your record.

**Download Digital Books & Music**
Search the Harris County Public Library's Digital Media Catalog and download free software to listen to digital materials at home, at work, or when you travel. All items must be returned no later than 15 minutes before the library closes, and should not be removed from the building. A replacement fee will be charged for items not returned in addition to other charges listed on a borrower form if used.

<table>
<thead>
<tr>
<th>LIBRARY HOURS</th>
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</thead>
<tbody>
<tr>
<td>Monday - Thursday</td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
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<tr>
<td>Sunday</td>
</tr>
</tbody>
</table>

**NON-ACADEMIC SERVICES**
At LSC-CyFair we understand that in order to make the most of your studies, you might need some help or orientation in other non-academic areas. LSC-CyFair has a bilingual staff that will provide you with the non-academic support that you need. If you need a letter to your employer regarding your studies, have a technical question about your course or its content, need help in planning your academic future or need a referral for any type of problem, we will help you. All you have to do is just ask us. From the staff assistant to the dean, we are here to make sure that your studies are a success!

LSC-CyFair also provides social activities for the students. These activities vary and include a Thanksgiving Party, End-of-year extravaganza and also include activities organized by the Global Friendship Club.
Each student in LSCS is automatically assigned a free campus email account. Students can auto-forward to their personal email account (e.g., Yahoo!, Hotmail, etc.) and can access the college email account using a mobile device.

Access to the college’s e-mail and similar electronic communication systems is a privilege, and certain responsibilities accompany that privilege. You are expected to demonstrate the same level of ethical and professional manner as is required in face-to-face or written communications. Anonymous or forged messages will be treated as a violation of this policy.

Unauthorized attempts to access another person's E-mail or similar electronic communications or other computer program or the use of another's name, E-mail or computer address or workstation to send E-mail or similar electronic communications is prohibited and may subject you to disciplinary action.

Counseling and Advising Offices provide individual attention to all students enrolled in the college. These services assist you in achieving educational and personal goals. You are encouraged to make realistic choices between curricula that are specifically designed to prepare you for an occupation upon completion of course work at LSC-CyFair and those that are designed for an extended academic education in four-year institutions. Counselors and advisors are available for day and evening appointments. We encourage you to contact a counselor or advisor when any of the following services are needed:

- **Educational-Academic Counseling** - You find help in selecting a major, resolving academic difficulties, and planning for further educational pursuits.
- **Career Exploration** - You are able to acquire information concerning your abilities, interests and personality traits which is helpful in choosing a satisfying vocation. Occupational information is available in the Counseling Office, the Career Placement Office, and the Learning Resource Center.
- **Human Enrichment Seminars** - Group counseling gives support in values clarification, goals, life adjustments and other concerns.
- **New Student Information Sessions** - Students enrolling in College for the first time will be oriented to the college experience and assisted in course selections at small-group sessions before registration. This is optional for ESOL students.
- **Referral Service** - When requested, the Counseling Office refers you to specialized services in the geographical area.

Employment services are available to students for both part-time and full-time on-campus and off-campus employment. These services include:

- Current job openings (posted on the placement opportunities bulletin board):
- Referral service to employers for interviews;
- On-campus interviews with visiting employer representatives;
- Career information regarding specific careers, employment trends, pay scales and job search skills, such as resume writing and interviewing techniques.
LSC-CyFair athletics consists of basketball, tennis, soccer, and dance teams that compete with other colleges. Intramurals consists of individuals and teams formed by LSC-CyFair students, faculty, and staff that compete in various sports against each other and across the district. These include sand volleyball, flag football, dodgeball, kickball, soccer, softball, Survivor, Amazing Geocache Race, and tennis doubles.

Complete with a weight room, dance studio, and dressing rooms, the fitness center is accessible to all full-time and part-time students and employees. Other sports facilities include tennis courts, a basketball pavilion, a beach volleyball court, a running trail, soccer fields and baseball backstops.

While on campus, ESOL students are welcome to join various student organizations and get involved in American student life. For a complete list go to http://www.lonestar.edu/clubs-cyfair.htm

The following are some of the organizations available to you.

**Global Friendship Club** – The purpose of the Global Friendship Club is to allow any current student in the college to participate in activities and that promote Community Involvement and enhance Communication Skills.

Contact: Carolyn Ho – Chiang –Yao.Ho@lonestar.edu (281-290-3980)
Macarena Aguilar – macaguilar@lonestar.edu (281-290-3927)

Examples of other clubs include Chess Club, Creative Writing Club, Criminal Justice Club, Future Professional Educators, and International Heritage Society.

All Lone Star College students and visitors who operate or expect to operate a vehicle on college property are required to register their vehicle online with the Parking Administration Office of the Lone Star College Police Department and obtain a parking permit. The college reserves the right to require a proof of ownership of the vehicle being registered. You can request a parking permit online at http://www.lonestar.edu/parking.htm.

The LSC-CyFair Public Safety Office is here to provide a safe environment for learning, teaching, and working. We employ both commissioned police officers, who have the same powers and abilities as any other police officer, as well as non-commissioned security guards, who are civilian employees that support the public safety office by providing extra eyes and ears, and who deal with non-police calls for service, allowing the police officers to concentrate on proactive patrol of the colleges. Police officers wear blue shirts, and have badges and shoulder emblems that say “police.” Security guards wear white shirts, and do not have badges. Their shoulder emblem, and their photo ID cards say “Guard.” Police officers carry department-approved handguns, whereas Security guards are unarmed.

The public safety office provides a full range of police services, including escorts, motorist assists, and safety information. If you have any questions or concerns, please approach any of our police officers or security guards that you see patrolling our campuses on foot, on bicycles, in golf carts, or in marked police cars. They will be happy to talk with you, and will either provide you the information you need, or will direct you to someone else for help in resolving your issue.

We want your experience with LSC-CyFair to be positive, pleasant, and above all, safe. Please do not hesitate to contact us if we can be of assistance.
**How Do I Report A Crime Or Other Emergency?**
The LSC-CyFair College Department of Public Safety has positioned telephones that call directly to the Campus Police Department. These telephones are located in every building on campus and facilitate the reporting of criminal or suspicious activity on our campus.

**How Will The Police Officers Respond?**
A college police officer responds to all calls for service and will investigate and report all incidents that occur. The nature of the incident will dictate which resources will be used to respond to that incident. If the incident involves a criminal complaint, the appropriate charges will be filed by the investigating officer.

**Who Is Allowed Access To Campus Facilities?**
The LSC-CyFair campus is open to enrolled students, faculty and members of the community who are participating in an organized activity or event. Police officers or college personnel may request presentation of a LSC-CyFair student ID, a state-issued identification or a Texas drivers’ license. The Texas Education Code allows authorized LSC-CyFair personnel to refuse campus access to individuals who are not taking part in an organized activity or other campus business. College personnel reserve the right to ask individuals to peaceably leave campus. There are LSC-CyFair police on duty 24 hours a day.

**Does LSC-CyFair Sponsor Campus Safety Activities?**
LSC-CyFair coordinates several safety activities during the school year. Each fall, the campus recognizes National Campus Crime Awareness Week, sponsoring a series of crime prevention programs. The college also recognizes law enforcement officers during Law Day in the spring.

Throughout the semester, the Police Department, Counseling Office, Behavioral Sciences division and the Wellness program bring in speakers on topics such as personal safety, crime prevention, domestic violence and date/acquaintance rape.

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**EMERGENCY AND OTHER PHONE NUMBERS FOR THE CY-FAIR AREA**

<table>
<thead>
<tr>
<th>911 OFF campus, 5911 ON campus</th>
<th>POLICE--FIRE--AMBULANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>281.290.3979</td>
<td>LSC-CyFair Police Department</td>
</tr>
<tr>
<td>832.782.5014</td>
<td>LSC-Fairbanks Police Department</td>
</tr>
<tr>
<td>281.290.5960</td>
<td>Campus maintenance 7:30 am-midnight</td>
</tr>
<tr>
<td>281.550.6663</td>
<td>CyFair Volunteer Fire Department</td>
</tr>
<tr>
<td>281.550.6663</td>
<td>Emergency Medical Service (EMS), Ambulance</td>
</tr>
<tr>
<td>713.755.1000</td>
<td>Harris County Sheriff's Office</td>
</tr>
<tr>
<td>1.800.764.7661</td>
<td>Poison Control Hotline</td>
</tr>
<tr>
<td>713.228.505</td>
<td>Crisis Hotline</td>
</tr>
<tr>
<td>1.800.252.5400</td>
<td>Children's Protective Services (to report abuse)</td>
</tr>
<tr>
<td>713.528.2121</td>
<td>Houston Area Women's Center</td>
</tr>
<tr>
<td>281.292.4155</td>
<td>Montgomery County Women's Center</td>
</tr>
<tr>
<td>713.528.7273</td>
<td>Rape Crisis Hotline</td>
</tr>
<tr>
<td>713.686.6300</td>
<td>Alcoholics Anonymous</td>
</tr>
<tr>
<td>713.941.9214</td>
<td>Narcotics Anonymous</td>
</tr>
<tr>
<td>1.800.711.6375</td>
<td>24-hour Hotline</td>
</tr>
<tr>
<td>713.520.5502</td>
<td>Houston Council on Alcoholism &amp; Drug Abuse</td>
</tr>
</tbody>
</table>
LOST AND FOUND

If you think you may have lost an item in a campus building, such as keys or electronics check with personnel there first - they may still have it. If it has been several days, check with the police. Note that the police does not keep any item of clothing such as a sweater or jacket. The Police Department is found next to the library.

INSURANCE

Mandatory F-1 Student Health Insurance: F-1 students on a LSC I-20

Lone Star College (LSC) requires that all F-1 visa international students, with a Lone Star College (LSC) issued I-20, maintain health insurance coverage as a condition of enrollment. To avoid registration delays, F-1 students on a LSC I-20 should see the SHIP webpage for more information on how to meet the requirement.

Beginning Fall 2016, student accounts will no longer be charged for the F-1 student health insurance fee. F-1 students with a LSC Form I-20 who are not approved for a waiver will need to purchase the insurance from the LSC-approved Student Health Insurance Plan (SHIP) Administrator before they will be allowed to register for classes. Concurrently enrolled F-1 students and students who are pending a Change of Status to F-1 will need to provide proof of exemption. http://www.lonestar.edu/international-student-medical-info.htm

ATTENDANCE POLICIES

To pass the course, students must attend class regularly and complete all assignments. Missed tests and incomplete assignments will be counted as zero unless arrangements have been made in advance. Because it is so important for your and your classmates’ learning, it is essential that you come to class every day, on time. If you are more than five minutes late to class, you will be marked tardy, and three tardies equals one hour of absence. The maximum number of absences depends on the course you are taking. Please consult your syllabus. If all students are on time, learning begins, and no one’s time is wasted. Students are expected to adhere to academic integrity guidelines appropriate to U.S. culture. You teacher will talk about these guidelines in class.

ACADEMIC INTEGRITY

Lone Star College is committed to a high standard of academic integrity in the academic community. In becoming a part of the academic community, you are responsible for honesty and independent effort. Failure to uphold these standards includes, but is not limited to, the following: plagiarizing written work or projects, cheating on exams or assignments, collusion on an exam or project, and misrepresentation of credentials or prerequisites when registering for a course. Cheating includes looking at or copying from another student’s exam, orally communicating or receiving answers during an exam, having another person take an exam or complete a project or assignment, using unauthorized notes, texts, or other materials for an exam, and obtaining or distributing an unauthorized copy of an exam or any part of an exam. Plagiarism means passing off as your own the ideas or writings of another (that is, without giving proper credit by documenting sources). Plagiarism includes submitting a paper, report, or project that someone else has prepared, in whole or in part. Collusion is inappropriately collaborating on assignments designed to be completed independently.

When there is clear evidence of cheating, plagiarism, collusion, or misrepresentation, a faculty member will take disciplinary action including but not limited to: requiring you to retake or resubmit an exam or assignment, assigning a grade of zero or ‘F’ for an exam or assignment; or assigning a grade
of "F" for the course. Additional sanctions including being withdrawn from the course, program, or expelled from school may be imposed on a student who violates the standards of academic integrity.

### GRADING STANDARDS

The academic standards of LSC-CyFair are based on a philosophy of maximizing student progress toward successful course and program completion. Recognizing that academic success in college requires maturity and dedication to regular and well-defined study habits, the academic standards criteria are designed to monitor your progress and to allow college staff to intervene and provide assistance to students who have difficulty meeting minimum requirements for successful course or program completion.

Credit students are graded according to the following grade scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>INTERPRETATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent Performance</td>
</tr>
<tr>
<td>B</td>
<td>Good Performance</td>
</tr>
<tr>
<td>C</td>
<td>Acceptable Performance</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
</tr>
<tr>
<td>IP</td>
<td>Course in progress</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Continuing Education students are awarded Continuing Education Units (CEUs) for successful completion of the courses. CEUs are recognized internationally as a measure of substantive professional education and training. One CEU is 10 contact hours of successful participation/completion in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction. Students receive certificates upon completion of their English for Speakers of Other Languages courses. 6.4 CEUs are awarded for all ESOL courses. Upon successfully completing each course, students will receive a certificate of completion. Otherwise, a certificate of attendance is issued upon the student’s request.
| Level 1   | 1. Identify the stated main idea of a short passage on a familiar topic.  
          | 2. Distinguish between general ideas and specific information.  
          | 3. Extract basic information from simple illustrations such as graphs and charts.  
          | 4. Determine the meaning of unfamiliar vocabulary from context.  
          | 5. Use a monolingual ESOL learner’s or picture dictionary to develop basic dictionary skills and build basic vocabulary. |
| Writing  | 1. Write simple sentences.  
          | 2. Write simple descriptions and narrations about familiar topics.  
          | 3. Write a main idea sentence and several detail sentences about that main idea.  
          | 4. Follow basic conventions of capitalization and punctuation to demonstrate understanding of sentence boundaries.  
          | 5. Follow basic spelling conventions. |
| Oral Communication | 1. Respond to basic spoken instructions, questions, and face-to-face conversations containing familiar vocabulary.  
                       | 2. Speak about familiar topics and daily activities using correct vocabulary, grammar, and pronunciation.  
                       | 3. Ask and answer questions based on simple oral dialogues and passages or to clarify instructions.  
                       | 4. Use and respond to common reductions and contractions.  
                       | 5. Give a short oral presentation on a familiar, concrete topic. |
| Grammar  | 1. Form and use the present, past, and future of the verb TO BE.  
          | 2. Use common verbs in present, past, and future.  
          | 3. Form YES/NO and WH-questions.  
          | 4. Use imperatives.  
          | 5. Identify and use common count and non-count nouns.  
          | 6. Use articles and basic expressions of quantity with nouns correctly.  
          | 7. Identify and use: subject pronouns, object pronouns, demonstrative pronouns, possessive adjectives, and possessive nouns. |
| Level 2   | 1. Apply a variety of pre-reading strategies such as previewing, skimming, scanning, and predicting to set a purpose for reading and to increase reading comprehension.  
          | 2. Apply reading skills to identify the stated main idea, locate supporting details, identify a sequence of events, and distinguish between fact and opinion in a paragraph or simple multi-paragraph text.  
          | 3. Extract literal information from charts, graphs, photographs, and other illustrations.  
          | 4. Determine the meaning of unfamiliar words and phrases using context and word form clues.  
          | 5. Use a monolingual ESOL learner’s or picture dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items. |
| Writing  | 1. Write simple and compound sentences.  
          | 2. Use pre-writing techniques (e.g. brainstorming, outlining, mapping) to generate and organize ideas.  
          | 3. Write a short, well-organized paragraph with topic sentence, support, and conclusion in several rhetorical modes such as descriptive, narrative, and process.  
          | 4. Revise paragraphs for content and organization.  
          | 5. Edit for vocabulary and sentence structure. |
### Oral Communication

1. Respond to spoken conversations and short oral texts that use familiar vocabulary in new contexts.
2. Ask and respond to simple questions using basic question and statement intonation patterns.
3. Express possibility and necessity, give instructions, make requests, ask for clarification, and discuss plans.
4. Use level-appropriate grammar, pronunciation, reductions, and contractions.
5. Give a short oral presentation on a familiar topic.

### Grammar

1. Use verbs in simple present, present progressive, simple past, and past progressive.
2. Form and use present perfect.
3. Use simple modal verbs.
4. Form and use comparative and superlative adjectives.
5. Use adverbs and expressions of frequency and time.
6. Use articles and quantifiers with nouns and pronouns correctly.
7. Differentiate between simple and compound sentences.

### Reading

1. Identify stated or implied main ideas and supporting details in moderately demanding texts.
2. Outline, summarize, and paraphrase selected sentences or passages orally or in writing.
3. Extract both literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations.
4. Determine the meaning of unfamiliar words or familiar words in new contexts by using context clues and word forms.
5. Use a monolingual English dictionary to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.

### Writing

1. Write simple, compound, and complex sentences.
2. Use pre-writing techniques to generate and organize ideas.
3. Write paragraphs and short (three-four paragraph) essays that are well-organized and developed with adequate support in a variety of rhetorical modes such as comparison/contrast, definition/example, and opinion.
4. Revise writing for content and organization.
5. Edit for vocabulary, sentence structure, and paragraph form.

### Level 3

### Oral Communication

1. Respond to short audio listening segments by summarizing main ideas and details, answering questions, and discussing the topic.
2. Participate in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary.
3. Express abstract ideas, give advice and opinions, agree and disagree, express ability and possibility, and make comparisons and predictions.
4. Speak with few hesitations and pauses, using level-appropriate grammar, pronunciation, and intonation.
5. Give an oral presentation on an assigned topic.

### Grammar

1. Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect, and simple past verb tenses.
2. Use basic infinitives and gerunds.
3. Use present and past participles.
4. Identify and use verbs in the passive voice.
5. Form sentences with simple time and conditional clauses.
6. Use a variety of modals.
<table>
<thead>
<tr>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.</td>
</tr>
<tr>
<td>2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.</td>
</tr>
<tr>
<td>3. Describe, analyze, and evaluate information within and across a variety of texts.</td>
</tr>
<tr>
<td>4. Identify and analyze the audience, purpose, and message across a variety of texts.</td>
</tr>
<tr>
<td>5. Describe and apply insights gained from reading a variety of texts.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>1. Compose a variety of texts that demonstrate clear focus, the logical development of ideas, and the use of appropriate language that advances the writer’s purpose.</td>
</tr>
<tr>
<td>2. Determine and use effective approaches and rhetorical strategies for given writing situations.</td>
</tr>
<tr>
<td>3. Generate ideas and gather information relevant to the topic and purpose, incorporating the ideas and words of other writers in student writing using established strategies.</td>
</tr>
<tr>
<td>4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.</td>
</tr>
<tr>
<td>5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.</td>
</tr>
<tr>
<td>6. Edit writing to conform to the conventions of standard English.</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
</tr>
<tr>
<td>1. Demonstrate understanding of authentic oral texts (e.g. lectures, news casts, podcasts) that contain sophisticated vocabulary and structures by successfully completing comprehension tasks, such as answering questions, note-taking, outlining, paraphrasing, summarizing, or evaluating the content, etc. [comprehension tasks such as identifying main, supporting ideas, and implied meaning are subsumed.]</td>
</tr>
<tr>
<td>2. Plan and deliver formal oral presentations using appropriate vocabulary and syntax, recognizable organization, clear pronunciation, non-verbal cues, and appropriate volume and intonation, and respond appropriately to questions.</td>
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<tr>
<td>3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g. intonation, rhythm, word and sentence stress).</td>
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<tr>
<td>4. Demonstrate the ability to use a range of formal and informal language appropriate to context.</td>
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<tr>
<td>5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.</td>
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<tr>
<td>6. Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution.</td>
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<tr>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td>1. Discriminate between the use of the past perfect, past progressive, and past perfect progressive.</td>
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<tr>
<td>2. Use modal auxiliaries in the present, past, progressive, and passive.</td>
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<tr>
<td>3. Identify and verbals: participles, gerunds, and infinitives.</td>
</tr>
<tr>
<td>4. Identify and use causative verbs.</td>
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<td>5. Express complex relationship through the appropriate use of adjective, noun, and adverb clauses.</td>
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<td>6. Use conditionals and the subjunctive.</td>
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<tr>
<td>7. Use direct and indirect speech.</td>
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<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>1. Comprehend and summarize texts, including the identification main idea, supporting details, audience, and purpose of text.</td>
</tr>
<tr>
<td>2. Interpret and critically analyze author's bias, purpose, and perspective in academic materials.</td>
</tr>
<tr>
<td>3. Make inferences and draw conclusions from a variety of college level texts.</td>
</tr>
<tr>
<td>4. Respond critically, orally, and in writing to various kinds of college level texts.</td>
</tr>
<tr>
<td>5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</td>
</tr>
<tr>
<td>6. Demonstrate knowledge of cultural and historical references to American society in written materials.</td>
</tr>
</tbody>
</table>

| **Writing** |
| 1. Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode. |
| 2. Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing. |
| 3. Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses. |
| 4. Write coherent and cohesive sentences in a variety of common patterns. |
| 5. Recognize and use proper English mechanics. |
| 6. Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines. |

| **Oral Communication** |
| N/A |

| **Grammar** |
| 1. Use verb tenses and voice with proficiency. |
| 2. Use simple, compound, and complex sentence structures including phrases and clauses with proficiency. |
| 3. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency. |
| 4. Use appropriate word choice, word form, and word order with proficiency. |
| 5. Recognize and edit for syntactical errors such as subject-verb agreement, pronoun reference, parallel structure, and tense shifts. |

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**ACADEMIC APPEALS**

An academic appeal means a formal request by a student to change a grade or to challenge a penalty imposed for violation of standards of academic integrity such as plagiarism or cheating. A request to change a grade must be made within twelve months of award. A grade may only be changed by an instructor or by the Academic Appeals Committee.

An academic appeal must meet one of the following conditions: (1) error in calculation of grade; (2) deviation from the syllabus or district policy manual; (3) academic disparate treatment of student that is not addressed by EEO processes; or (4) inappropriate penalties imposed for an academic integrity violation. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor’s professional judgment of the quality of your work and performance is also not an admissible basis for an academic appeal.
Procedure
Before you may bring an academic appeal, you should first meet with the instructor to request that a change be made. If you are not satisfied with the outcome or cannot make contact with the instructor, you may meet with the Deans, Jason LaPres or Bridgette Sellers, to determine if resolution can be reached.

If resolution is not reached, you will state specifically the basis of the appeal in writing to the Vice President of Instruction (VPI). If the VPI determines that the appeal does not meet the requirements of this policy, this will be communicated to you in writing. If it is determined that the appeal is appropriate under this policy, the Academic Appeals Committee will be convened to consider the complaint. You will be notified regarding the Academic Appeals Committee meeting date, your rights, and next steps in the process.

ACADEMIC APPEALS COMMITTEE

An Academic Appeals Standing Committee is appointed at each college for one year by the Chief Academic Officer and consists of:

1. Four full-time faculty members who will be appointed by the Chief Academic Officer. One of the four faculty members will be appointed by the Chief Academic Officer as Chairperson of the committee.

2. Two students who will be nominated by the Chief Academic Officer.

3. Members will be replaced or added by the Chief Academic Officer if conflict of interest is apparent or specific expertise is required in regard to the circumstances of an appeal.

Hearing Procedure

The committee is convened by the chairperson in a timely manner, and conducts its activities in private. You and the faculty member are permitted to present witnesses and evidence relevant to the appeal.

The committee is not bound by rules of evidence, and conducts its hearing in an informal manner. You or the faculty member may have a representative during the hearing. A two-thirds majority vote is required to overrule the grade, penalty or academic action at issue.

The Committee informs the VP of Student Success (VPSS) of its decision. The VPSS will notify you and the faculty member in writing of the committee’s decision.

Appeal

The decision of the Academic Appeals Committee is final. For more information please go to: http://www.lonestar.edu/academic-appeal.htm

STUDENT CONDUCT AND DISCIPLINE

The general morale of the student body is dependent upon many factors; among these are the success of its graduates, the attitude of the faculty and administration, the general behavior of individual students and the reputation of the school. We believe that a primary factor in strong student morale is an overall regard for good citizenship on the part of the student body. The district assumes that students eligible to perform on the college level are familiar with the ordinary rules governing proper conduct and that they will observe these rules as a matter of training and habit.
Regulations of the College forbid gambling, the use of controlled substances and alcoholic beverages, and the appearance of anyone under the influence of any of these on the campus or when attending or participating in activities sponsored by the College.

The possession of firearms (without the required permits), illegal knives, and prohibited weapons on College facilities, including parking areas and publicly accessed facilities, is a violation of criminal law and board policies. Persons who violate the law and these policies will be subject to serious consequences, including referral for criminal prosecution and dismissal from school.

No person or group of people acting in concert may willfully engage in disruptive activity or disrupt a lawful assembly on any campus or property of Lone Star College; further, the administration is charged with the responsibility of keeping the college free of disruptive activities and may take whatever disciplinary action is deemed necessary in instances of disruption or threat of disruption.

You are expected to dress and groom yourself in an appropriate manner while on campus or while participating in activities sponsored by the College. Students whose conduct casts an unfavorable reflection upon the College, and thereby upon all students, are subject to disciplinary action.

**DISCIPLINARY ACTION**

Any alleged violation or flagrant disregard of college rules and regulations will be brought to the attention of the Vice President of Student Success, who will initiate an investigation. The VPSS will determine the course to be followed. The action taken by the VPSS or other administrator may include, but is not limited to, the following:

1. dismissal from an individual class.
2. suspension from any LSC campus for one or more semesters.
3. limited suspension from campus or college activities or services needed.

**EXPULSION OF CERTAIN FOREIGN STUDENTS** The Board may expel from the College any student who is a citizen of a country other than the United States attending the College under a non-immigrant visa issued by Immigration and Naturalization Service and who is finally convicted of certain offenses defined by State Law. Education Code 51.909(a)

Students have the right to appeal a decision in a discipline case to the College Discipline Committee.

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**COLLEGE DISCIPLINE COMMITTEE**

The College Discipline Committee is charged with the responsibility of hearing student appeals of a disciplinary nature.

The committee is composed of faculty representatives and members of the student body. Appointed by the president upon the recommendation of the Vice President for Student Success, the chair and the members of the committee serve a one-year term. Members may be re-appointed for successive terms.

When you wish to appeal a decision made by the VPSS, a written request must be submitted to the chair of the College Discipline Committee within ten days following the date of the disciplinary action.

The committee will reach a decision based on a vote of the committee. A two-thirds majority is required in order to overrule previous action on the matter. The committee will notify the VPSS and you of its decision.

It is the responsibility of the VPSS to carry out the action of the committee.

The decision of the committee is final.