Welcome

**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; and

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.
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MISSION STATEMENT

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
LONE STAR COLLEGE-CYFAIR AND THE ESOL DEPARTMENT

Lone Star College
Lone Star College-CyFair (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.

Division Office and Program Administrators
The Division of Transitional Studies, Education, and First Year Experience oversees the ESOL department. The office is located in CASA 114. The Division Dean, Department Chair, Lead Faculty, and the staff at the office are happy to assist you should you have any questions or needs. For ESOL related matters, you can speak to any of the following administrators:

Dean, Transitional Studies, Education, and First Year Experience
Jason LaPres
CASA 114D
281-290-3986

ESOL Department Chair
Rebecca Royer
Technology Center 216J
281-290-5927

ESOL Lead Faculty
Macarena Aguilar
CASA 320K
281-290-3927

ESOL Full-Time Faculty
Currently, there are six full-time faculty in the ESOL Department. Below is their work and training background.

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.

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.

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.

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. Please contact the department for the most current list of adjunct faculty.
THE ESOL PROGRAM: AN 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. These courses are offered in 3 levels – beginning to intermediate. The skills 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.

**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 Through Films.

**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.

**Course Descriptions and Learning Outcomes**
Each course in the ESOL program has a clear course description and a set of learning outcomes to guide instruction, learning, and assessment. Please see Appendix A in the Appendix section for a complete course descriptions and learning outcomes.

**Guiding Principles of the Curriculum**
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 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.

**Program of Study**

Students must attend successfully complete a level before advancing to the next level. A full-time course load is four courses, approximately 16 classroom hours per week. Students are required to practice and study outside the classroom hours. For every one hour of classroom instruction, students should spend at least one hour outside the class on homework assignments.
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 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 at times offers online and hybrid classes. Please consult the current Credit and Continuing Education schedules.

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).

Achievement Scale

The ESOL Achievement Scale contains descriptors of language proficiency expected of a successful student for a level across the four major language skills in the program. Please see Appendix B in the Appendix section for the scale.

Assessment and Evaluation

Placement

All prospective students will visit with the ESOL Advisor or any LSC-CyFair advisor to initiate the admission and registration process. Students must take the Accuplacer ESL placement test before determining which level and courses to take. Further assessment may be done on the first day of class with the classroom teacher to confirm the level placement. A student who is
advised to take Accuplacer ESL will receive a referral form, which he or she will take to the Testing Center (CASA 104). The test is administered through a computer program and contains three sections: Reading, Listening, and Language Usage. In addition, a writing test is required to aid correct placement. The final level placement will be determined after all possible sections are scored and evaluated.

**Achievement**

Enrolled ESOL students are assessed based on the learning outcomes of each course. Successful completion of a course depends on performances on required assignments, tests, and exams throughout the semester. Please see the ESOL Achievement Scale in Appendix B for a detailed description of each course and level in the program.

**Evaluation**

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>
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</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>In Progress</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

Continuing Education (CE) 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>N</td>
<td>Not Satisfactory</td>
</tr>
</tbody>
</table>
Course Start Dates  
Academic Year 2019-2020

<table>
<thead>
<tr>
<th>FALL 2019</th>
<th>SPRING 2020</th>
<th>SUMMER 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 26 – December 15</td>
<td>January 13 – May 10</td>
<td>1st session- June 1 – July 7</td>
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<tr>
<td></td>
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<td>2nd session: July 9 – August 16</td>
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</tbody>
</table>

Looking forward: Fall 2020 start date – August 24, 2020
CLASSROOM CULTURE AND POLICIES

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

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.

Attendance Policy
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.

Email
Each student in LSCS is automatically assigned a free campus email account. Students can auto-forward to their personal email account (e.g., Gmail, 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.

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.

**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.
STUDENT SERVICES

Academic Success Center (Tutoring Center)
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.

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<tr>
<td><strong>Monday - Thursday</strong></td>
<td>9:30 am - 7:30 pm</td>
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<tr>
<td><strong>Friday</strong></td>
<td>9:30 am - 3:30 pm</td>
</tr>
<tr>
<td><strong>Saturday</strong></td>
<td>10:30 am - 2:30 pm</td>
</tr>
<tr>
<td><strong>Sunday</strong></td>
<td>Closed</td>
</tr>
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</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

Advising and Registration
At LSC-CyFair, we have advisors who will help you through the admission and registration process. They are also 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.

Academic Advising

<table>
<thead>
<tr>
<th>ESOL Student Advisor</th>
<th>International Academic Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(To Be Announced)</td>
<td>Mel Anthony</td>
</tr>
<tr>
<td>CASA Advising Area</td>
<td>CASA Advising Area</td>
</tr>
<tr>
<td>281-482-1021</td>
<td>281-290-3271</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Melvin.K.Anthony@lonestar.edu">Melvin.K.Anthony@lonestar.edu</a></td>
</tr>
</tbody>
</table>

F-1 Student Advising and Application Process

<table>
<thead>
<tr>
<th>International Student Advisor</th>
<th>International Student Advisor</th>
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<tbody>
<tr>
<td>Henry Phan</td>
<td>Lidia Hayhurst</td>
</tr>
<tr>
<td>Student Services Office</td>
<td>Records and Retention Office</td>
</tr>
<tr>
<td>Admissions and Records</td>
<td>Admissions and Records</td>
</tr>
<tr>
<td>281-482-1031</td>
<td>281-290-3458</td>
</tr>
<tr>
<td><a href="mailto:CFstudentvisa@lonestar.edu">CFstudentvisa@lonestar.edu</a></td>
<td><a href="mailto:Lidia.S.Hayhurst@lonestar.edu">Lidia.S.Hayhurst@lonestar.edu</a></td>
</tr>
</tbody>
</table>
Campus Safety Awareness
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.
EMERGENCY AND OTHER PHONE NUMBERS FOR THE CY-FAIR AREA

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>911 OFF campus, 5911 ON campus</td>
<td>POLICE--FIRE--AMBULANCE</td>
</tr>
<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.

Career Services
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.

Counseling Services
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.

**ESOL Orientation**

ESOL department orientation is offered during the first week of each long semester and in the first week of the Summer 1 and 2 sessions. In the fall semester the orientation is conducted with groups of students gathering in a large conference room on designated days and times. In spring and summer, department orientation is done in individual Oral Communication classes or designated classes. Orientation includes information on important department personnel, academic integrity policy, campus safety, technology, student complaint process, student life, etc.

**Who Should I Talk To?**

If you have questions about student services, you can speak to anyone at the Student Services area. 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!

This is especially true when it comes to classroom issues and learning. Your teacher is your number one supporter. If you are having problems or don’t understand something in the lesson, or even if you disagree with the teacher, you should talk to your teacher first. Your teacher is trained to receive feedback and work with students to achieve the learning goals. If the problem is not resolved after speaking to your teacher, you should contact the ESOL department chair, who will try to determine the best way to resolve the issue. Should the issue persist after the department chair intervenes, you can contact the division dean. The dean is in charge of our division instructional units, which include ESOL. He is responsible for the overall operations. You can consult with him after you have gone through regular channels.
Language Labs
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.

<table>
<thead>
<tr>
<th>LANGUAGE LAB HOURS</th>
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<tbody>
<tr>
<td>Monday - Thursday</td>
<td>8:00 am – 9:00 pm</td>
</tr>
<tr>
<td>Friday</td>
<td>8:00 am – 4:00 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>

For updates about the language labs, visit the website at http://www.lonestar.edu/13668.htm.

Library
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.

Testing 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.

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 or the staff at the front desk of advising prior to testing.

The Computer-adaptive ESOL placement test is 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. Provided 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, language use, listening, and writing.

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. For more information, please go to the Testing Center website at http://www.lonestar.edu/testing-cyfair.htm.

Tuition and Fees Policy
Attending Lone Star College is an affordable option for most students. LSC tuition rates are based on residency and you can get an estimate of your costs by using the chart posted on the LSC Tuition and Fees webpage http://www.lonestar.edu/tuition.htm. If you need help footing the bill, financial aid is available to most students. And so are payment plans!

Continuing Education (CE) students follow a different fee schedule. Please consult the Continuing Education ESOL webpage http://www.lonestar.edu/esol.htm or contact the CE office in CASA 116.
IMMIGRATION

F-1 Student Orientation
The International Student Orientation will be held before the start of the spring and fall semesters at each campus. It is mandatory for all international students and will address and cover the following topics:

- Academic Plagiarism
- Campus Services: Public Safety, Business Office/Tuition, Library Services, Counseling Services
- Campus Tour
- Cultural Adjustment
- ESL programs/placement
- F-1 Rules & Regulations including CPT/OPT/Economic Hardship
- Health Insurance
- IRS/Tax information
- Office of Emergency Management (OEM)
- Registrar Office
- Social Security and on campus employment guidelines
- STOPP Program
- Student Hand Book
- Testing & Learning Center
- US Banking/Post Office/Credit Card/Federal and State Law/Relationship

F-1 visa students should visit the International Student Orientation webpage for updated information: [http://www.lonestar.edu/international-student-orientation.htm](http://www.lonestar.edu/international-student-orientation.htm).

Health Insurance
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 webpage below for more information on how to meet the requirement.

F-1 visa students should visit the F-1 Student Insurance webpage for updated information: [http://www.lonestar.edu/MandatoryF1student-health-insurance.htm](http://www.lonestar.edu/MandatoryF1student-health-insurance.htm).

Maintaining F-1 Status
F-1 students are admitted to the United States for “Duration of Status” (D/S is found on the white I-94 card or in your passport). You are permitted to stay in the U.S. as long as you maintain your status by fulfilling the requirements of being an F-1 student. Even if your visa is valid, you can lose your legal F-1 visa status if you fail to comply with the immigration laws regulating your stay in the U.S. If accepted and enrolled at Lone Star College, abiding by the rules set out in the Maintaining Your F-1 Status Form is important. The form is to be read carefully, and students are required to initial, sign, and date the form as part of the admission process. The form can be found on the International Students Forms webpage [http://www.lonestar.edu/international-student-forms.htm](http://www.lonestar.edu/international-student-forms.htm).
SOCIAL AND RECREATIONAL ACTIVITIES

Campus Cultural Events
The ESOL department strives to make connection between ESOL students and the wide variety of cultural activities offered on campus. In addition to flyers and posters by Student Life or event organizers, the ESOL department promotes selected activities that may benefit ESOL students with acculturation or those that may offer ESOL students opportunities to showcase their talents. Students can visit the Student Life webpage http://www.lonestar.edu/student-activities-cyfair.htm or consult ESOL instructors for information about campus activities.

At the end of each spring semester, the ESOL department holds Celebrate Success! Extravaganza to mark student achievement and program completion.

Student Organizations
While on campus, ESOL students are welcome to join various student organizations and get involved in American student life. Examples of clubs include Chess Club, Creative Writing Club, Criminal Justice Club, Future Professional Educators, and International Heritage Society.

For a complete and updated list go to http://www.lonestar.edu/clubs-cyfair.htm
ADMISSIONS TO THE ESOL PROGRAM

General Admission
Lone Star College is an open-enrollment institution. Most students are accepted once they have completed the admissions process. Follow the new student checklist below to complete the admissions process and become a LSC student.

Prospective ESOL students should begin the process by visiting the ESOL advisor.

F-1 International Students
Before your application will be considered, you will need to complete the following:

1. Complete the online application for admission.
2. Complete the Admissions Checklist below as applicable to you.
   - If you are a new applicant: Apply under New Credit Students
   - If you applied or enrolled previously, less than 2 years ago: Apply under Returning Credit Students

This list includes forms that you will need to email to the DSO/International Student Advisor at the campus you plan to attend. To avoid delays, do not submit documents to multiple campuses.

Checklist:
- **New Applicants**: Admission requirements for applicants, who have never enrolled at any LSC campuses, are applying from their home country as a high school graduate or transfer from a non-U.S. college or university.

- **Transfer Applicants**: Admission requirements for applicants transferring from another U.S. Institution. F1 transfer applicants who have completed a program of study at either a U.S. institution (high school, language school, College/university, etc) must be admitted and transfer their SEVIS records no later than 60 days after program completion in order to remain in status per F-1 visa regulations.

- **Applicants currently in the U.S. requesting an “Initial Form I-20”**: Admission requirements for applicants who are currently in the U.S on another visa type and plan to depart the U.S to apply for their F-1 visa/status must complete the following steps.

- **Applicants currently in the U.S. seeking to change their status to F1** (Change of status applicants): Admission requirements for applicants who are currently in the U.S. on another visa type and wish to study on an F-1 visa, applying to USCIS for a change of status while in the country. If the applicant meets the admission requirements, Lone Star College will issue the Form I-20 for change of status. LSC does not provide any immigration advice to change of status students. We request that you seek assistance from an experienced immigration attorney for your needs. United States Citizenship and Immigration Services (USCIS) has special instructions and rules for change of status students. Please see this website for more details: [https://www.uscis.gov/i-53](https://www.uscis.gov/i-53)
- F-1 students with Form I-20 from another institution seeking to pursue concurrent enrollment. Admission requirements for F-1 visa students whose SEVIS record will remain with another institution but would like to take some classes at LSC.

For more and updated information about the admission process, please go to the F-1 Student Admissions webpage http://www.lonestar.edu/f1admissions.htm.
Appendix A: ESOL Course Descriptions and Learning Outcomes

ESOL COURSE DESCRIPTIONS

(shortcut links below)

READING
WRITING
ORAL COMMUNICATION
GRAMMAR
SPECIAL TOPICS

READING

ESOL 0361 / ESOLC 3006101   ESOL Reading I
Course Description: In this course 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. CIP Code: (3201085612)

Prerequisite: Placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
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.

ESOL 0362 / ESOLC 3006201   ESOL Reading II
Course Description: In this course 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. CIP Code: (3201085612)

Prerequisite: ESOL 0361 or placement by exam

Learning Outcomes  Upon successful completion of this course, students will be able to:
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 dictionary to identify pronunciation, meaning, and part of speech of new vocabulary items.

ESOL 0363 / ESOLC 3006301 ESOL Reading III
Course Description: This course continues to develop 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. CIP Code: (3201085212)

Prerequisite: ESOL 0362 or placement by testing

Learning Outcomes Upon successful completion of this course, students will:
1. Identify stated or implied main ideas and supporting details in moderately demanding texts.
2. Outline and summarize passages and paraphrase ideas.
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 resource materials, such as a monolingual English dictionary, to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.

ESOL 0364 / ESOLC 3000401 ESOL Reading IV
Course Description: Development of 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. CIP Code: (3201085212)

Prerequisite: ESOL 0363 or placement by testing

Learning Outcomes Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Describe, analyze, and evaluate information within and across a range of texts.
4. Identify and analyze the audience, purpose, and message across a variety of texts.
5. Describe and apply insights gained from reading a variety of texts.
6. Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, graphic organizers, and outlines.

**ESOL 0365 / ESOLC 3000501  ESOL Reading V**

**Course Description:** 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. This course fulfills TSI requirement for Reading. CIP Code: (3201085612)

**Prerequisite:** ESOL 0364 or placement by testing

**Learning Outcomes** Upon successful completion of this course, students will be able to:

1. Comprehend and summarize texts, including the identification of main idea, supporting details, audience, and purpose of text.
2. Interpret and critically analyze author’s bias, purpose, and perspective in academic materials.
3. Make inferences and draw conclusions from a variety of college level texts.
4. Respond critically, orally and in writing, to various kinds of college level texts.
5. Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.
6. Demonstrate knowledge of cultural and historical references to American society in written materials.

**WRITING**

**ESOL 0371 / ESOLC 3007101  ESOL Writing I**

**Course Description:** In this course 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. CIP Code: (3201085412)

**Prerequisite:** Placement by testing

**Learning Outcomes** Upon successful completion of this course, students will be able to:

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.

**ESOL 0372 / ESOLC 3007201  ESOL Writing II**

**Course Description:** In this course 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. CIP Code: (3201085412)

Prerequisite: ESOL 0371 or placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
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.

ESOL 0373 / ESOLC 3007301  ESOL Writing III

Course Description: This course continues to develop English-language students’ writing skills for personal, academic and professional purposes. Students use more sophisticated grammar structures in writing well-developed paragraphs and/or essays using process writing techniques. This course carries institutional credit but will not transfer and may not be used to meet degree requirements. CIP Code: (3201085312)

Prerequisite: ESOL 0372 or placement by testing

Learning Outcomes  Upon successful completion of this course, students will be able to:
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.

ESOL 0374/ESOLC 3007401  ESOL Writing IV

Course Description: Development of college-level writing focusing on idea generation, drafting, organization, revision, and utilization of standard English. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085312)

Prerequisite: ESOL 0373 or placement by testing

Learning Outcomes Upon successful completion of this course, students will:
1. Write multi-paragraph essays that are well-organized and cohesive and contain adequate support in a variety of rhetorical modes such as comparison/contrast, cause/effect, and argumentative.
2. Use accurate idiomatic expressions, collocations, and fixed expressions to express ideas clearly.
3. Incorporate others’ ideas appropriately in writing
4. Write coherent sentences in a variety of patterns appropriate for academic writing
5. Edit for vocabulary, grammar, and mechanics.
6. Revise essays for content and organization.

ESOL 0375 / ESOLC 3000751  ESOL Writing V
Course Description: Focuses on strategies and techniques of writing and composition. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. This course fulfills TSI requirement for Writing CIP Code: (3201085412)
Prerequisite: ESOL 0374 or placement by testing
Learning Outcomes  Upon successful completion of this course, students will be able to:
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

OC1 (ESOL 0381) is no longer being offered as of Fall 2019. Students may take ESOL 0308 Language Skills Workshop (Oral Communication 1) instead as available. See outcomes below for that course.

ESOL 0308 / ESOLC 3000800  ESOL Language Skills Workshop* /Oral Communication 1
Course Description: 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. CIP Code: (3201085712)
Prerequisite: Placement by testing
Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Comprehend and produce oral and written language, including responding to basic spoken instructions, questions, and face-to-face conversations containing familiar vocabulary.
2. Improve specific language skills, such as pragmatics (e.g. apologizing, requesting complimenting, etc.) in various social, academic, and workplace settings.
3. Respond to written and spoken language in various formats, including asking and answering questions based on simple oral dialogues and passages or to clarify instructions.
4. Speak about familiar topics and daily activities using correct vocabulary, grammar, and pronunciation
5. Use and respond to common reductions and contractions.
ESOL 0382 / ESOLC 3008201  ESOL Oral Communication II  
**Course Description:** In this course 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. CIP Code: (3201085512)  
**Prerequisite:** ESOL 0308 or placement by testing.  
**Learning Outcomes**  
1. Respond to spoken conversations and short oral texts that use familiar vocabulary in new contexts by answering comprehension questions correctly.  
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.

ESOL 0383 / ESOLC 3008301  ESOL Oral Communication III  
**Course Description:** This course continues to provide dynamic communicative practice for English-language students. 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. CIP Code: (3201085512)  
**Prerequisite:** ESOL 0382 or placement by testing.  
**Learning Outcomes**  
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.

ESOL 0384 / ESOLC 3008401  Advanced Listening and Speaking  
**Course Description:** Develops listening and speaking skills in speakers of languages other than English and prepares them to function in educational, vocational and/or personal English-speaking contexts.
This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085512)

Prerequisite: **ESOL 0383** or placement by testing.

**Learning Outcomes**  Upon successful completion of this course, students will be able to:
1. Demonstrate understanding of authentic oral texts (e.g., lectures, news casts, pod casts) 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.]
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.
3. Speak with fluency, using complex and accurate language, clear pronunciation and prosodic elements (e.g., intonation, rhythm, word and sentence stress).
4. Demonstrate the ability to use a range of formal and informal language appropriate to context.
5. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments.
6. Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution.
7. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view.
8. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.

**GRAMMAR**

**ESOL 0391 / ESOLC 3000801  ESOL Grammar I**

**Course Description:** This course focuses on standard English grammar usage for academic purposes. Open only to non-native English speakers. Students develop control of fundamental structures including basic tenses, parts of speech and simple sentences. This course is designed to support success in **ESOL 0371**, Writing I, and must be taken concurrently as a corequisite. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201086612)

**Prerequisite:** Placement by testing; **Corequisite:** **ESOL 0371**.

**Learning Outcomes**  Upon successful completion of this course, students will be able to:
1. Use basic verb tenses and voice with proficiency: present, past, and future, including the use of “there is/there are” and imperatives.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the basic level, including forming YES/NO and WH-questions.
3. Appropriately use parts of speech (nouns, pronouns, verbs, prepositions, interjections, conjunctions, adjectives – including comparative and superlative adjectives, adverbs – including expressions of frequency and time) and determiners (quantifiers, articles, demonstratives, possessives) with proficiency at the low intermediate level.
4. Use appropriate word choice, word form, and word order with proficiency.

ESOL 0392 / ESOLC 3000802  ESOL Grammar II
Course Description: This course continues to develop English grammar skills by providing extensive and varied practice that encourages English language development for academic purposes. Emphasis is placed on the use of verb tenses, modal verbs, nouns, adjectives and adverbs. This course is designed to support success in ESOL 0372, Writing II, and must be taken concurrently with ESOL 0372, Writing II. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201086612)

Prerequisite: ESOL 0371 or Placement by testing; Corequisite: ESOL 0372.

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Use basic verb tenses and voice with proficiency in simple present, present progressive, simple past, past progressive and present perfect with for and since.
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the low intermediate level.
3. Use parts of speech (nouns, pronouns, verbs, adjectives (including comparative & superlative adjectives), adverbs (including expressions of frequency and time), prepositions, interjections, conjunctions, and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the low intermediate level.
4. Use appropriate word choice, word form, and word order with proficiency.

ESOL 0393 / ESOLC 3000803  ESOL Grammar III
Course Description: 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. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085712)

Prerequisite: ESOL 0372 or Placement by testing.

Learning Outcomes  Upon successful completion of this course, students will be able to:
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.

ESOL 0394 / ESOLC 3000804  ESOL Grammar IV
Course Description: 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. Students focus on Standard English grammar usage for academic purposes. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085712)

**Prerequisite:** [ESOL 0393](#) or Placement by testing.

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:

1. Use verb tenses and voice with proficiency, including discriminating between the uses of the past perfect, past progressive, past perfect progressive.
2. Use simple, compound, and complex sentences structures including phrases and adjective, noun, and adverb clauses with proficiency at the high intermediate level.
3. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the high intermediate level.
4. Use appropriate word choice, word form, and word order with proficiency.
5. Use modals in present, past, and progressive tenses and passive voice.
6. Identify and use verbals: participles, gerunds and infinitives.
7. Identify and use causative verbs.
8. Use conditionals and the subjunctive.
9. Use direct and indirect speech.

**ESOL 0395 / ESOLC 3000805  ESOL Grammar for Writing V**

**Course Description:** Students continue to focus on standard English grammar usage for academic purposes. This course focuses on the development of college-level writing focusing on idea generation, drafting, organization, revision and utilization of Standard English. Open only to non-native speakers. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085312)

Prerequisite: ESOL 0394 or Placement by testing.

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:

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.
2. Determine and use effective approaches and rhetorical strategies for given writing situations.
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.
4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.
5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
6. Edit writing to conform to the conventions of standard English, including for syntactical errors such as subject-verb agreement, pronoun reference, parallel structure, and tense shifts.
7. Use verb tenses and voice with proficiency.
8. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the advanced level.
9. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the advanced level.
10. Use appropriate word choice, word form, and word order with proficiency.
ESOL 0308 / ESOLC 3000800  ESOL Language Skills Workshop*
Course Description: 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. CIP Code: (3201085712)

Prerequisite: Placement by testing

Learning Outcomes
1. Students will comprehend and produce oral and written language.
2. Students will improve specific language skills or a set of skills for use in various social, academic, and workplace settings.
3. Students will respond to written and spoken language in various formats.

ESOL 0310/ESOLC 3003101  ESOL Integrated Reading/Writing
Course Description: Integration of critical reading and academic writing skills. The course fulfills TSI requirements for reading and/or writing. This course carries institutional credit but will not transfer and will not be used to meet degree requirements. CIP Code: (3201085912)

Prerequisite: ESOL 0364 and ESOL 0374 or instructor approval or placement by exam

Learning Outcomes  Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. 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.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.
**ESOL 0331  ESOL Integrated Reading/Writing CoReq with HIST 1301**

**Course Description:** Integration of critical reading and academic writing skills. This course is taught as a co-requisite to a college-level course. Successful completion fulfills TSI requirements for reading and writing. CIP Code: (3201086012)

**Prerequisite:** ESOL 0364 and ESOL 0374 or placement by testing  
**Corequisite:** HIST 1301

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. 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.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.

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**ESOL 0332  ESOL Integrated Reading/Writing CoReq with ENGL 1301**

**Course Description:** Integration of critical reading and academic writing skills. This course is taught as a co-requisite to a college-level course. Successful completion fulfills TSI requirements for reading and writing. CIP Code: (3201086012)

**Prerequisite:** ESOL 0364 and ESOL 0374, or placement by testing  
**Corequisite:** ENGL 1301

**Learning Outcomes**  
Upon successful completion of this course, students will be able to:
1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.
3. Identify and analyze the audience, purpose, and message across a variety of texts.
4. Describe and apply insights gained from reading and writing a variety of texts.
5. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer’s purpose.
6. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
7. 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.
8. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing
a claim.
9. Develop and use effective reading and revision strategies to strengthen the writer’s ability to compose college-level writing assignments.
10. Recognize and apply the conventions of Standard English in reading and writing.
## Appendix B: ESOL Achievement Scale

### ESOL Achievement Scale

(course learning outcomes and their levels)

*Must master 70% of learning outcomes to proceed to next level

<table>
<thead>
<tr>
<th>Level</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
<th>Grammar</th>
</tr>
</thead>
</table>
| **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. | 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. | 1. Comprehend and produce oral and written language, including responding to basic spoken instructions, questions, and face-to-face conversations containing familiar vocabulary.  
2. Improve specific language skills, such as pragmatics (e.g. apologizing, requesting complimenting, etc) in various social, academic, and workplace settings.  
3. Respond to written and spoken language in various formats, including asking and answering questions based on simple oral dialogues and passages or to clarify instructions.  
4. Speak about familiar topics and daily activities using correct vocabulary, grammar, and pronunciation  
5. Use and respond to common reductions and contractions. | 1. Use basic verb tenses and voice with proficiency: present, past, and future, including the use of “there is/there are” and imperatives.  
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the basic level, including forming YES/NO and WH-questions.  
3. Use parts of speech: nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the basic level, with specific attention to: identifying and using count & non-count, subject pronouns, object pronouns, and demonstrative pronouns &
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<tr>
<th></th>
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<th>6. Give a short oral presentation on a familiar, concrete topic.</th>
<th>possessive adjectives and possessive nouns</th>
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<tbody>
<tr>
<td></td>
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<td>4. Use appropriate word choice, word form, and word order with proficiency.</td>
<td>*Must pass Writing 1</td>
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<tr>
<td>Level 2</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
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</table>
|         | 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. | 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. | 1. Respond to spoken conversations and short oral texts that use familiar vocabulary in new contexts by answering comprehension questions correctly.  
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. | 1. Use basic verb tenses and voice with proficiency in simple present, present progressive, simple past, past progressive and present perfect with for and since.  
2. Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the low intermediate level.  
3. Appropriately use parts of speech (nouns, pronouns, verbs, prepositions, interjections, conjunctions, adjectives – including comparative and superlative adjectives, adverbs – including expressions of frequency and time) and determiners (quantifiers, articles, demonstratives, possessives) with proficiency at the low intermediate level.  
4. Use appropriate word choice, word form, and word order with proficiency.  
5. *Must pass Writing 2 |
<table>
<thead>
<tr>
<th>Level 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Oral Communication</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify stated or implied main ideas and supporting details in moderately demanding texts.</td>
<td>1. Write simple, compound, and complex sentences.</td>
<td>1. Respond to short audio listening segments by summarizing main ideas and details, answering questions, and discussing the topic.</td>
<td>7. Discriminate between the uses of simple present, present progressive, present perfect progressive, present perfect and simple past verb tenses.</td>
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<tr>
<td>2. Outline and summarize passages and paraphrase ideas.</td>
<td>2. Use pre-writing techniques to generate and organize ideas.</td>
<td>2. Participate in face-to-face conversations of routine questions, answers, and statements in familiar or unfamiliar contexts containing some unfamiliar vocabulary.</td>
<td>8. Use basic infinitives and gerunds.</td>
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<tr>
<td>3. Extract both literal and inferential information from graphs, charts, diagrams, flowcharts, photographs, and other illustrations.</td>
<td>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.</td>
<td>3. Express abstract ideas, give advice and opinions, agree and disagree, express ability and possibility, and make comparisons and predictions.</td>
<td>9. Use present and past participles.</td>
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<tr>
<td>4. Determine the meaning of unfamiliar words or familiar words in new contexts by using context clues and word forms.</td>
<td>4. Revise writing for content and organization.</td>
<td>4. Speak with few hesitations and pauses, using level-appropriate grammar, pronunciation, and intonation.</td>
<td>10. Identify and use verbs in the passive voice.</td>
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<tr>
<td>5. Use resource materials, such as a monolingual English dictionary, to identify meanings, pronunciation, grammatical forms, and appropriate use of unfamiliar vocabulary.</td>
<td>5. Edit for vocabulary, sentence structure, and paragraph form.</td>
<td>5. Give an oral presentation on an assigned topic.</td>
<td>11. Form sentences with simple time and conditional clauses.</td>
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<td>6. Form sentences with simple time and conditional clauses.</td>
<td>12. Use a variety of modals.</td>
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<td>Level 4</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
<td>Grammar</td>
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<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>
<td>1. Write multi-paragraph essays that are well-organized and cohesive and contain adequate support in a variety of rhetorical modes such as comparison/contrast, cause/effect, and argumentative.</td>
<td>9. 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.</td>
<td>10. Use verb tenses and voice with proficiency, including discriminating between the uses of the past perfect, past progressive, past perfect progressive.</td>
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<tr>
<td>2. Comprehend and use vocabulary effectively in oral communication, reading, and writing.</td>
<td>2. Use accurate idiomatic expressions, collocations, and fixed expressions to express ideas clearly.</td>
<td>11. Use simple, compound, and complex sentences structures including phrases and adjective, noun, and adverb clauses with proficiency at the high intermediate level.</td>
<td>11. Use simple, compound, and complex sentences structures including phrases and adjective, noun, and adverb clauses with proficiency at the high intermediate level.</td>
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<tr>
<td>3. Describe, analyze, and evaluate information within and across a range of texts.</td>
<td>3. Incorporate others’ ideas appropriately in writing</td>
<td>12. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the high intermediate level.</td>
<td>12. Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the high intermediate level.</td>
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<tr>
<td>4. Identify and analyze the audience, purpose, and message across a variety of texts.</td>
<td>4. Write coherent sentences in a variety of patterns appropriate for academic writing</td>
<td>13. Use appropriate word choice, word form, and word order with proficiency.</td>
<td>13. Use appropriate word choice, word form, and word order with proficiency.</td>
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<td>5. Describe and apply insights gained from reading a variety of texts.</td>
<td>5. Edit for vocabulary, grammar, and mechanics.</td>
<td>14. Use modals in present, past, and progressive tenses and passive voice.</td>
<td>14. Use modals in present, past, and progressive tenses and passive voice.</td>
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<tr>
<td>6. Use main idea and details from a variety of course-appropriate written texts to develop short responses, summaries, graphic organizers, and outlines.</td>
<td>6. Revise essays for content and organization.</td>
<td>11. Identify and use verbals: participles, gerunds and infinitives.</td>
<td>15. Identify and use verbals: participles, gerunds and infinitives.</td>
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<td>12. Demonstrate the ability to use a range of formal and</td>
<td>16. Identify and use causative verbs.</td>
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<td>17. Use conditionals and the subjunctive.</td>
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<td>informal language appropriate to context. 13. Participate in discussions in formal and informal settings using active listening skills and making appropriate and extended comments. 14. Assess own language production and use appropriate self-monitoring strategies such as rephrasing, re-directing, asking for clarification, and circumlocution. 15. Analyze and evaluate oral expression by listening critically for elements that reflect an awareness of situation, audience, purpose, and diverse points of view. 16. Demonstrate knowledge of a wide range of cultural conventions and references in oral and nonverbal communication.</td>
<td>18. Use direct and indirect speech.</td>
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<td>Level 5</td>
<td>Reading</td>
<td>Writing</td>
<td>Oral Communication</td>
<td>Grammar</td>
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<tr>
<td>1.</td>
<td>Comprehend and summarize texts, including the identification of main idea, supporting details, audience, and purpose of text.</td>
<td>Write a clear, well-organized, multi-paragraph essay using a logical sequence in a prescribed rhetorical mode.</td>
<td>N/A</td>
<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>
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<td>2.</td>
<td>Interpret and critically analyze author’s bias, purpose, and perspective in academic materials.</td>
<td>Demonstrate ability to use the writing process by generating ideas, drafting, revising, and editing.</td>
<td>2. Determine and use effective approaches and rhetorical strategies for given writing situations.</td>
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<td>3.</td>
<td>Make inferences and draw conclusions from a variety of college level texts.</td>
<td>Demonstrate functional vocabulary knowledge in a variety of contexts at a level appropriate for college level courses.</td>
<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>
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<td>4.</td>
<td>Respond critically, orally and in writing, to various kinds of college level texts.</td>
<td>Write coherent and cohesive sentences in a variety of common patterns.</td>
<td>4. Evaluate relevance and quality of ideas and information to formulate and develop a claim.</td>
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<td>5.</td>
<td>Understand and use academic vocabulary and linguistically complex structures across a variety of disciplines and genres.</td>
<td>Recognize and use proper English mechanics.</td>
<td>5. Develop and use effective revision strategies to strengthen the writer’s ability to compose college-level writing assignments.</td>
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<td>6.</td>
<td>Demonstrate knowledge of cultural and historical references to American society in written materials.</td>
<td>Demonstrate proficiency in basic skills related to research-based academic writing, such as paraphrasing, summarizing, quoting, and citing sources according to prescribed style guidelines.</td>
<td>6. Edit writing to conform to the conventions of standard English, including for syntactical errors such as subject-verb agreement, pronoun reference, parallel structure, and tense shifts.</td>
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<td>7.</td>
<td>Use verb tenses and voice with proficiency.</td>
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<td>8.</td>
<td>Use simple, compound, and complex sentences structures including phrases and clauses with proficiency at the advanced level.</td>
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<td>9.</td>
<td>Use parts of speech (nouns, pronouns, verbs, adjectives, adverbs, prepositions, interjections, conjunctions) and determiners (quantifiers, articles, demonstratives, possessives) appropriately and with proficiency at the advanced level.</td>
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<td>10.</td>
<td>Use appropriate word choice, word form, and word order with proficiency.</td>
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Enjoy learning!