Dear Students:

Welcome to the English Language Institute! Whether you are a new student in our program or a returning one, we hope that your time with us is productive and enjoyable, and we will do everything possible to help you meet your goals. We are glad to have you as members of our community:

- in the ELI program
- in the Department of International Programs
- at Stephen F. Austin State University
- in Nacogdoches
- in East Texas
- in the United States of America.

We hope that you will explore and take advantage of the educational opportunities and unique experiences offered by each of these cultures. Please let our staff know any way we can help you in your adventure with us.

Sincerely,

Elaine Lambright
ELI Coordinator
# ELI Student Handbook Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and Approach</td>
<td>3</td>
</tr>
<tr>
<td>Program Structure</td>
<td>3</td>
</tr>
<tr>
<td>Schedule</td>
<td>4</td>
</tr>
<tr>
<td>Student Placement</td>
<td>4</td>
</tr>
<tr>
<td>Late Admission</td>
<td>4</td>
</tr>
<tr>
<td>Curriculum</td>
<td>5</td>
</tr>
<tr>
<td>Grading</td>
<td>5</td>
</tr>
<tr>
<td>Midterm and Final Evaluations</td>
<td>5</td>
</tr>
<tr>
<td>Level Progression and Repetition</td>
<td>6</td>
</tr>
<tr>
<td>General Student Expectations</td>
<td>6</td>
</tr>
<tr>
<td>Individual Class and Lab Expectations</td>
<td>7</td>
</tr>
<tr>
<td>Attendance</td>
<td>7</td>
</tr>
<tr>
<td>Tardiness</td>
<td>8</td>
</tr>
<tr>
<td>Teacher Absence and/or Class Cancellation</td>
<td>8</td>
</tr>
<tr>
<td>Probation</td>
<td>8</td>
</tr>
<tr>
<td>Challenging Program Decisions; Making a Complaint</td>
<td>9</td>
</tr>
<tr>
<td>ELI Tuition and Other Program Expenses</td>
<td>10</td>
</tr>
<tr>
<td>SFA Facilities, Activities, and Resources</td>
<td>11</td>
</tr>
<tr>
<td>Early Withdrawal or Dismissal from Program</td>
<td>11</td>
</tr>
<tr>
<td>Student Privacy</td>
<td>11</td>
</tr>
<tr>
<td>Other Important Information</td>
<td>12</td>
</tr>
<tr>
<td>Addenda and Forms</td>
<td>13</td>
</tr>
</tbody>
</table>
MISSION AND APPROACH

The mission of the English Language Institute (ELI) is to provide non-credit intensive instruction in academic English as a Second Language to international students who want to pursue undergraduate and graduate degrees at Stephen F. Austin State University and to other non-native speakers who desire to improve their English for personal or professional reasons. To achieve this mission ELI offers students curriculum and activities necessary to succeed in an American university, supportive

Because our program is designed to prepare students for admission to and success at pursuing a degree from SFA, it primarily uses the English for Academic Purposes (EAP) approach to teaching.

PROGRAM STRUCTURE

The English Language Institute at SFA has four levels; each level has four academic classes. Each class meets twice a week and lasts 1 hour and 45 minutes. Those classes are:

- Level 1: Grammar A, Grammar B, Reading, and Listening / Speaking
- Levels 2 & 3: Grammar, Writing, Reading, and Listening / Speaking
- Level 4: Writing, Research, Reading, and Listening / Speaking

In addition, the program includes two labs:

- Conversation Partners Labs meet for 1 hour 15 minutes twice a week for 22 sessions and incorporate practice on skills from all academic areas.
- American Language and Culture Labs (Friday Labs) meet five times a semester for 2 hours each; these labs use analysis of American television programs to strengthen language skills and illustrate aspects of American culture.

Weekly ELI meetings, four Friday Activity days, and a major field trip are also part of the program each semester. These elements of the program provide important social, cultural, and leadership opportunities and are an integral part of the curriculum.

Each semester of ELI lasts 14 – 15 weeks for an average of 20 hours of instructional time per week for full-time students.

Half-time students attend 2 academic classes and one lab plus all ELI activities.
ELI SCHEDULE

* Academic class 1 from 9:00 a.m. – 10:45 a.m. on Mondays and Wednesdays
* Academic class 2 from 11:00 a.m. – 12:45 p.m. on Mondays and Wednesdays
* Academic class 3 from 9:00 a.m. – 10:45 a.m. on Tuesdays and Thursdays
* Academic Class 4 from 11:00 a.m. – 12:45 p.m. on Tuesdays and Thursdays
* ELI Meetings from 1:00 p.m. – 1:30 p.m. on Wednesdays unless canceled
* Conversation Partners Lab from 2:00 p.m. – 3:15 p.m. on 22 Tuesdays and Thursdays
* Friday Labs, Friday Activities, and Field Trip as indicated on semester calendar.

Students should refer to their individual class schedules and their current ELI semester calendars for more details.

STUDENT PLACEMENT

1. New students are placed into one of four levels based on our placement test, which consists of 3 parts:
   * a multiple-choice exam on listening, grammar, and reading skills
   * a timed essay
   * an oral interview

The oral interview and writing sample are graded by two ELI instructors, and their scores are averaged to get that portion’s grade. The multiple-choice exam is 50% of the total placement exam score, with the other two parts counted 25% each.

2. Returning students must retest if they missed the previous semester of ELI classes.

3. New or returning students who think they have been placed into the wrong level must fill out a Student Level Change Request Form (found at back of handbook) and give it to their Level Teacher before the end of the second week of classes; staff will consider their requests and reach a decision within a week.

LATE ADMISSION

1. No student will be admitted to the program after the second week of the ELI semester.

2. Late admissions will be placed into the most appropriate existing classes.

3. Classes, labs, etc. missed due to late arrival will be counted toward late admissions’ total absences for the semester.

4. Missed grades will be dropped or made up at each teacher’s discretion.
CURRICULUM

The ELI curriculum integrates the basic language skills of reading, writing, grammar, and speaking & listening at all four levels.

* Level 1 classes concentrate on communicative and basic academic skills.
* Levels 2 and 3 classes focus on a solid review of English grammar and the techniques necessary for successful academic reading, writing, note-taking, and speaking at the university level.
* Level 4 classes offer training in more advanced academic skills, providing practice in critical thinking, abstraction, and oral and written expression that prepares students for American university expectations.

The Proficiency Scale attached to the end of the student handbook outlines the specific student learning outcomes for each academic class at each level; the outcomes are the skills a student needs to be able to demonstrate mastery of in order to progress to the next level or to regular university classes.

GRADING

The semester grades for academic classes and labs indicate how well the student has met the Student Learning Outcomes for each class or lab. Attainment of student learning outcomes is measured by a variety of methods outlined in the syllabus for each lab and class. These documents are provided to students at the beginning of the semester.

To pass an individual class or lab, a student must:
* have an average of 75 or above.
* cover at least two thirds of the material listed on the course syllabus.

MIDTERM AND FINAL EVALUATIONS

At midterm and at the end of the semester, each student will meet individually with his or her Level Teacher to go over the student’s progress in ELI. The student will:

1. Receive a Grade Report indicating averages for each class and lab, total absences, and teacher comments.
2. Review the Proficiency Scale of Student Learning Outcomes for that level to note areas of mastery and continued challenge.
3. Discuss any issues relevant to the student’s performance, future plans, etc.
4. Implement any stage of Academic or Attendance Probation if necessary.
LEVEL PROGRESSION AND REPETITION

A student’s ELI semester average determines whether that student will progress to the next level or graduate from the program. To compute the ELI semester average:

\[
(Average \ of \ academic \ class \ grades \times 0.88) + (Average \ of \ lab \ grades \times 0.12) = \text{ELI Semester Average}
\]

An ELI semester average of 75% or higher is required to pass an ELI level.

Students who do not meet this requirement will need to repeat a level.

Successful completion of Level 4 of ELI satisfies the university’s language proficiency requirement for undergraduate or graduate study.

GENERAL ELI STUDENT EXPECTATIONS

ELI students are expected to:

1. Adhere to all local, state, and federal laws and the SFA Student Code of Conduct, which can be read at:

2. Attend all classes, labs, meetings, and activities and participate actively.

3. Come to class, lab, etc. with appropriate materials and prepared for the day’s activities.

4. Work independently (unless instructed otherwise) on assignments, tests, writing assignments, etc.

5. Speak only English in classes, labs, etc. unless instructed otherwise.

6. Follow directions and meet deadlines.

7. Document words, information, and ideas taken from outside sources.

8. Refer to class and lab syllabi for course-specific policies and adhere to those policies.

9. Communicate with ELI staff, check email and D2L daily for messages, and respond to communications from staff.

10. Silence and put away all cell phones, etc. during classes, labs, and activities unless instructed otherwise.

11. Refrain from activities that might be disruptive, such as taking photographs or bringing guests to class, without permission from the teacher.

12. Treat all faculty, staff, facilities, and other students with respect.
Depending on the nature, severity, and numbers of violations, failure to meet these expectations may result in:

1. A Disciplinary Report’s being placed in the student’s file to document the incident.
2. The student’s being asked to leave class and being counted absent.
3. Grade deductions or refusal to accept late work or work on which the student has not followed directions.
4. Failing grades or zeros on any tests, papers, or presentations in which any form of cheating or plagiarism has occurred.
5. Dismissal from the program.

**INDIVIDUAL CLASS AND LAB EXPECTATIONS**

Students will receive a syllabus for each academic class and lab outlining specific student learning objectives, explaining how the class or lab average is computed, detailing any specific policies for that course or lab (for example, policies on late work and makeup work), and providing information about office hours and contact information for that teacher. Students are expected to read these syllabi carefully, keep them handy, and follow their provisions.

**ATTENDANCE**

1. Attendance is required for all academic classes, labs, and scheduled ELI activities, meetings, and field trips. There are no excused absences.
2. Leaving early is treated the same as arriving late for attendance purposes.
3. Absences are counted as follows:
   * one academic class = 1 hour 45 minutes
   * one Conversation Partners lab = 1 hour 15 minutes
   * one Friday lab or one Friday activity = 2 hours 15 minutes
   * one weekly ELI meeting = 30 minutes
   * one major field trip = 6 hours
4. A student who arrives at any class, lab, activity, etc. without the proper materials or without having completed the assigned preparation or who does not participate in class activities can be dismissed and counted absent.
5. A student whose behavior is disruptive may be dismissed and counted absent for a class, lab, or activity.
6. Total absences and % attendance will be recorded on midterm and final reports.
7. If a student is having problems that cause him or her to have excessive absences, that student should talk to his or her Level Teacher or the ELI Coordinator.
8. Excessive absences may lead to Attendance Probation (see “Probation”).

9. If a student must miss a class, lab, meeting, or activity, that student should:
   * email the teacher in charge to notify him or her.
   * find out what instruction has been missed and what assignments have been given.
   * return to the class, etc. caught up on work and ready to proceed with the class.
   * make up missed work as allowed by the teacher in charge as stated on the syllabus.

**TARDINESS**

* One tardy (15 minutes or more) or 3 tardies (less than 15 minutes) = 1 hour’s absence.

* A student who is more than 1 hour late to any class, lab, activity, etc. is counted absent for the entire period but may attend the remaining class, lab, etc.

* Students who arrive late should enter and take their seats with as little disruption of the class as possible.

**TEACHER ABSENCE AND/OR CLASS CANCELLATION**

1. If a teacher is absent when it is time for a class, lab, or activity to begin, students must:
   * check the meeting place for posted instructions.
   * wait 15 minutes before assuming the class, lab, or activity has been cancelled.
   * check their emails for messages / assignments from the teacher in charge.
   * still attend other classes, labs, and activities scheduled for the day.

2. If SFA cancels all classes due to weather or other emergency, ELI classes also will not meet. Students can verify university closings on the SFA webpage or by signing up for the free SFA Emergency Notification through My SFA.

**PROBATION**

**Academic Probation.** A student who is not making sufficient progress in meeting the student learning outcomes for a level may be placed on Academic Probation as follows:

1. If the students’ overall ELI semester average is below 75 at midterm of the first
semester’s study in a level, the student will be placed on Academic Notice that he or she is in danger of not passing the level.

2. If a student has an ELI semester average below 75 at the end of the first semester’s study in a level, the student is placed on Academic Probation. He or she will have the option of repeating the level but may have to meet additional requirements as a condition of probation.

3. If a student has an ELI semester average below 75 at midterm of the second semester’s study in a level, he or she will receive a Suspension Alert notifying him or her that failure to earn a passing semester average will result in Academic Suspension.

4. If a student has an ELI semester average below 75 at the end of the second semester of study in a level, he or she will be placed on Academic Suspension and may, at the discretion of ELI staff, be dismissed from the program. In this case, the student’s immigration status will be terminated.

**Attendance Probation.** An excessive level of absences will place a student on Attendance Probation as follows:

1. If a student’s overall ELI attendance is below 65% at midterm, that student will be placed on Attendance Probation.

2. If a student on Attendance Probation misses more than 10 additional hours of ELI classes, labs, activities, etc., that student may be dismissed from the program.

3. If a student’s overall ELI attendance is below 65% at the end of a semester, ELI staff will decide whether that student should be placed on Attendance Probation for the following semester or dismissed from the program.

4. If a student is absent for 10 consecutive class days at any point in the semester without providing notification and documentation of a valid reason (such as hospitalization), that student may be dismissed from the program.

**Disciplinary Probation.** Serious or repeated violations of the ELI student conduct expectations may result in a student’s being placed on Disciplinary Probation at any time during the semester. Continued infractions may result in dismissal from the program at any time in the semester.

**CHALLENGING PROGRAM DECISIONS; MAKING A COMPLAINT**

**A. Grade Challenge**

1. To challenge an academic course or lab average, the student should first speak to the teacher in charge.

2. If the issue is not resolved, the student should fill out the ELI Complaint Form found at the end of the student handbook and turn it in to the ELI Coordinator.
B. Initial Level Placement Challenge:
   To challenge an initial level placement, the student should fill out the Level Change Request Form found at the end of the student handbook. This form must be turned in to the ELI Coordinator by 5:00 p.m. Thursday of the second week of the semester.

C. Level Progression Decision Challenge:
   1. To challenge an level progression decision, the student should first fill out the Level Change Request Form found at the end of the student handbook.

   2. The student should turn in his or her folder of returned work for the semester, plus the Level Change Request Form, to the ELI Coordinator by 5:00 p.m. Thursday of the last week of the semester.

D. Other Complaints
   1. If a student has any other complaint about the ELI program or its staff, that student should first talk informally to the ELI Coordinator about the issue.

   2. If the issue is not resolved, the student should fill out the ELI Complaint Form found at the end of the student handbook and turn it in to the ELI Coordinator, who will make the student a copy of the completed form.

   3. If the student is not satisfied after meeting formally with the ELI Coordinator to address the complaint, the student should take his or her copy of the complaint form to the OIP Director.

ELI TUITION AND OTHER PROGRAM EXPENSES

1. Students who take the placement exam must pay a $50 testing fee. This fee will appear on their student ebills.

2. Students must pay their SFA tuition & fees as soon as they are registered for classes. Deadlines for paying without late fees, for paying without being suspended from participation in ELI classes, labs and activities, and for paying before being dropped from the university are detailed in a brochure given to students during ELI Orientation. Payment deadlines are also printed on the ELI semester calendar given to every ELI student. The tuition payment brochure also details how and where students may pay tuition. For a full-time ELI student, one semester’s tuition and fees total approximately $4,200.00.

3. SFA requires all students to carry student health insurance. Prices vary, but a good policy costs about $1100.00 a year.

4. Students MUST have their textbooks with them on the first class day. New textbooks for a level cost approximately $250.00; most levels will also spend $5.00 on a novel.

5. Students will be expected to purchase basic school supplies throughout the semester, including a folder to keep all returned work.
5. There may be additional expenses (admission charges, meals, etc.) on ELI field trips and some activities. Students will be notified of these expenses ahead of time.

**SFA FACILITIES, ACTIVITIES, AND RESOURCES**

ELI students qualify to use all the services and recreational programs available to students in regular university classes. These include use of the SFA library, Baker Pattillo Student Center, Student Health Center, Recreation Center, etc. ELI students may attend athletic and Fine Arts events, participate in organizations, be tutored at the Academic Assistance Center (ARC), etc.

ELI students who have documented or suspected learning disabilities can seek the help of Disability Services; those who experience stress, test anxiety, culture shock, etc. can go to Counseling Services to speak to a certified counselor.

SFA’s Student Success Center, located in the library, offers a range of support services for students and also serves as a clearinghouse for information to help students resolve any university-related problems.

These facilities, activities, and resources are free for ELI students. More information on these resources can be found on the SFA website; additionally, ELI staff would be happy to assist ELI students in accessing any of these programs or activities.

ELI students are encouraged to participate in the International Friendship Program and to become a member of the International Student Association. They also can apply for a President’s Volunteer Service Award from OIP for performing volunteer work off and on campus.

**EARLY WITHDRAWAL OR DISMISSAL FROM PROGRAM**

1. Students who withdraw from the program are eligible for tuition refunds as described in SFA’s tuition refund schedule.

2. Students may be dismissed from the program for the following reasons:
   * Failure to meet attendance requirements (see “Attendance Probation.”)
   * Failure to make sufficient academic progress (see “Academic Probation.”)
   * Serious or repeated failure to follow expectations for appropriate student behavior (see “Disciplinary Probation”).

3. Students who are dismissed from the program are not eligible for any refunds.

4. Students who leave the program for any reason before graduating will have their immigration status adjusted accordingly; they should confer with the Designated School Official about the effects of this status change.
STUDENT PRIVACY

The ELI program follows the provisions of FERPA, the federal law designed to protect the privacy of education records. Therefore:

1. ELI students’ placement scores, grades, and academic progress are private information and will not be revealed to anyone other than ELI / university staff and the student himself or herself without written consent from the student.

2. ELI Students have the right to see everything in their “educational record” except information about other students, financial records of parents, and confidential letters of recommendation if they waived their rights of access.

3. ELI students have the right to refuse to have their “directory information” (name, level, email address, intended academic major, and phone number) shared with other ELI students. A student who does not wish this information shared should check the “no directory release” option on his or her student contract.

4. ELI students have the right to refuse to have their photographs released publicly. ELI / OIP faculty, staff, and students often photograph events and activities. These photographs may be used in printed or electronic promotional materials for the program (printed brochure, website, Facebook page, etc. ) unless a student checks the “no photograph release” option on his or her student contract.

OTHER IMPORTANT INFORMATION

1. Although ELI students are not required to live on campus at SFA, they are encouraged to do so in order to become involved in campus life and strengthen their English skills. Levels 3 & 4 students should be aware that once they enroll in regular university classes, they will be required to live on campus unless they meet certain very specific conditions, and they will not be able to register for classes unless they meet the residence requirement. It is especially important to keep this requirement in mind when considering a long-term apartment contract, as a student could end up paying for both an apartment AND a dorm room. Full details are laid out in the SFA Residence Life web page.

2. The International Student Handbook, available on the SFA International Programs website, contains information that pertains to all international students at SFA. It contains a great deal of helpful general information on topics such as immigration regulations, cultural adaptation and culture shock, US / Texas laws, SFA facilities, American holidays, health care, and many other practical issues.

3. A great deal of helpful information about SFA is available on the SFA website, www.sfasu.edu. Students should click on the “Student” tab at the top of the web page. This will bring up a host of helpful and important information. Examples:
   - There are listings for D2L, mySFA, Campus Recreation, Dining Services, Housing, Residence Life, Movie Listings, Bookstore, Parking Map, and many other
topics.
“Schedule of Classes” gives information on when classes are offered and how to register, drop, etc. It also includes information about FERPA and student privacy.

4. For details about fine arts, athletic, or campus recreation events, students can go to these websites: www.finearts.sfasu.edu; www.sfajacks.com; www.sfasu.edu/campusrec.

5. For more helpful information about Nacogdoches, students should visit the official website for the city of Nacogdoches, www.ci.nacogdoches.tx.us. It includes helpful information about city services and events. The Nacogdoches Chamber of Commerce sponsors the website www.visitanacogdoches.org. It has information about where to go and what to do in the city and includes a calendar of events.

6. Staff members in ELI and OIP are always happy to help ELI students find answers to any problems they may encounter during their studies at SFA and to help students learn about the university, the Nacogdoches area, the state of Texas, and the U.S.

**ADDENDA AND FORMS**

The following addenda and forms appear on the pages that follow:

- Student Proficiency Scales (described on page 5 of handbook)
- Complaint Form (described on pages 9 & 10 of handbook)
- Level Change Request Form (described on page 9 of handbook)

The following materials are referred to in this handbook but are handed out separately:

- Syllabi for all academic classes and both labs
- Tuition payment pamphlet with payment instructions, deadlines, and penalties
- ELI semester calendar * ELI class and lab schedule * Textbook list
**PROFICIENCY SCALES for ACADEMIC CLASSES**

A student who shows that s/he **CAN** do the following at the end of the semester and receives an average of 75% for all courses will be able to move up to the next level.

<table>
<thead>
<tr>
<th>Level 1 High Beginning</th>
<th>Level 2 Low Intermediate</th>
<th>Level 3 Intermediate</th>
<th>Level 4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Find main ideas and</td>
<td>• Find main ideas, details, and specific information in simple reading passages and videos</td>
<td>• Apply reading skills taught in Level 2 to simplified academic texts.</td>
<td>• Read academic texts and recognize main and supporting ideas, infer facts and ideas, identify meaning from context, and utilize graphs, tables, etc.</td>
</tr>
<tr>
<td>supporting details and understanding visual information in basic academic texts.</td>
<td>• Preview, scan, skim, and make predictions based on reading selections.</td>
<td>• Interpret infographics, survey information, maps, charts, and captions.</td>
<td>• Summarize academic passages orally and in writing.</td>
</tr>
<tr>
<td>• Preview, predict, and scan.</td>
<td>• Distinguish facts from opinions and make inferences.</td>
<td>• Identify and understand references and figurative language.</td>
<td>• Analyze written passages for technique, audience, attitude, purpose, causes, effects, and arguments.</td>
</tr>
<tr>
<td>• Identify purpose, causes, and effects.</td>
<td>• Analyze reading selections by identifying similarities, identifying reasons/motivations, cause/effect, advantages/disadvantages, etc.</td>
<td>• Evaluate sources.</td>
<td>• Synthesize information from multiple sources to make judgments and justify opinions.</td>
</tr>
<tr>
<td>• Identify parts of speech; find meanings of new words from context.</td>
<td>• Analyze, synthesize, and evaluate solutions to problems, the relative importance of issues, and writers’ attitudes.</td>
<td>• Analyze and synthesize information.</td>
<td>• Interpret and evaluate evidence, figurative language, and supporting arguments.</td>
</tr>
<tr>
<td>• Complete sentences, match words to definitions, etc. for targeted vocabulary.</td>
<td>• Complete sentences, match words to definitions, fill in the blanks etc. for targeted vocabulary.</td>
<td>• Identify pros and cons, problems and solutions, sequence, etc.</td>
<td>• Complete sentences, match words to definitions, fill in the blanks, and produce original sentences correctly for targeted academic vocabulary.</td>
</tr>
<tr>
<td>• Use analyzing, summarizing, and making inferences skills.</td>
<td>• Write different types of paragraphs applying targeted grammar and writing skills.</td>
<td>• Complete sentences, match words to definitions, fill in the blanks etc. for targeted vocabulary.</td>
<td>• Respond orally and in writing to written passages, videos, and their ideas, use readings as writing models, and apply targeted grammar and writing skills.</td>
</tr>
<tr>
<td>• Write sentences in response to readings applying the language introduced in the textbook.</td>
<td>• Write a summary.</td>
<td>• Write a summary.</td>
<td>• Understand video content and relate it to reading passages.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar/Writing 1A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Identify and apply correct capitalization, punctuation, and word order.</td>
<td>• Identify and compose effective simple, compound, and complex sentences.</td>
<td>• Identify and compose effective simple, compound, and complex sentences.</td>
<td>• Apply the basics of essay writing skills to writing a research paper.</td>
</tr>
<tr>
<td>• Write a complete sentence that has a subject, verb, and object.</td>
<td>• Identify, define, and apply the steps of the writing process and specific techniques for each.</td>
<td>• Identify, define, and apply the steps of the writing process and specific techniques for each paragraph and essay.</td>
<td>• Paraphrase excerpts from academic articles chosen by the teacher.</td>
</tr>
<tr>
<td>• Identify and apply basic grammar constructions. (See Grammar Level 1)</td>
<td>• Identify, define, evaluate, correct, and compose topic sentences, supporting sentences, and concluding sentences and combine them into correctly structured original paragraphs.</td>
<td>• Write a variety of types of correctly structured academic paragraphs.</td>
<td>• Write summary/response essays on these articles.</td>
</tr>
<tr>
<td></td>
<td>• Write at least one effective example of the following types of paragraphs: narrative, descriptive, process analysis, definition, and opinion.</td>
<td>• Identify, define, evaluate, correct, and compose the parts of an academic essay.</td>
<td>• Summarize several academic articles.</td>
</tr>
<tr>
<td></td>
<td>• Write at least one paragraph produced in the following situations: collaboratively, timed, and multi-draft out-of-class.</td>
<td>• Identify and correct sentence fragments, fused sentences, and comma splices as well as errors in grammar, capitalization, word choice, and punctuation.</td>
<td>• Annotate focused readings, create a rough outline, write a thesis statement, and create topic sentences.</td>
</tr>
<tr>
<td></td>
<td>• Identify and correct sentence fragments, fused sentences, and comma splices as well as errors in grammar, capitalization, word choice, and punctuation.</td>
<td>• Write at least one essay produced in each of the following situations: collaboratively, timed, and multi-draft out-of-class, using MLA format for out-of-class essays and documentation where needed.</td>
<td>• Complete a detailed outline including all proposed evidence.</td>
</tr>
<tr>
<td></td>
<td>• Define the terms clarity, unity, development, and coherence; evaluate paragraphs for those qualities; and apply techniques for achieving them.</td>
<td>• Write an effective example of at least three of the following types of academic essays: descriptive, compare and contrast, classification, and opinion, achieving clarity, unity, development, and coherence in each.</td>
<td>• Write multiple drafts of an argument research paper with proper documentation and references.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Write timed in-class essays in a computer lab in anticipation of the TSI test.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Meet with a teacher one-on-one at least once for a writing conference.</td>
</tr>
</tbody>
</table>
**PROFICIENCY SCALES for ACADEMIC CLASSES**

A student who shows that s/he **CAN** do the following at the end of the semester and receives an average of 75% for all courses will be able to move up to the next level.

<table>
<thead>
<tr>
<th>Level 1 High Beginning</th>
<th>Level 2 Low Intermediate</th>
<th>Level 3 Intermediate</th>
<th>Level 4 Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grammar/Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify and apply parts of speech, comparisons, and modal auxiliaries.</td>
<td>Identify and apply present, past, future, and perfect tenses correctly.</td>
<td>Identify ideas with <em>and</em>, <em>but</em>, <em>or</em>, <em>because</em>, and <em>although</em> and use correct punctuation.</td>
<td>Identify, define, and apply parts of the academic paragraph and essay, the steps and goals of the writing process, and the methods of development in objective questions, sample readings, and original writing.</td>
</tr>
<tr>
<td>Identify and apply correct verb tenses: Present Simple and Progressive, Past Simple and Progressive, and Future tenses in sample sentences.</td>
<td>Identify and apply noun forms, pronouns, word order, and subject-verb agreement.</td>
<td>Identify and use comparative and superlative forms of adjectives and adverbs.</td>
<td>Produce at least two paragraphs and at least two multi-paragraph essays by following the steps of the writing process.</td>
</tr>
<tr>
<td>Identify and apply modal auxiliaries.</td>
<td>Identify and apply modal auxiliaries.</td>
<td>Identify and use active voice, passive voice, and other passive constructions.</td>
<td>Draw and label the rhetorical triangle and apply it to sample essays and writing.</td>
</tr>
<tr>
<td>Form questions using questions words.</td>
<td>Form questions using questions words.</td>
<td>Identify and use count and non-count nouns, articles, and capitalization of geographic names.</td>
<td>Produce at least one example of informal writing, academic paragraph, and academic multi-paragraph essay in timed situations.</td>
</tr>
<tr>
<td>Compose grammatically correct sentences.</td>
<td>Compose grammatically correct sentences.</td>
<td>Identify and form adjective and noun clauses.</td>
<td>Write for several purposes, including to generate ideas, to explain, to respond to readings, and to persuade.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify and use gerunds and infinitives.</td>
<td>Write for both general academic audiences and specific audiences.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Produce sentences illustrating intermediate grammar skills.</td>
<td>Produce at least one essay using MLA format and documentation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Identify main ideas, details, and lecture language of videotaped excerpts of university lectures.</td>
<td>Identify main ideas, details, and lecture language of videotaped excerpts of university lectures.</td>
</tr>
<tr>
<td><strong>Listening/Speaking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Listen for main ideas and specific information and use context clues in social, work, and academic situations.</td>
<td>Take notes while listening to a university lecture excerpt, applying targeted note taking strategies.</td>
<td>Identify the general message, lecture language, and main ideas and details of videotaped excerpts of university lectures.</td>
<td>Take notes, use notes to answer questions, and identify note-taking strategies after watching academic lectures.</td>
</tr>
<tr>
<td>Request, understand, and give basic information such as directions, reasons, invitations, complaints, and advice.</td>
<td>Identify the general message, strategies, and details of videotaped excerpts of university lectures.</td>
<td>Take notes applying targeted note taking strategies.</td>
<td>Demonstrate targeted presentation skills through formal oral presentations using visuals or power-point.</td>
</tr>
<tr>
<td>Apply basic language skills for social interactions.</td>
<td>Apply targeted presentation skills through formal oral presentations before a small group.</td>
<td>Apply targeted presentation skills through formal oral presentations using visuals or power-point.</td>
<td>Deliver a university level speech with appropriate information, support, organization, audience analysis, visual aids, etc.</td>
</tr>
<tr>
<td>Apply words, terms, and idioms on a variety of topics.</td>
<td>Apply targeted academic discussion strategies through participation in whole-class discussions.</td>
<td>Apply targeted academic discussion strategies through participation in whole-class discussions.</td>
<td>Correctly use targeted vocabulary words and collocations by completing sentences or through applied practice.</td>
</tr>
<tr>
<td>Identify and apply stress and reductions in words and sentences.</td>
<td>Correctly use targeted vocabulary words and collocations by completing sentences or through applied practice.</td>
<td>Identify academic discussion strategies.</td>
<td>Correctly use targeted vocabulary words and collocations by completing sentences.</td>
</tr>
</tbody>
</table>
PROFICIENCY SCALES—ELI LABS

CONVERSATION PARTNERS

By the end of a semester, students will be able to do the following with 75% accuracy as appropriate to their levels through quizzes, group discussions, or active participation in activities:

- Use words from the Academic Word List in conversation, matching, sentence completion, and grammatically complete and clear original sentences.
- Take notes over materially presented orally.
- Speak comfortably in a small group setting.
- Identify main ideas, supporting ideas, and examples from brief academic reading passages.
- Paraphrase / summarize written passages and group discussions.
- Express an opinion on an issue and support the opinion with reasons, examples, and evidence, elaborating or clarifying as necessary.
- Question, build on, and challenge ideas encountered in print or discussion.
- Write in response to a work of fiction.
- Explain key aspects of American culture and compare them to other cultures.
- Analyze aspects of their cultures and present brief oral presentations in a small group setting.

AMERICAN LANGUAGE AND CULTURE (FRIDAY LAB)

By the end of a semester, students will be able to do the following based on an episode of an American television series with 75% accuracy as appropriate to their levels through quizzes, group discussions, or active participation in activities:

- Illustrate comprehension of authentic oral language by answering plot-based questions.
- Identify main ideas (themes) and significant details.
- Analyze cause and effect and other logical relationships in viewed videos.
- Predict possible outcomes based on plot events and personal experience.
- Analyze narrative elements such as characterization, motivation, setting, etc.
- Analyze the effects of visual and aural elements such as music, visual effects, camera angles, costuming, etc.
- Recall, understand, and apply targeted vocabulary words and idioms.
- Evaluate the realism of fictional video and relate it to personal experience.
- Identify, compare, and contrast elements of American culture present in television series to real life in America and in their home countries.
STUDENT COMPLAINT FORM

Student Name  (Please print entire name clearly)

Student ID Number   Semester   ELI Level

- A formal statement of complaint must be written, signed, dated, and given to the ELI Coordinator.
- The ELI Coordinator will confer with the student about steps being taken to resolve the complaint and will give the student a copy of the completed form.
- If the student wishes to pursue the complaint further, he or she should take his or her copy of the complaint form to the OIP Director.
- This written complaint and notes regarding the resolution of this complaint will be filed in the Coordinator's office and will become a matter of record.
- Please write in the space provided below and attach additional sheets if necessary.

Formal Statement of Complaint:

Student’s Signature   Date
Steps taken to investigate the complaint:

Findings:

Resolution of the complaint:

__________________________________________________________________________

ELI Coordinator																																																																																																																																											

Date
STUDENT LEVEL CHANGE REQUEST

If you are applying for a change in your initial placement (results of placement test), complete Part A only. If you are appealing your final promotion level, complete Part B only.

Student Name: ________________________________

Student ID number: ____________________________ Current Level: __________________

Semester: ____________________________ Date: ____________________________

Signature of teacher supporting the initial appeal: ____________________________

********************************************************************************************

PART A: Appeal of Initial Level Placement:

I believe I should be placed in Level ______ because: ____________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Student Signature: __________________________________________________________ Date: ____________

*********************************************************************************************

For ELI use only  Appeal Granted: ____________ Appeal Denied: ____________

Comments:

______________________________________________________________________________

ELI Coordinator ____________________________ OIP Director ____________________________
PART B: Appeal of Final Promotion Level (end of semester):

I believe I should be promoted to Level ______ because: ____________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To support my request, I have submitted the following examples of my work from this semester:

Student Signature: ___________________________ Date: __________

******************************************************************************

For ELI use only  Appeal Granted: ___________  Appeal Denied: ___________

Comments:

ELI Coordinator  OIP Director