

Duquesne University
Global English Institute Curriculum Guide

The curriculum described in this document is designed to support the Global English Institute’s Mission Statement:

The Global English Institute serves international students and the Duquesne University community by offering comprehensive English language education and services. We equip students with language skills and cultural understanding necessary to meet their educational and professional goals in an American university setting. We collaborate with University partners, providing English language evaluation, consultation and intercultural exchange to foster a diverse international community.

The Global English Institute comprises three programs with distinctive student populations, target level of proficiency, and course content:

Program	Target CEFR & iBT	Student Population	Content and Courses
Academic Prep 2G	B2.2 and over 80	Graduate students with conditional or full acceptance	Graduate Research Paper, Graduate Academic Discourse; Professional Presentation and Oral Communication
Academic Prep 2U	B2.1 and over 70	Undergraduates beginning academic programs	Introduction to the practices of writing, principles of rhetoric, and engagement in critical thinking: BRDG102E Writing and Literature BRDG101E Writing and Analysis BRDG100E Research and Information Skills
Academic Prep 1	B2.1 – B2.2 60 - 70	Undergraduates and graduates preparing for academic programs	Academic English in skills-based courses at one level. Academic Reading in Context, Academic Writing in Context, Academic Speaking in Context, Academic Listening in Context, Academic Grammar & Vocabulary
Intensive English Program (IEP)	A1.1 – B1.1 Under 60	Non-degree ESL Undergraduates Graduates (depending on placement results)	General and academic English in skills-based courses at three levels. Reading, Writing, Speaking & Listening, Note-taking & Academic Discussion, and Grammar
English Program Summer Session	A1.1 – B2.1 Up to 70	Non-degree ESL Undergraduates	General and academic English in skills-based courses Reading/Writing, Speaking/Listening, Vocabulary Development, U.S. Classroom Experience, English Test Preparation, Integrated English Project

Instructional Approaches and Methods: The Global English Institute integrates various methods by utilizing materials and upholding policies that are based on the following key principles of language learning and instruction in an ESL setting for university-bound students, as described by researchers and methodologists such as Richards and Rodgers (2014), Ur (2012), and Larsen-Freeman and Anderson (2011).

- focus on development of language skills and strategies within each course
- integration of academic vocabulary learning across the curriculum content or thematic context for language learning
- guided and independent work for each teaching point, including a variety of participation patterns, e.g. small-group; teacher-directed whole-group
- structured language support in extensive application and practice both in and out of class
- regular, frequent feedback on classwork and assignments
- explicit teaching of independent learning strategies, including adaptation to U.S. university practices
- active participation in an English immersion environment within the program and extracurricular opportunities to participate in University events

Assessment: The Global English Institute is committed to the ongoing monitoring of student progress from initial arrival through program completion to determine linguistic and cultural readiness for academic study. The following principles and the practices advocated by the program are based on key principles of language assessment in an ESL setting for university-bound students, as described by researchers and methodologists such as Bachman (1990), Hughes (2002), Douglas (2000), and Coombe, Folse & Hubley (2014).

- Achievement is directly linked to student learning outcomes.
- Multiple instruments are used in determining course grades.
- Assessment is continuous over the entirety of a course/program.
- Assessment is both formative and summative.
- Emphasis is placed on language use for functional purposes over discrete point testing.
- Students are informed of assessment results in a timely fashion.
- Students are informed of testing procedures and policies prior to testing.
- Validity and reliability are monitored and maintained.
- Program assessments provide beneficial washback for students.
- Widely used benchmarks are utilized to track student progress and inform program assessment and curriculum practices and policies.
- Data is analyzed and used to inform program decisions.
- The classroom teacher is principal in determining course grade.

Goals	Student Learning Outcomes	Objectives
ACADEMIC PREPARATION		
Global English Institute Level: Academic Prep 2G	CEFR Level: B2.2-C1	
Graduate Research Paper		
<p>Analyze academic writing models of different genres and sub genres and produce academic writing for various purposes, learn the process of research paper writing, use citation conventions appropriately.</p>	<p>Write a 7-10 page research paper using source-based writing.</p> <p>Understand how audience, purpose, organization, cohesion, and style may be used differently in academic writing depending on the purpose; be able to produce a text appropriate for a particular purpose.</p> <p>Be able to conduct the steps in the process of research paper writing: create a research question, narrow a topic, use key terms to search for appropriate resources, develop an outline, keep track of resources, use source material appropriately to support an argument, utilize feedback constructively and edit for common errors.</p> <p>Quote, paraphrase, and summarize written sources, use citations and create a bibliography (MLA or APA system) without plagiarizing.</p> <p>Be able to use appropriate conventions for making polite requests via email.</p> <p>Expand vocabulary and know what it means to know a word.</p> <p>Accurately use complex sentence structures.</p>	<p>Read academic texts and analyze them for audience, purpose, organization, style, grammar, language, types of evidence-based support.</p> <p>Write coherent short texts utilizing the organization pattern specified.</p> <p>Write a research paper with an introduction, thesis, support from other texts, and conclusion.</p> <p>Write text-based summaries, paraphrases, reactions.</p> <p>Write a definition, process description, data commentary.</p> <p>Use quotations to strengthen arguments.</p> <p>Practice using basic MLA or APA citation conventions (depending on student's academic field).</p> <p>Know what it means to know a word (meaning, part-of-speech, style collocations, synonyms, pronunciation).</p> <p>Develop self-editing skills/recognition of error types and methods of correction.</p>

Write with only minor grammatical or structural mistakes which do not distort sense or disturb the reader.

Practice rewriting sentences within a larger text to achieve grammatical accuracy & coherence (students should use repeated subject, sentence initial and sentence medial connectors logically)

Professional Presentation and Oral Communication

Acquire and expand the communication strategies, pedagogical techniques and cultural understanding of prospective teaching assistants to facilitate and expand their teaching effectiveness in various teaching contexts within their academic disciplines.

Demonstrate understanding of instructor and student roles in U.S. classroom culture.

Effectively guide and coach learners in micro-teaching demonstrations.

Understand and respond appropriately to student questions by applying listening and communication skills.

Communicate effectively in academic situations and in one's field by speaking fluently and comprehensibly.

Reduce pronunciation problems that interfere with intelligibility; develop skilled use of stress, intonation and rhythm patterns.

Develop skills in delivering and revising extended presentations to meet the teaching demands of one's discipline, such as the ABLÉ Labs (Pharmacy).

Pronunciation: Practice suprasegmentals and segmentals and build fluency using online and CD materials. Work independently to ensure improvement.

Micro-teaching activities: Presentations are video/audio-recorded and analyzed and evaluated by peers, the presenter and the instructors. Utilize the instructor's oral and written feedback on teaching techniques and comprehensibility.

Analyze and revise video-recorded and audio-recorded presentations; reflect on performance during individual conferences with the instructor.

Discussions of Academic Cultures, Personal Cultures: Participate in discussions and activities to understand varied experiences and expectations in academic situations and talk about U.S. students' expectations. Explain yourself clearly and fluently, using techniques such as simplifying, rewording, introducing and providing examples.

Performing as instructors: lead discussion/ information sessions with Q&A; problem-solving; coach and provide feedback; use hedging to add

		perspective, handle not knowing an answer.
Graduate Academic Discourse		
Learn about academic culture in lectures and other contexts; improve lecture comprehension by expanding use of appropriate strategies; increase active vocabulary	<p>Understand 80% of a 20-30 minute academic lecture on a variety of topics.</p> <p>Understand important aspects of North American academic culture.</p> <p>Be able to find appropriate background before lectures and develop a habit of preparing to improve comprehension.</p> <p>Effectively take notes on key ideas and important details, using organization and abbreviating strategies.</p> <p>Increase recognition of gaps in understanding and use varied compensatory strategies.</p> <p>Be able to retrieve important information from notes to display understanding.</p> <p>Be able to adapt to varying types of PowerPoint slides for taking notes.</p> <p>Use 150 - 200 new terms (from vocabulary text, readings and lectures) correctly in original sentences.</p> <p>Use culturally appropriate communication with professors in class, in office hours and through email.</p>	<p>Listen to videotaped lectures of increasing length (up to 30-minutes), and to lecture segments both in class and as homework.</p> <p>Learn about natural spoken English and reasons for comprehension difficulties.</p> <p>Actively practice strategies to maximize comprehension.</p> <p>Analyze lecture organization patterns and purposes and identify organization patterns.</p> <p>Study patterns and functions in lecture speech such as relevancy signals, topic change signals, colorful language, evaluations.</p> <p>Develop and practice notetaking skills such as abbreviating, capturing and highlighting the main ideas, organizing, gap filling.</p> <p>Exercises to expand understanding of U.S. academic culture.</p> <p>Increase interactions with other students and improve ability to clarify lack of understanding.</p> <p>Work with classmates and independently to acquire active vocabulary.</p>

FRESHMAN WRITING		
Global English Institute Level: BRDG 102E	CEFR Level: B2.2-C1	
BDGE 102E		
<p>BRDG 102E is the second of two required composition courses especially designed for the first-year GEI student population. 102E has the same objectives as the BRDG 102 course taught by the English Department, but it provides additional cultural and language instruction needed for a population of students schooled primarily in languages other than English. BRDG 102E is directed and taught by a GEI instructor in collaboration with the Department of English.</p> <p>In this course, you will learn to critically read, write about, and discuss literature – stories, poems, plays, and essays. You will read and learn about those major kinds of literature, who has written them, and what meanings they have, through analytical reading, interpretation,</p>	<p>Students will build on their knowledge about reading and writing developed in BRDG 101 by</p> <ul style="list-style-type: none"> engaging in close, contextual, critical reading and analysis of literary texts (stories, poems, plays) identifying the features that characterize different literary genres (e.g., narrative fiction, poetry, drama, possibly film, and creative nonfiction) recognizing that there are multiple disciplinary lenses for the analysis of primary materials such as literature practicing writing like a literary scholar as a means of developing rhetorical awareness about how experts in specific disciplines write in different ways producing thesis-driven, coherently organized, evidence-based, respectful, persuasive writing, appropriate not only for later college assignments and 	<p>Read, analyze and discuss literary works.</p> <p>Learn about American culture as depicted in the literature and practice finding background information on texts to be read.</p> <p>Write analytical papers on literary topics.</p> <p>Discuss content, argument, organization, and language use issues related to student-written papers.</p>

<p>and examination of the writers and the historical context for the literature they have produced.</p>	<p>post-graduate life</p> <p>writing with a focus on process rather than only on the product, and recognizing the purpose of drafting both for writing and critical thinking.</p> <p>writing with an increasingly good command of grammatically correct standard English, and understand what resources to consult about grammar, mechanics, or style</p> <p>using secondary sources responsibly and ethically, document sources correctly, and understanding how to use professionally-sanctioned citation and documentation systems, that is, to quote, paraphrase, summarize and document texts using the MLA format</p> <p>reflecting on how they might apply these writing competencies in their majors, careers, and lives.</p>	
<p>Global English Institute Level: BRDG 101E</p>	<p>CEFR Level: B2.1-B2.2</p>	
<p>BRDG 101E</p>		
<p>BRDG 101E is a required first-year writing course especially designed for the ESL and International student population. BRDG 101E provides an introduction to college-level writing and analysis. You will learn about, and practice, how to read and write analytically for various genres, from essays to visual media. You will learn how to structure papers, the conventions of academic writing,</p>	<p>Students will engage with rhetorical awareness and critical thinking by:</p> <ul style="list-style-type: none"> a) demonstrating awareness that writing can serve multiple functions (such as adapt their writing knowledge from First-Year Writing to new contexts: e.g., their majors, careers, and civic lives. <p>Students will engage with processes and conventions by:</p>	<p>Read, discuss and analyze texts for argument structure and flaws in argument</p> <p>Use a process approach to write text-based, argument papers on abstract subjects, stating a clear thesis, developing it with specifics to a conclusion</p> <p>Refine ability to use appropriate</p>

<p>research, and citation, and begin to develop skills to apply to courses throughout your time in college, and beyond.</p>	<ul style="list-style-type: none"> b) writing with a focus on process as well as product c) recognizing that revising their work in response to feedback and self-assessment benefits their own writing development and critical thinking d) recognizing that although there are multiple valid rule-governed varieties of English, they should consult available resources to adhere to Standard Written English when writing for an academic audience e) reflecting on their own writing processes so that they may improve their writing habits and adapt their writing knowledge from First-Year Writing to new contexts (e.g., their majors, careers, and civic lives) <p>Students will engage in reading and ethical research at the college level by:</p> <ul style="list-style-type: none"> a) recognizing that critical reading is an essential academic competency b) accurately interpreting and representing the views of others through careful critical reading and writing c) effectively selecting and 	<p>organization patterns, consistent academic style, multiple cohesion devices and correct grammar for different academic contexts</p> <p>Evaluate and edit self-written and other students' written work</p> <p>Identify errors in standard written English and know how to correct those errors</p>
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	<p>integrating sources (both scholarly and non-scholarly) into their writing through paraphrasing, summarizing, quoting, and/or synthesizing</p> <p>d) demonstrating an understanding of the significance of plagiarism and academic integrity in academic, professional, and civic writing by citing sources ethically using one or more appropriate academic citation styles.</p>	
<p>Global English Institute: BRDG 100E</p>	<p>CEFR Level: B2.1-B2.2</p>	
<p>BRDG 100E</p>		
<p>The goal of this course is to help you develop new critical thinking and lifelong research skills, which can be applied during your time at Duquesne University, in everyday life, and in your chosen career. You will have the opportunity to complete a hands-on information literacy project relevant to real life. You will discover how different information sources may be appropriate for different purposes, and why it is essential to evaluate information sources. This course will help you to make choices about your personal and professional uses of information and help you to have a skeptical lens when engaging with information. As a class, we will seek to attain the best information for our purposes, regardless of the format in which it appears.</p>	<p>Define and articulate the need for information.</p> <p>Evaluate sources with an understanding of context.</p> <p>Research strategically in a flexible and exploratory manner.</p> <p>Recognize that information has value and use information ethically.</p>	<p>Work with a partner to explore and explain database research techniques.</p> <p>Learn general content of databases.</p> <p>Develop mini-research projects to demonstrate understanding of resource selection, use, and citation methods.</p>

Global English Institute Level: Academic Prep 1	CEFR Level: B2.1 -B2.2	
Academic Reading in Context		
<p>Develop university-level reading skills to read a variety of texts critically and efficiently and develop ability to extract relevant information from readings and understand the importance of context, author, and audience.</p>	<p>Read a variety of articles, unabridged short stories, and other literature.</p> <p>Use appropriate strategies when reading different types of English texts and when reading for different purposes.</p> <p>Identify focus, purpose, key concept, implied meaning, and intended audience of a variety of academic texts.</p> <p>Take organized notes on texts identifying important information, supporting evidence, and selected examples.</p> <p>With support, discuss information and ideas in texts; write clearly structured arguments that respond to/analyze texts, stories, and other literature and uses specific examples from the text to support your argument.</p> <p>With support, collect, learn and use words and expressions that allow you to analyze and respond to literature.</p> <p>Use an English language dictionary; use context and class discussions to learn differences in meaning between words that are closely related.</p> <p>Appropriately identify (cite) texts, stories and other literature as your sources when quoting,</p>	<p>Read a variety of complex texts to understand and discuss ideas.</p> <p>Use a variety of reading strategies such as reading for gist, specific information, tone and author's perspective.</p> <p>Read, re-read and talk about complex passages in texts and stories in order to understand what they mean.</p> <p>Take notes on texts and use notes (and text) to answer study questions on texts.</p> <p>Examine and discuss how ideas are presented, explored and linked; support your interpretation or opinion with examples from the text.</p> <p>Learn about plot, point of view, imagery, irony, and other story elements by examining stories carefully and talking about them.</p> <p>Organize your study of words and phrases that you need to analyze text, to present your argument and to correctly identify ideas, information, and perspective of an author.</p> <p>Refine your understanding of words in specific contexts. Use the context of the word, the dictionary and class discussion</p>

	<p>paraphrasing and summarizing content from them.</p> <p>Accurately respond to college-level short-answer essay questions in a timed situation by directly and appropriately addressing the prompt and including the specific information needed.</p>	<p>to learn new meanings.</p> <p>Quote and paraphrase information from a variety of sources in exercises and assignments.</p> <p>Learn to write an argument that summarizes/ paraphrases/analyzes a text or story and includes evidence from texts to support your claims.</p> <p>Cite sources using MLA and or APA style when summarizing, paraphrasing and quoting from texts and stories.</p> <p>Learn to use Gumberg Library resources and select appropriate and reliable sources relating to the topic.</p>
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Academic Writing in Context

<p>Learn the basics of writing academic papers, learn the process of research paper writing, and to refine understanding of citation conventions.</p>	<p>Write different types of 1–3-page papers common to academic classes such as summary/response, comparison/contrast and synthesis papers.</p> <p>Write a 5–8-page paper on a research topic using basic argument structure (argument, explicit thesis, well-developed support for thesis, counter argument).</p> <p>Conduct the steps in the process of research paper writing: create a research question, narrow a topic, use key terms to search for appropriate resources, develop an outline, use source material appropriately to support an argument, use feedback constructively and edit for common errors.</p> <p>Effectively choose and incorporate quotation and paraphrase of written sources, use citations and create a bibliography (MLA or</p>	<p>Read papers, research reports and news articles; analyze organization, grammar, language, types of evidence-based support.</p> <p>Write coherent papers on a variety of topics using an outline, introduction, narrow thesis, support from other texts, counter arguments and conclusion.</p> <p>Write text-based summaries, paraphrases, & reactions.</p> <p>Practice using basic MLA and/or APA citation conventions (in-text, works cited).</p> <p>Practice research methods to find appropriate sources for papers.</p> <p>Develop self-editing skills/recognition of error types and methods of correction.</p>
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	<p>APA system) without plagiarizing.</p> <p>Use a variety of complex sentence structures to communicate and connect ideas.</p> <p>Effectively communicate with professors via email using appropriate language.</p>	<p>Engage in writing workshop and peer review activities with other students to generate ideas for writing and help other students revise their writing.</p> <p>Practice rewriting sentences within a larger text to achieve grammatical accuracy & coherence (students should use repeated subject, sentence initial and sentence medial connectors logically).</p> <p>Demonstrate what it means to know a word (meaning, part-of-speech, collocations, synonyms).</p>
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Academic Speaking in Context

<p>Develop speaking and listening skills to participate successfully in introductory academic courses. Learn to use appropriate academic English to comprehend and accurately communicate knowledge, information and perspectives.</p>	<p>Produce spontaneous and extended speech appropriate for academic tasks using effective cohesive devices with logical flow and appropriate organizational features.</p> <p>Produce narratives and descriptions using reasonable speed, appropriate grammatical and discourse features, appropriate time frames, and speech patterns.</p> <p>Predict, interpret, and produce accurate segmentals and supra-segmentals at word, sentence and discourse level to prepare, deliver and self-evaluate communication activities.</p> <p>Identify, interpret, and discuss key information provided aurally in recorded speech and in spontaneous interpersonal discussions.</p> <p>Complete successfully communicative tasks</p>	<p>Apply pronunciation principles during in-class activities such as speeches, formal presentations, discussions, debates and on recorded assignments.</p> <p>Complete listening exercises to understand, practice, and appropriately engage key listening strategies including focusing attention, predicting, inferencing, revising interpretations, critical thinking, identifying main ideas, key details and examples.</p> <p>Verify listening comprehension through recording key information, summarizing speakers' perspectives, requesting and clarifying information, and identifying and interpreting speakers' opinions.</p> <p>Complete text-based and software-based speaking exercises to practice key pronunciation features, grammatical</p>
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such as presenting information, expressing and defending opinions, providing supportive and conflicting evidence in group or class discussions on topics appropriate for first year academic study

Use appropriate communicative strategies and conventional conversational phrases to participate effectively in formal and informal interactions.

accuracy, organizational structure and fluency.

Participate in class, small group and paired activities to practice pronunciation, grammatical accuracy, organizational structure and fluency in tasks such as opinion exchanges, clarifications, narrations, descriptions, and summaries of discussions, presentations, and written texts.

Participate in class, small group, paired and team activities to practice turn-taking, negotiating conflicts, redirecting discussions, consolidating information, and referencing appropriate data.

Participate in three GEI activities such as Real Talk, Monday Mixers, etc.

Use Voice Thread (in Canvas) to practice pronunciation features, speaking assignments, speeches, formal presentations, summaries, and debate opening statements.

Develop presentation outlines using key words (no sentences!) with appropriate organizational features, including an attention-getting opening statement, an introduction listing main ideas, a speech body with clearly identified main ideas and supporting details/examples, and a conclusion reviewing main ideas.

Deliver 5-7 minute informative and persuasive presentations using note cards with key words only and using appropriate eye contact, nonverbal communication, and level-appropriate, substantive content and organizational features.

		<p>Learn and apply academic integrity and adhere to the rules for citation.</p> <p>Visit instructor during office hours at least twice during the semester to take advantage of individualized help.</p>
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Academic Listening in Context

<p>To improve lecture comprehension to be able to understand content in a straightforward up to 30-minute lecture on a variety of disciplines, to sustain concentration for a 30-minute lecture and learn how to study vocabulary effectively using online resources.</p>	<p>To be able to maintain focus and take notes for an up to 30-minute lecture</p> <p>Expand and improve lecture comprehension strategy use, including identifying key information and speaker's opinion/perspective, inferencing information/conclusions, and identify/compensating for missed material.</p> <p>Use effective listening and notetaking strategies to record information using at least 4 levels of notes.</p> <p>Understand how lecturer's information and information on Powerpoint slides provide complementary information for recording in notes.</p> <p>To be able to correctly use 150 new terms in speaking and writing.</p>	<p>Understand lecture characteristics: purpose, organization patterns, signaling devices, and styles</p> <p>Practice good lecture comprehension strategies including</p> <ul style="list-style-type: none"> - pre-lecture predicting - focused attention, inferencing, guessing and revising interpretations during lecture - post-lecture evaluation of interpretation <p>Practice notetaking strategies including</p> <ul style="list-style-type: none"> - organizational structures (levels) - recording main ideas, supporting details and examples - using symbols and abbreviations <p>Practice listening to authentic materials on Internet to expand understanding of U.S. academic culture.</p> <p>Participate in class activities, including small-group and pair activities and discussions.</p>
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		<p>Listen, take notes, and ask questions during the teacher's explanations.</p> <p>Identify and use reliable online resources for learning new vocabulary, including definitions, word families and collocations.</p>
<p>Academic Grammar and Vocabulary</p>		
<p>A consolidation and extension of English grammar. Analysis and contextualized practice with forms, meanings, and functions prepares students to succeed in complex academic work.</p>	<p>Give clear descriptions, express viewpoints, and develop arguments using a range of complex sentence structures.</p> <p>Clarify, connect, and support ideas in extended discourse.</p> <p>Hypothesize about present, future and past events and situations.</p> <p>Describe and explain situations with connections to events or times in the past, present, and future.</p> <p>Incorporate opinions and quotations from other speakers and writers with appropriate attribution.</p> <p>Apply strategies to self-monitor and correct error independently in speech and writing.</p> <p>Demonstrate understanding of meaning, part of speech, level of formality, collocations, synonyms, antonyms, and pronunciation of academic words related to field of study and selected topics.</p>	<p>Use structures as specified in the Grammar Topic Guide in skill-based or integrated skills activities.</p> <p>Participate in focused listening, reading and discussion or discussion threads to develop comprehension of the grammar forms, meanings, and discourse level use.</p> <p>Listen, discuss, and take detailed notes during explanations.</p> <p>Complete speaking and writing exercises to practice using grammar structures appropriately and accurately.</p> <p>Complete regular 2- page writing assignments using targeted grammar topics.</p> <p>Revise and edit work using self-monitoring strategies and instructor's written feedback.</p> <p>Participate in pair and small group activities to investigate, discuss, and apply language structures.</p> <p>Practice analyzing academic reading and listening materials to discover, analyze and comprehend grammar features or vocabulary words.</p>

		<p>Practice using grammar structures correctly and fluently by completing independent exercises from (online) textbook and supplemental materials.</p> <p>Use 2-3 online dictionaries to learn the meaning, part-of-speech, level of formality, word families, collocations, synonyms, antonyms, and pronunciation of new words.</p>
IEP Level -3	CEFR Level: A2.2-B1.1	
Reading – Level 3		
<p>Develop upper-level reading skills such as selecting appropriate strategies for particular reading tasks and applying grammar and vocabulary knowledge to understanding texts and stories that may be complex; develop skills in discussing and writing about ideas from sources.</p>	<p>Read a variety of short and long texts including some that are complex.</p> <p>Scan and skim to locate information that you need to use.</p> <p>Demonstrate understanding of the argument of a text by paraphrasing and summarizing ideas.</p> <p>Speak and write about information and ideas in texts, biographies and stories.</p> <p>With support, appropriately identify (cite) sources when quoting, paraphrasing and summarizing information.</p> <p>Collect, learn and use words and phrases commonly used to discuss your own and others' opinions and ideas.</p> <p>Use an English language dictionary; use context to select the correct dictionary definition.</p>	<p>Read parts of texts aloud and read silently.</p> <p>Take notes on texts.</p> <p>Diagram, map, and explain the structure of a text.</p> <p>Paraphrase information and ideas when you explain the main points of an article.</p> <p>Quote and paraphrase information from a variety of sources in exercises and assignments.</p> <p>Explain your opinion and make inferences about people and events in texts and stories.</p> <p>Read, re-read and talk about complex passages in order to understand what they mean.</p> <p>Practice quickly picking up information with your eyes; scan and skim to find</p>

	<p>With support, find and use articles in Gumberg Library databases; find and use books in the Curriculum Center and in Gumberg Library.</p>	<p>information that you need to use.</p> <p>Define important words that you find in your reading. Use both information from the sentence containing the word and the definitions of the word in the dictionary.</p> <p>Organize your study of words and phrases; collect and learn vocabulary students use to discuss their own opinions and authors' ideas.</p> <p>Participate in class activities including pair and small group activities.</p> <p>Cite sources using MLA style when summarizing, paraphrasing and quoting.</p> <p>Learn to use Gumberg Library databases to find and use articles; use books and materials from the Curriculum Center and from other locations in the library.</p>
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Writing Level - 3

<p>Develop text-based essay and other genre writing skills; learn basic citation conventions; refine understanding of the writing process; refine self-editing skills.</p>	<p>Write a 2-page text-based paper where a thesis is stated, supported by specifics from reading texts, illustrated by examples in well-developed paragraphs, and reinforced by a conclusion.</p> <p>Use complex and compound sentences in writing: relative clauses, and appositives, and all types of punctuation without more than 3-4 major errors per composition after final editing.</p> <p>Make various types of outlines for the paper.</p> <p>Understand the principles involved in using citations and use simple forms of MLA (or</p>	<p>Write text-based essays, summaries of academic texts, paraphrases and short-answer test questions.</p> <p>Notice and analyze well-written longer sentences in texts; practice writing longer sentences with relative clauses in connected, paragraph-level writing; use a variety of sentence types in essays.</p> <p>Discuss writing topics and write essays or tests answers from an appropriately detailed outline; use good self-editing techniques.</p> <p>Expand vocabulary for selected topics;</p>
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	<p>APA for grads in Business) citations correctly.</p> <p>Quote, paraphrase and summarize sources without plagiarizing.</p> <p>Use appropriate cohesive elements (repeated subject, sentence initial and sentence medial connectors).</p> <p>Use basic email conventions appropriately including: addressing the recipient appropriately, making polite requests, using the subject line appropriately and being concise.</p> <p>Be able to recognize a good answer to a test question and be able to produce a reasonably concise answer. (No long introduction; concrete response)</p> <p>Be able to identify common errors and self-correct.</p> <p>Write with only minor grammatical or structural mistakes which do not distort the sense or trip up the reader.</p>	<p>know what it means to “know” a word (meaning, part-of-speech, level of formality, collocations, synonyms, pronunciation).</p> <p>Recognize & discuss flawed organization and missing information in essays; show models of good essays and good models of other genres.</p> <p>Highlight transition signals used in model texts; discuss effectiveness and guide students to practice using them in second drafts.</p> <p>Understand academic integrity & use basic MLA citation conventions.</p> <p>Help students keep track of error types to avoid repeating the same ones and to track progress.</p> <p>Participate in class activities, including small-group and pair activities.</p> <p>Listen, take notes, and ask questions during the teacher's explanations.</p>
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Grammar Level - 3

<p>Development of fluency and accuracy in the use of complex English grammar. Meaningful, contextualized practice with a wide range of grammatical forms, meanings, and functions advances students' readiness for academic work in reading, writing, speaking and listening.</p>	<p>Understand, write about, and talk about a wide range of familiar topics in the past, present, and future with accuracy and fluency.</p> <p>Discuss and write about some unfamiliar, abstract, and unpredictable situations and</p>	<p>Use structures as specified in the Grammar Topic Guide in reading, writing, speaking and listening activities.</p> <p>Participate in focused listening, reading and discussion to develop comprehension of the grammar forms</p>
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	<p>problems.</p> <p>Extend, clarify, and connect ideas using complex sentence structures.</p> <p>Describe and explain past situations with connections to events or times in the present.</p> <p>Hypothesize and make predictions about the present and future.</p> <p>Make inferences about possibility and express advice, necessity, and obligation in the past.</p> <p>Present opinions and quotations from other speakers and writers with appropriate attribution.</p> <p>Use instructor response, self-monitoring and editing strategies to correct error in speech and writing.</p>	<p>and meanings.</p> <p>Listen, discuss, and take detailed notes during explanations.</p> <p>Complete speaking and writing exercises to practice using grammar points appropriately and accurately</p> <p>Complete regular 1- 1.5 page writing assignments using the grammar structures; revise and edit using self-monitoring strategies and instructor's written feedback.</p> <p>Participate in pair and small group activities to investigate, discuss, and apply language structures.</p> <p>Practice using grammar structures correctly and fluently by completing independent exercises from the textbook and supplemental materials.</p>
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Speaking and Listening Level - 3

<p>Develop advanced speaking and listening competencies using communicative situations related to social and educational life.</p>	<p>Use pronunciation features in level-appropriate discourse.</p> <p>Recognize and use pronunciation symbols.</p> <p>Identify and produce stressed and unstressed syllables, use spelling and grammatical rules for syllable stress patterns to accurately pronounce level-appropriate vocabulary including terminology related to field of study.</p> <p>Predict, recognize and produce</p>	<p>Complete pronunciation text-based speaking exercises to develop comprehensibility in level appropriate discourse.</p> <p>Apply pronunciation principles and level-appropriate grammar structures and level-appropriate fluency during in-class activities, prepared presentations, impromptu speeches, role-plays, and recorded assignments.</p> <p>Complete listening exercises to practice key listening strategies including focusing attention, predicting,</p>
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	<p>stressed words, unstressed words, focus words and thought groups using grammatical rules in level-appropriate sentences and paragraphs.</p> <p>Identify and produce appropriate intonation patterns in a variety of sentences, questions, and lists.</p> <p>Recognize and produce vowels and diphthongs, consonants, consonant clusters, and grammatical endings in level-appropriate discourse.</p> <p>Link final consonants or vowels to initial vowel, repetitive or omitted consonants in level-appropriate complex sentences and questions.</p> <p>Use appropriate listening strategies to identify main ideas and supporting details including examples in level-appropriate discourse.</p> <p>Use appropriate expressions, grammar, rhetorical structures, and nonverbal communication to describe complicated situations, narrate events, and offer and support opinions by appropriately referencing/citing reliable sources.</p> <p>Offer and request assistance, explanations, clarification and excuses in conversational and academic situations.</p> <p>Organize and deliver brief, content-rich, 3-5 minute informative and persuasive presentations using appropriate non-verbal communication and language to signal organization, summarize content, and cite sources correctly.</p>	<p>inferencing, revising interpretations, identifying main ideas, key details and examples.</p> <p>Participate in paired and small group activities to check listening comprehension, share effective listening strategy use, ask for and provide clarifying information, and evaluate opinions expressed.</p> <p>Listen, record key information, and ask questions during teacher's explanations, debates, and classmates' presentations.</p> <p>Complete occasional dictation exercises with level-appropriate paragraphs based on vocabulary and communication strategies under study.</p> <p>Participate in class, pair, and small group activities to practice pronunciation, grammatical accuracy, and fluency in a variety of tasks such as discussing opinions and, providing narrations, descriptions, summaries, and clarifications</p> <p>Participate in class, pair, and small group dialogues, role-plays and debates to practice pronunciation, grammatical accuracy, and fluency in negotiating conflicts and dealing with interruptions.</p> <p>Use Voice Thread (in Canvas) to practice pronunciation features, speaking assignments, and presentations.</p> <p>Participate in course academic field</p>
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		<p>study and complete assignments associated with this unit.</p> <p>Participate in three GEI activities such as Real Talk, Monday Mixers, etc.</p> <p>Develop presentation outlines using key words (no sentences!) and containing an attention-getting opening statement, an introduction listing main ideas, a speech body with clearly identified main ideas and supporting details/examples, and a conclusion reviewing main ideas.</p> <p>Deliver 3-5 minute organized informative and persuasive presentations from note cards (no sentences) using appropriate eye contact, nonverbal communication, level-appropriate organizational features and grammatical structures</p> <p>Learn and apply academic integrity and adhere to the rules for citation.</p> <p>Visit instructor during office hours at least twice during the semester to take advantage of individualized help.</p>
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Note-taking and Academic Discussion Level - 3

<p>Develop advanced-level listening, note-taking, classroom presentation, and discussion competencies using content related to education, society, and c</p>	<p>Use a wide variety of effective listening strategies, including focused attention, prediction, inference, revising interpretation, and critical thinking skills.</p> <p>With minimal guidance, identify and organize</p>	<p>Learn new vocabulary in preparation for listening activities.</p> <p>Develop a repertoire of effective listening and note-taking strategies.</p>
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main ideas, supporting details, and key examples in a variety of 6 – 8 minute (and longer) academic lectures.

Format class notes to show 4 or more levels of importance.

Guess meaning of new level-appropriate vocabulary from surrounding context.

Predict what information will follow using known information.

Use a wide selection of abbreviations and symbols effectively in notes.

Use notes to provide an oral or written summary of a talk or answer questions.

Participate actively and effectively using appropriate communication strategies in discussions or speaking tasks related to text or other assigned topics.

Deliver a well-organized, accurate informational presentation.

With guidance, take notes to a variety of 6-8 minute (or longer) academic lectures or selected talks.

Participate in a variety of class activities, including pair and small-group discussions and other activities.

Write summaries of key information from lectures using lecture notes.

Regularly listen, take notes, and ask questions during the teacher's explanations.

Using notes and summaries, prepare for in-class lecture quizzes for each unit/lesson.

Prepare well-organized outlines and notecards for classroom presentation on assigned topics.

Present well-organized, comprehensible, in-class informational presentations containing an attention-getting opening statement, an introduction, a content rich body, and an effective conclusion on assigned topics.

Review and adhere to all academic integrity policies including not copying others' work, citing sources for information used from research, citing sources for information or images used on PowerPoint slides

Visit the instructor at least twice during office hours for extra help.

IEP Level - 2	CEFR Level: A2.1-A2.2	
Reading Level - 2		
<p>Develop reading skills beyond a foundation level to comprehend longer, straightforward texts written in everyday language and vary reading strategies when reading for different purposes.</p>	<p>Read straightforward informational texts, biographies and stories written in everyday language.</p> <p>Scan and skim to locate information that you need to use.</p> <p>Demonstrate understanding of a text by paraphrasing and summarizing ideas.</p> <p>Speak and write about information and ideas in texts, biographies and stories.</p> <p>Collect, learn and use common words and phrases that you find in texts.</p> <p>Use an English language dictionary; use context to select the correct dictionary definition.</p> <p>With support, explain ways that information is organized in texts.</p> <p>Find and use books and materials in the Curriculum Center and in Gumberg Library.</p>	<p>Read parts of texts aloud and read silently.</p> <p>Paraphrase information and ideas when you explain the main points of an article or a story in your own words.</p> <p>Discuss and practice using quotations and paraphrasing information correctly.</p> <p>Read directions and explain them to a partner.</p> <p>Take notes on texts.</p> <p>Diagram or map the structure of a text.</p> <p>Explain your opinion and make inferences about people and events in texts and stories.</p> <p>Read, re-read and talk about important information in order to understand its meaning.</p> <p>Practice quickly picking up information with your eyes; scan and skim to find information that you need to use.</p> <p>Define important words that you find in your reading. Use both information from the sentence containing the word and the definitions of the word in the dictionary.</p> <p>Organize study of words and phrases; include vocabulary needed by students to discuss their own opinions and authors' ideas.</p>

		<p>Participate in class activities including pair and small group activities.</p> <p>Write about the stories and texts that you read.</p> <p>Learn about the Curriculum Center and Gumberg Library; use books and materials from the center and from other locations in the library.</p>
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Writing – Level 2

<p>Learn the basics of writing essays and other academic text-based writing; learn compound sentence structure learn about the writing process; develop self-editing skills.</p>	<p>Write a 400-500 word (1-2 page) text-based essay, state a thesis, use specific examples and explanations.</p> <p>Use compound sentences and a variety of the simpler subordinate clauses (adverbial).</p> <p>Make a detailed outline for a composition, stating the thesis and listing specifics.</p> <p>Make rudimentary documentation/citations with such phrases as “Spack says” or “according to X”.</p> <p>Be able to summarize a short (multi paragraph) text; begin learning paraphrasing strategies (According to X...).</p> <p>Use transition signals logically.</p> <p>Learn basic email conventions including addressing the recipient appropriately, making polite requests, using the subject line appropriately and being concise.</p> <p>Be able to recognize a good answer to a test</p>	<p>Read and discuss writing examples to develop understanding of clauses and simple & complex sentences; use a variety of sentence types in essays.</p> <p>Discuss writing topics and write essays and other genres of writing with thesis/topic sentences.</p> <p>Expand vocabulary for selected topics; know what it means to “know” a word (meaning, part-of-speech, level of formality, synonyms, pronunciation).</p> <p>Recognize good/bad paragraph and essay development.</p> <p>Use more developed transition signals logically.</p> <p>Learn the basics of academic integrity & need for citations.</p> <p>Participate in class activities, including small-group and pair activities.</p>
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	<p>question and be able to produce a reasonably concise answer. (No long introduction; concrete response).</p> <p>Continue to develop self-editing skills.</p>	<p>Listen, take notes, and ask questions during the teacher's explanations.</p> <p>Notes:</p> <p>Aim for one in-class writing assignment per week (this could be a pre-draft for a later paper). All papers handed in should be typed, and computer literacy is assumed. Students should be able to use basic word processing: be able to format a 1-page document in Word using appropriate margins, a specified font size, with name, date, instructor and class on all assignments</p> <p>Comments on student papers should lead students to not only correct errors but also substantially expand and revise drafts. Require students to visit office hours at least 2x to take advantage of individualized help.</p> <p>In order to help students focus and form a thesis, writing topics should be formulated as a direct question to which the student's thesis should respond.</p>
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Grammar – Level 2

<p>Development of fluency and accuracy in the communicative use of English. Contextualized practice with grammatical forms, meanings, and functions prepares students for more complex work in academically oriented reading, writing, speaking and listening.</p>	<p>Understand, write about, and speak about many familiar topics in the past, present, and future with accuracy and fluency.</p> <p>Use some complex sentence structures to extend and connect ideas.</p> <p>Narrate simple stories and sequences of</p>	<p>Use structures as specified in the Grammar Topic Guide in reading, writing, speaking and listening activities.</p> <p>Participate in focused listening, reading and discussion to develop comprehension of the grammar forms and meanings.</p>
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	<p>events in the past with accuracy and fluency.</p> <p>Describe common events and situations in the past with a connection to the present.</p> <p>Make inferences and guesses, and express necessity and obligation about the past, present and future.</p> <p>Compare objects, people and places in conversations, oral presentations and written paragraphs.</p> <p>Control and correct errors with guidance; use strategies for independent editing and self-monitoring.</p>	<p>Listen, ask and answer questions, and take notes during explanations.</p> <p>Complete speaking and writing exercises to practice using grammar structures appropriately and accurately.</p> <p>Complete regular 1-page writing assignments using the grammar structures; revise and edit using instructor's written feedback.</p> <p>Participate in pair and small group activities to apply language structures.</p> <p>Practice using grammar structures correctly and fluently by completing independent exercises from the textbook and supplemental materials.</p>
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Speaking and Listening Level - 2

<p>Develop intermediate speaking/listening competencies using communicative situations related to social and educational life.</p>	<p>Use pronunciation features in level-appropriate discourse.</p> <p>Recognize and use pronunciation symbols.</p> <p>Identify and produce stressed and unstressed syllables, use spelling and grammatical rules for syllable stress patterns to accurately pronounce with level-appropriate multi-syllable words.</p>	<p>Complete pronunciation exercises and text-based speaking exercises to develop comprehensibility in level-appropriate discourse.</p> <p>Apply pronunciation principles during in-class activities, speeches, role-plays, and recorded assignments.</p> <p>Complete level-appropriate listening exercises to understand and practice key listening strategies including</p>
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	<p>Use sentence stress by predict, recognizing and producing stressed words, unstressed words, focus words and thought groups using grammatical rules in level-appropriate sentences.</p> <p>Identify and produce appropriate intonation patterns in level appropriate sentences, questions, and lists.</p> <p>Recognize and recognize and produce vowels and diphthongs, consonants, consonant clusters, and grammatical endings in level-appropriate words and sentences.</p> <p>Link final consonants or vowels to initial vowel, repetitive or omitted consonants in level-appropriate sentences and questions.</p> <p>Use appropriate listening strategies to identify main ideas and supporting details including examples in level-appropriate material.</p> <p>Use level-appropriate vocabulary, grammar, and speech patterns to ask and respond to questions, offer and request assistance/clarifications and explanations/excuses in conversational and academic situations.</p> <p>Express and support opinions, discuss differences and conflicts, and offer possible solutions using expressions of agreement, polite disagreement, and suggestions.</p> <p>Describe uncomplicated situations with clear sentences connected by transitional words and phrases.</p>	<p>focusing attention, predicting, inferencing, revising interpretations, identifying main ideas, key details and examples.</p> <p>Participate in paired and small group activities to check listening comprehension, share effective listening strategy use, and ask for and provide clarifying information.</p> <p>Listen, record key information, and ask questions during teacher's explanations and classmates' speeches.</p> <p>Complete occasional dictation exercises with level-appropriate sentences and brief paragraphs based on vocabulary and speaking strategies under study.</p> <p>Participate in class, pair, and small group activities to practice pronunciation, grammatical accuracy, and fluency in tasks such as asking and answering questions, asking for and providing opinions, clarifications, suggestions, directions and describing uncomplicated situations and processes.</p> <p>Participate in small-group and pair activities involving dialogues and roleplays based on text-supplied topics to practice pronunciation and grammatical accuracy.</p> <p>Practice pronunciation features, presentations and/or speaking assignments on Voice Thread (in Canvas).</p> <p>Develop presentation outlines using key</p>
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Organize and deliver 3-4 minute informative and persuasive presentations using a clear introduction, accurate content, conclusion, transitions, and sources cited appropriately.

words and containing an introduction listing main ideas, a speech body with clearly identified main ideas and supporting details, including examples, and a conclusion reviewing main ideas.

Deliver 3-4 minute, organized informative and persuasive presentations from note cards using appropriate eye contact, nonverbal communication, well-structured introduction, accurate content, clear transitions and signal words, and clear, well-structured conclusion.

Participate in impromptu speech activities to practice pronunciation, level-appropriate grammar structures, communication strategies, and fluency.

Participate in course academic field study and complete assignments associated with this unit.

Participate in three GEI activities such as Real Talk, Monday Mixers, etc.

Learn and apply academic integrity (including not copying others' work, not memorizing and repeating memorized material) and follow the rules for citation.

Visit instructor during office hours at least twice during the semester to take advantage of individualized help.

Notetaking and Academic Discussion Level - 2

Develop upper foundation-level listening, note-taking, classroom presentati

Use effective listening strategies, including focusing attention, prediction, inference,

Learn new vocabulary in preparation for listening activities.

<p>and discussion competencies using content related to education, society, and culture.</p>	<p>revising interpretation, and critical thinking skills.</p> <p>With guidance, identify and organize main ideas, supporting details, and key examples in 5-7-minute academic lectures.</p> <p>Format class notes to show 3 or more levels of importance.</p> <p>Guess meaning of new level-appropriate vocabulary from surrounding context.</p> <p>Predict what information will follow using known information.</p> <p>Use a wide selection of abbreviations and symbols in notes.</p> <p>With instruction and guidance, use notes to provide an oral or written summary of a talk or respond to questions.</p> <p>Participate effectively using appropriate communication strategies in discussions or speaking tasks related to text or other assigned topics.</p>	<p>Develop a repertoire of effective listening and note-taking strategies.</p> <p>With guidance, take notes to a variety of 5-7 minute academic lectures or selected talks found externally, on GEI Program Media site or in supplementary materials.</p> <p>Participate in a variety of class activities, including pair and small-group discussions and other activities.</p> <p>Write summaries of key information from lectures, using notes.</p> <p>Regularly listen, take notes, and ask questions during the teacher's explanations.</p> <p>Using notes and summaries, prepare for in-class quizzes for each unit/lesson.</p> <p>Prepare well-organized notes and outline for classroom presentations on assigned topics.</p> <p>Present well-organized, comprehensible in-class presentations containing a clear introduction with main ideas, a content rich speech body, and a conclusion summarizing main ideas on assigned topics.</p> <p>Learn and follow the rules of academic integrity including not copying others' work, not presenting information from research as your own ideas and citing sources appropriately in presentations)</p> <p>Visit the instructor at least twice during office hours for extra help.</p>
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IEP Level 1	CEFR Level: A1.1-A2.1	
Reading Level - 1		
<p>Build a foundation level understanding of sentence and paragraph construction of meaning using clear, simple texts that include visuals and very high frequency, everyday vocabulary; this includes comprehending specific key information and understanding common expressions.</p>	<p>Read short simple texts, biographies and stories written in common, simple, everyday language.</p> <p>Collect, learn and use common words and phrases that you find in texts.</p> <p>With support, use an English language study dictionary to find words, parts of speech and meaning.</p> <p>With support, use the context of a word to help select the correct dictionary definition</p> <p>Speak and write about information and ideas in texts, biographies and stories.</p> <p>Write a simple (e.g., 3-sentence) summary of a story.</p> <p>Find and use books and materials in the Curriculum Center in Gumberg Library.</p>	<p>Read texts aloud and silently.</p> <p>Retell stories in your own words.</p> <p>Read directions and explain them to a partner.</p> <p>Summarize (tell) the most important points of a story in your own words.</p> <p>Practice quoting and paraphrasing at a very basic level to be able to separate your words from an author's words. "S/he says . . . ; I say . . ."</p> <p>Explain your opinion about people and events in texts and stories.</p> <p>Find meaning in sentences and paragraphs.</p> <p>Look at sentences and paragraphs carefully; see how information and ideas are developed.</p> <p>Organize your study of common words and phrases; learn to spell them.</p> <p>Use the words you study when you speak and write.</p> <p>Practice using an English language study dictionary to learn word meaning and part of speech information.</p>

		<p>Learn to alphabetize to find words more easily.</p> <p>Participate in class activities including pair and small group activities.</p> <p>Talk about the stories and texts that you read.</p> <p>Write about the stories and texts that you read.</p> <p>During Office Hours, talk with your instructor about your work.</p> <p>Learn about the Curriculum Center; use books and materials from the center.</p>
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Writing Level - 1

<p>Learn the basics of simple sentence structure and short paragraph development; learn about the writing process; learn self-editing skills.</p>	<p>Be able to write simple grammatical sentences using present and past tense in singular and plural forms.</p> <p>Read and write in cursive; be able to print English letters</p> <p>Use basic capitalization and punctuation.</p> <p>Use topic sentences somewhat consistently.</p> <p>Understand the basics of paragraph structure; understand basic pattern of topic sentence and support.</p> <p>Develop a simple paragraph with supporting ideas that cohere with the topic sentence.</p> <p>Make a simple outline to plan for the composition, showing main points.</p> <p>Summarize general ideas.</p>	<p>Discuss everyday topics and write sentences and short, simple paragraphs on basic, everyday topics.</p> <p>Learn vocabulary for everyday topics; know what it means to “know” a word (meaning, part-of-speech, level of formality, pronunciation).</p> <p>Practice printing and cursive writing as needed.</p> <p>Practice reading instructor’s cursive writing (on white boards, teacher comments on drafts of sentences).</p> <p>Recognize good sentence structure, good topic sentences, and basic, short paragraph development.</p>
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	<p>Learn to edit for common errors.</p>	<p>Write paragraphs with topic sentences and connecting simple sentences.</p> <p>Begin basis essay structure (after midterm); write short (1 paragraph) essay with a thesis.</p> <p>Use basic transition signals.</p> <p>Learn the basics of academic integrity (not copying others work, not memorizing and repeating memorized material)</p> <p>Participate in class activities, including small-group and pair activities.</p> <p>Listen, take notes, and ask questions during the teacher's explanations.</p>
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Grammar – Level 1

<p>Introduce and consolidate foundational communicative competence in English; begin to develop communicative competence with simple sentence structures, basic verb tenses, and basic grammatical structures in reading, writing, speaking and listening</p>	<p>Understand and use simple sentences to describe familiar objects, events, experiences, and ideas.</p> <p>Write and speak about common, everyday topics in the past, present, and future with appropriate accuracy and fluency.</p> <p>Ask and answer questions about familiar topics and ideas.</p> <p>Make and respond to simple, familiar requests, give advice, express preferences using basic expressions.</p> <p>Give advice, make requests, and express ability, preferences, and necessity using a limited range of expressions.</p>	<p>Use structures as specified in the <i>Guide to Grammar Topics</i> in reading, writing, speaking and listening activities.</p> <p>Listen, take simple notes (lists of main ideas), and ask questions during explanations.</p> <p>Participate in short, focused listening and reading activities to develop comprehension of the grammar forms and meanings.</p> <p>Practice applying grammar with level appropriate accuracy and fluency in speaking and writing exercises.</p> <p>Participate in small group or pair activities and in classroom conversation.</p>
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	<p>Make simple, short comparisons of familiar places, objects, and people.</p> <p>Control and correct error with guidance in structured writing tasks; use strategies to attempt to identify and correct major errors.</p>	<p>Complete regular writing assignments with sentences and short paragraphs using the grammar structures.</p> <p>Practice correcting errors using the instructor's symbols and comments.</p> <p>Practice using grammar structures correctly by completing independent exercises from the textbook and supplemental materials.</p>
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Speaking and Listening – Level 1

<p>Develop speaking and listening competencies at basic level using communicative situations related to social and educational life.</p>	<p>Use basic pronunciation features in level-appropriate discourse.</p> <p>Recognize pronunciation symbols.</p> <p>Identify and produce stressed syllables, unstressed syllables, and syllable stress patterns in level-appropriate multi-syllable words.</p> <p>Predict, recognize and produce stressed words, unstressed words and focus words in level-appropriate sentences.</p> <p>Predict, recognize, and produce appropriate intonation patterns in basic sentences and questions.</p> <p>Recognize and produce vowels, diphthongs, and consonants in high-frequency consonant clusters and grammatical final endings on level-appropriate words.</p>	<p>Complete pronunciation exercises and text-based speaking exercise to practice pronunciation, vocabulary, and grammatical accuracy to develop comprehensibility in level-appropriate discourse.</p> <p>Apply pronunciation principles during in-class, level-appropriate activities, speeches, and recorded assignments.</p> <p>Complete listening exercises to understand and practice key listening strategies including focusing attention, predicting, inferencing, revising guesses, identifying main ideas, key details and examples.</p> <p>Participate in paired and small group activities to check listening comprehension and share effective listening strategy use.</p> <p>Listen, record key words and phrases, and ask questions during teacher's</p>
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	<p>Link final consonants or vowels to initial vowel or initial repetitive consonant in level-appropriate discourse.</p> <p>Use appropriate listening strategies to identify main ideas and key supporting details in level-appropriate listening exercises.</p> <p>Use appropriate vocabulary and grammar to</p> <p>Describe and explain simple situations using simple phrases and sentences.</p> <p>Ask and answer questions, offer and request assistance/suggestions using level-appropriate sentences and questions.</p> <p>Make predictions and infer information using simple sentences.</p> <p>Express uncomplicated opinions including agreement and polite disagreement using basic-level sentences.</p> <p>Organize and deliver brief, 1-2-minute informative presentations using a brief introduction, accurate content, and a brief conclusion.</p>	<p>explanations and classmates' presentations.</p> <p>Complete text-based speaking exercises to practice pronunciation, vocabulary, and grammatical accuracy.</p> <p>Complete brief dictation exercises with level-appropriate sentences based on vocabulary and communication strategies under study.</p> <p>Participate in class activities to practice pronunciation and grammatical accuracy with tasks such as asking and responding to questions, and asking for and providing clarifications and suggestions.</p> <p>Participate in class activities to offer uncomplicated opinions, express agreement and disagreement with classmates' opinions, provide simple directions and describe uncomplicated situations using simple sentences.</p> <p>Participate in small-group and pair activities including brief text-derived dialogues and role-plays to practice pronunciation and level-appropriate grammatical features.</p> <p>Use Voice Thread (in Canvas) to practice pronunciation features, presentations and/or speaking assignments.</p> <p>Develop basic presentation outline using key words and phrases (no sentences!) and containing an introduction listing main ideas, a speech body with clearly identified main ideas and supporting details, and a brief conclusion reviewing</p>
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		<p>main ideas.</p> <p>Deliver 1-2-minute informative presentations from outline or note cards using appropriate eye contact, nonverbal communication, level-appropriate content and organizational features.</p> <p>Participate in brief impromptu speech activities to practice pronunciation and level-appropriate grammatical structures.</p> <p>Participate in course academic field study and complete assignments associated with this unit.</p> <p>Participate in three GEI activities such as Real Talk, Monday Mixers, etc.</p> <p>Learn and apply academic integrity (including not copying others' work, not memorizing and repeating memorized material) and follow the rules for citation.</p> <p>Visit instructor during office hours at least twice during the semester to take advantage of individualized help.</p>
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Notetaking and Academic Discussion – Level 1

<p>Develop basic-level note-taking, classroom presentation, and discussion competencies using content related to education, society, and culture.</p>	<p>Distinguish and accurately record information as presented.</p> <p>Use effective listening strategies, including basic prediction, focused attention, inference, revising original guesses, and critical thinking skills.</p> <p>With guidance, identify and organize main</p>	<p>Continue to improve listening ability by recording missing information or responses to pre-recorded and live passages.</p> <p>Learn new vocabulary in preparation for listening activities.</p> <p>Develop a repertoire of effective</p>
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ideas, supporting details, and key examples in 4-6-minute academic lectures.

Guess meaning of new level-appropriate vocabulary in context.

Use level-appropriate abbreviations and symbols in notes.

Clearly format class notes to show 2 - 3 levels of importance.

Use notes to recreate a lecture or presentation in an oral or written summary containing main ideas.

Participate effectively using level-appropriate communication strategies in discussions or speaking tasks related to text topics.

listening and note-taking strategies.

With guidance and scaffolded support, take accurate, clearly organized notes to a variety of 4 – 6 minute academic lectures, *played in short segments*.

With instruction and guidance, write summaries of lectures, using notes.

Regularly listen, take notes, and ask questions during the teacher's explanations.

Using notes and summaries, prepare for in-class lecture quizzes for each unit/lesson.

Prepare well-organized notes and outlines for classroom presentations on familiar topics.

Present short, well-organized, in-class presentations containing an introduction listing main ideas, a speech body and a brief conclusion rephrasing main ideas at a basic level of comprehension.

Learn basics of academic integrity (not copying others' work, not presenting information from research as your own ideas in presentations)

Visit the instructor at least twice during office hours for extra help.

SUMMER SESSION

GEI LEVEL: Mixed Levels

CEFR Level: A1.1-B2.1

Reading & Writing

The goal of this class is to simultaneously improve reading and writing skills through reading novels as well as news-related articles. This class will also focus on vocabulary recognition and use as well as grammar mastery.

Increase fluency in reading a variety of English texts concerning a variety of topics (level dependent).

Understand differences in style and purpose between factual based reading and literary works.

Write summary paragraphs with clear topic sentences.

Use level appropriate grammar structures to create coherent sentences.

Focus on academic vocabulary recognition building and use.

Increase ability to discuss reading and writing concepts and content with classmates and instructor.

Critically evaluate an author's intent and meaning.

Read level appropriate Newsela articles as a class.

Read level appropriate graded readers as a class.

Edit own writing in in-class and out-of-class activities

Provide feedback on others' work.

Practice writing level-appropriate sentences about reading content.

Practice writing paragraphs with clear topic sentences.

Discuss content of reading with classmates and instructor.

<p>Vocabulary Workshop</p>		
<p>Develop competencies with vocabulary skills, including understanding and using word roots, prefixes, and suffixes and using appropriate technology tools to comprehend content related to education, society, and culture.</p>	<p>Identify meaning of key word roots, prefixes, and suffixes.</p> <p>With guidance, identify and use level-appropriate vocabulary items in self-generated sentences.</p> <p>Create personal vocabulary journal or portfolio.</p> <p>Identify and use technological tools to learn and master frequently used and level-appropriate vocabulary items.</p> <p>Use understanding of word families, word roots, prefixes and suffixes to enhance reading, writing, grammar, listening and speaking skills.</p>	<p>Create vocabulary charts to explore word families, prefixes, suffixes, synonym and collocations.</p> <p>Explore word families, collocations, synonyms and phrasal verbs using dictionaries and technological tools.</p> <p>Create sentences, paragraphs, and dialogues using new vocabular words appropriately.</p> <p>Participate in a variety of class activities, including pair and small group discussions and other interactions.</p> <p>Learn and follow the rules of academic integrity including not copying others' work, not presenting information from research as your own ideas and citing sources appropriately in presentations)</p> <p>Visit the instructor at least twice during office hours for extra help.</p>
<p>Speaking & Listening</p>		
<p>Develop speaking/listening competencies using communicative situations related to social and educational life.</p>	<p>Use pronunciation features in level-appropriate discourse.</p> <p>Recognize schwa and key vowel and consonant pronunciation symbols</p> <p>Identify and produce stressed syllables, unstressed syllables, and syllable stress patterns using spelling and grammatical rules with level-appropriate multi-syllable words</p>	<p>Complete pronunciation exercises to develop comprehensibility in level-appropriate discourse.</p> <p>Apply pronunciation principles during in-class activities, speeches, role-plays, and recorded assignments.</p> <p>Complete listening exercises to understand and practice key listening strategies including focusing attention, predicting, inferencing, revising</p>

	<p>Identify and produce appropriate intonation patterns in a variety of level appropriate sentences and questions.</p> <p>Recognize and produce problematic vowels, diphthongs and consonant sounds by applying major phonetic rules in level-appropriate words and sentences.</p> <p>Use appropriate listening strategies including focused attention, planning and evaluation and inference to identify main ideas and supporting details in level-appropriate audio material.</p> <p>Use level-appropriate vocabulary, grammar, and speech patterns to ask and respond to conversational and academic questions, offer and request suggestions, opinions, assistance and clarifications, and agree or politely disagree.</p> <p>Describe uncomplicated situations with clear sentences connected by transitional words and phrases.</p> <p>Organize and deliver 1-4 minute informative, persuasive, comparative, or narrative presentation using a clear introduction, level-appropriate content, a clear conclusion, level-appropriate transitions, and appropriately cited sources.</p>	<p>interpretations, identifying main ideas, key details and examples.</p> <p>Participate in paired and small group activities to check listening comprehension, share effective listening strategy use, and ask for and provide clarifying information.</p> <p>Listen, record key information, and ask questions during teacher's explanations and classmates' speeches.</p> <p>Complete text-based speaking exercises to practice pronunciation and grammatical accuracy.</p> <p>Participate in class and small group activities to practice pronunciation, grammatical accuracy, and fluency in tasks such as engaging in dialogues, asking questions and providing answers, asking for and providing opinions, clarifications, excuses and suggestions, and describing situations.</p> <p>Develop presentation outlines using key words (no sentences!) and containing a level-appropriate introduction listing main ideas, a speech body with level-appropriate main ideas and supporting details, including examples, and a conclusion reviewing the main ideas.</p> <p>Deliver a one-to-four minute presentation from note cards using appropriate eye contact, nonverbal communication, well-structured introduction, level-appropriate,</p>
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		<p>accurate content, level-appropriate transitions and signal words, and clear conclusion.</p> <p>Learn and apply academic integrity (including not copying others' work, not memorizing and repeating memorized material) and follow the rules for citation.</p>
<p>The U.S. Classroom Experience</p>		
<p>Learn about the procedures, communication, and interaction that is expected of students in a university-level U.S. classroom.</p>	<p>Identify expectations of a typical U.S. university classroom.</p> <p>With guidance, identify and use relevant Duquesne University resources including Blackboard and library resources.</p> <p>Create and maintain a language development journal.</p> <p>Demonstrate understanding of culturally appropriate interaction with professors and classmates.</p> <p>Use time management strategies and submit assignments in a timely manner using appropriate technology.</p>	<p>Compile course-related experiences, observations, and notes in a class journal.</p> <p>Explore essential classroom documents such as syllabi, schedules, and academic integrity policy using authentic materials and technological tools.</p> <p>Complete assignments based on short readings and videos about academic success strategies and authentic classroom interactions.</p> <p>Participate in a variety of class activities, including pair and small group discussions and a graded group project.</p> <p>Learn and follow the rules of academic integrity including not copying others' work, not presenting information from research as your own ideas, and citing sources appropriately in presentations.</p> <p>Email the instructor at least twice during the course.</p>

English Test Preparation		
<p>Develop test-taking strategies to improve performance on IELTS and other standardized tests for English language proficiency.</p>	<p>Become familiar with the directions for each section of the exam.</p> <p>Use strategies and recognize different types of questions in the reading and listening sections of the IELTS exam.</p> <p>Students will practice spelling to answer Listening Exam questions correctly.</p> <p>Practice writing short reports on infographics.</p> <p>Practice writing 250-300 word multi-paragraph essays on a variety of topics.</p>	<p>Complete reading segments designed to improve reading strategies necessary for standardized test taking.</p> <p>Listen to audio segments designed to practice listening strategies required for standardized test taking.</p> <p>Respond to writing prompts to practice writing skills in time constrained activities.</p> <p>Respond to speaking prompts to practice oral communication strategies in time constrained exercises.</p>
Integrated English Project		
Independent Study		