

STUDENT GUIDE

Fall C 2020

English Language Institute Mission

The mission of the English Language Institute (ELI) is to foster the learning of the English language and the culture of the United States of America through its regularly scheduled Intensive English Program and its various other programs scheduled on demand.

The ELI is a self-supporting program of the University of Florida. It is intended to serve speakers of other languages and is dedicated to offering superior instruction and best possible occasions for practice, using current materials and techniques, and providing an ideal learning environment.

These goals are accomplished by a well-trained staff enthusiastically committed to the success of all learners, actively involved in meeting their needs, and unquestionably focused on functioning as a team for the greater good of all concerned.

Regular Program Mission

The primary mission of the Intensive English Program is to prepare international students for successful study at the graduate or undergraduate level in institutions of higher learning in the USA. Students are taught to:

- *read university-level materials;*
- *write academic papers and exams;*
- *speak more fluently in both formal and informal settings;*
- *take good, clear notes at lectures;*
- *take timed, objective tests; and,*
- *function knowledgeably in a North American culture for the purpose of establishing and maintaining productive relations with fellow students, professors and other members of the host community.*

The ELI also provides the same language instruction to individuals already trained in their professions, and any others who wish to improve their level of English proficiency and cultural awareness.

Special Program Mission

The primary mission of Special Programs of the English Language Institute is to provide flexible programs of English study, focused to meet the specific needs of each international group we serve. In addition to instruction, we coordinate and support cultural experiences and living arrangements appropriate to the desired outcomes of each group.

By providing high-quality programs and individualized attention to each group, the Special Programs Office works to expand the positive reputation of the English Language Institute and the University of Florida.

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PERSONNEL

THE ELI MAIN OFFICE

The main office is located in room 223, Matherly Hall (MAT). It is open from 8:00 a.m. to 4:30 p.m., Monday through Friday, except holidays and break weeks. Each staff member has an extension number for direct calling.

223 Matherly Hall PO Box 117051 Gainesville, FL 32611-7051 Phone: (352) 392-3354 Fax: (352) 392-3744
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ADMINISTRATION

Director

Responsible for policies, personnel, budget decisions, public relations and recruitment. Oversees day-to-day administration in the ELI. Teaches ELI classes.

- Megan Forbes, Matherly Hall/Room 225C, Phone: 273-4391

Associate Director

Oversees student placement. Responsible for teacher supervision and curriculum, and hiring of teachers. Responsible for course schedule and academic/class records. Responsible for transcripts and letters of proficiency. Teaches ELI classes. Counsels students on academic problems.

- Patricia Moon, Matherly Hall/Room 225D Phone: 273-4393

Assistant Director (Admissions)

Responsible for admissions, academic advising, and immigration counseling. Counsels students with attendance problems. Teaches ELI classes.

- Daryl Bish, Matherly Hall/Room 225B, Phone: 273-4392

Assistant Director (Recruitment)

Responsible for recruitment, outreach, and educational consultant agreement. Supervises TAs and new teachers. Teaches ELI classes.

- Lia Brenneman, Matherly Hall/Room 220A, Phone: 273-4384

Student Life and Special Programs Coordinator

Helps ELI students with concerns such as housing, healthcare, insurance and other personal matters. Counsels students with attendance problems. Teaches ELI classes.

- Victoria Dolce, Matherly Hall/Room 225F, Phone: 273-4394

Cultural Immersion Coordinator

Responsible for volunteering, weekend trips, conversation partners, and weekly activities. Hires and supervises language assistants. Teaches ELI classes.

- Tate Quiñones, Matherly Hall/Room 211A, Phone: 273-4395

Skills Coordinators

Supervise listening/speaking, reading/writing, and grammar classes. Selects listening/speaking, reading/writing, and grammar textbooks. Teaches ELI classes.

- Christine Voigt (Listening/Speaking), Jen Ramos (Reading/Writing), Patrick Klager (Grammar), Matherly Hall/Room 215, Phone: 273-4383

Editor, ELI Weekly

- Maya Shastri, Matherly Hall/Room 221, Phone: 273-4385

Editor, Student Voices

- Lynne Clark, Matherly Hall/Room 220B, Phone: 273-4398

CORE FACULTY

Teach ELI classes and assist with administrative activities:

- Todd Allen, Matherly Hall/Room 221, Phone: 273-4385
- Lynne Clark, Matherly Hall/Room 220B, Phone: 273-4398
- Thomas Dolce, Matherly Hall/Room 220B, Phone: 273-4398
- Melina Jimenez, Matherly Hall/Room 220B: Phone: 273-4398
- Patrick Klager, Matherly Hall/Room 215, Phone: 273-4383
- Olga Moody, Matherly Hall/Room 218, Phone: 273-4386
- Maya Shastri, Matherly Hall/Room 221, Phone: 273-4385
- Christine Voigt, Matherly Hall/Room 215, Phone: 273-4383

STAFF

Office Manager

Supervises office employees and is responsible for classrooms and equipment.

- Karen Owens, Matherly Hall/Room 223A, Phone: 273-4387

Receptionist

Answers phone and routes calls to appropriate personnel. Assists students with questions and routes them to appropriate personnel, if necessary. Answers general attendance questions.

- Matherly Hall/Room 223, Phone: 273-4390

Administrative Support Assistants

Support the general administrative functions of a unit, including providing reception, scheduling meetings or coordinating calendars, preparing correspondence or reports, performing fiscal tasks, and providing routine office support.

- Jolee Gibbs, Matherly Hall/Room 223A, Phone: 273-4397
- Minsang Kim, Matherly Hall/Room 223, Phone: 273-4389

Fiscal Assistant

Responsible for tuition collection. Responsible for enrollment letters.

- Jennifer Vann, Matherly Hall/Room 225, Phone: 273-4388

Cultural Immersion Program Assistant

Assists the CIP Coordinator and trains and coordinates Language Assistants.

- Camille Armada, Matherly Hall/Room 211, Phone: 274-3297

Instructors

Includes all teachers in the ELI, including any administrators who instruct classes.

Language Assistants

University of Florida students who assist listening/speaking teachers with the L/S class and who meet with ELI students for extracurricular activities.

ACADEMICS & THE ELI PROGRAM

ACADEMIC PROGRAM

The ELI is a special non-credit program of the University of Florida. Students learn English and the academic skills necessary to succeed in colleges or universities in the United States.

The program offers multiple levels of English, from beginning to advanced. Full-time students take at least twenty-three hours of English per week. This includes ten hours of reading/writing, five hours of grammar, and eight hours of listening/speaking. Listening/speaking focuses primarily on academic language but will also cover conversation and pronunciation. In the upper reading/writing levels, students learn to write using a computer. Students are placed in levels according to our placement test. Students may be placed in different levels for each skill.

Students may also choose to take Pronunciation (6 weeks only), Grammar for Writing, Business English, or TOEFL class depending on their proficiency. These courses are offered when enrollment permits.

With permission from the Associate Director, advanced students (returning students who were enrolled in the highest levels in a previous semester) may concurrently register for one course at the University of Florida while enrolled in ELI classes. See the receptionist in room 223 for an information sheet. The UF Graduate School allows departments to waive the TOEFL requirement for students who successfully complete the ELI. Students should check with their graduate departments to confirm.

ACCOMMODATIONS

Students with short-term or long-term documentable disabilities who need academic accommodations can register with the Disability Resource Center (DRC website: www.dso.ufl.edu/drc/). Requests must be supported by official documentation in English from a physician. After you register with the DRC, you will receive a letter to show your teachers that explains how they can help you succeed in class. A new letter must be obtained for each term you are a student, and it is important to begin this process as early as possible. Please see Victoria Dolce in Matherly 223 for more information.

APPROPRIATE BEHAVIOR

We hope that everyone in a class can benefit to the best possible extent from our instruction. Since each class is a public and social setting, a student's classroom behavior, whether bad or good, affects other students in the class either positively or negatively. If a student's behavior interferes with the instructor's ability to conduct the class or the ability of other students to benefit from the instructional program, then the instructor has the right to ask

the student to refrain from the inappropriate behavior. If the disruptive behavior continues, further action may be needed. If the student's behavior does not improve over time, a student can be expelled from the English Language Institute and be required to return to their home country.

Please see the University student conduct code for more information about appropriate behavior in the classroom and on campus: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>

Some examples of problem behavior that we have experienced at the ELI include students laughing at classmates, texting in class, studying other subjects in class, and excessively challenging the teacher during class hours.

ELI Code of Conduct

Students are expected to have:

1. 100% attendance in all classes (barring illness)
2. 100% punctuality to all classes
3. 100% homework completion and preparation for classes
4. 100% honesty in completing all course assignments, quizzes, tests, projects, and exams
5. 100% individual responsibility and accountability for following classroom policies
6. 100% serious effort in all classes
7. 100% focused attention and respectful behavior during class
8. 100% use of English

Students who repeatedly demonstrate inability to follow this code may be required to leave the ELI and have their I20 terminated.

ARRIVAL AT THE ENGLISH LANGUAGE INSTITUTE

Registration

New students are required to attend the Welcome and Registration Check-In session on the first day of check-in week. New students must attend all seminars, orientation sessions and placement tests during this check-in week. The English Language Institute publishes the welcome and check-in dates for each term in the “calendar and tuition” document available in the ELI brochure and on the ELI website. In addition, new students are provided with this information in their acceptance packets. New students who do not attend the Welcome and Registration Check-In session forfeit their seat in the term and risk becoming out-of-status if travelling on an F-1 visa.

Check-in

All returning students must check in online or in person during the published dates. A returning student who does not check in is not guaranteed a place in the term and risks

becoming out-of-status if travelling on an F-1 visa. *Students who check in late must pay a \$100 late check-in fee in order to be considered for placement in the term.* Absences accrued while a student waits to learn if a seat is available count towards the total number of absences a student is allowed. The English Language Institute publishes the check-in dates for each term in the “calendar and tuition” document available in the ELI brochure and on the ELI website. In addition, returning students are informed, when filling out the “Returning Student Survey” at the end of the term, on which dates they are to check in to the English Language Institute the following term. *Exceptional cases can petition for a waiver of this policy.*

Starting Classes

All students, new and returning, are expected to attend all classes beginning on the first day of classes. The English Language Institute publishes the date of the first day of classes in the “calendar and tuition” document available in the ELI brochure and on the ELI website. In addition, new students are informed of the first day of classes in their acceptance letter and returning students are informed of the date classes start when filling out the “Returning Student Survey” at the end of the prior term. *New students who do not attend classes beginning on the first day of classes may forfeit their seat in the term and risk becoming out-of-status if travelling on an F-1 visa. Returning students who do not begin attending all classes by the 3rd full day of classes may forfeit their seat in the term and risk becoming out of status if travelling on an F-1 visa. Returning students MUST inform the ELI if they will be arriving later than the first day of class. No students will be accepted after drop/add of the first week of classes. New and returning students will be counted absent for each day of class missed. Any late students who do not attend the first week of classes must pay a \$100 late arrival fee in order to be considered for placement in the term. Exceptional cases can petition for a waiver of this policy.*

ATTENDANCE

Class attendance is a requirement of the U.S. Citizenship and Immigration Services (USCIS). It is also required by the ELI because we feel that you will not learn English if you do not come to class. To help students stay focused on their studies and to enforce the USCIS rules, the ELI has a strict attendance policy.

Students are encouraged to attend class regularly in order to learn the most from their courses. All students must attend 85% of classes. When you are not in class, you will be counted absent. This includes all regular class days around holidays.

In regular terms:

- Students who exceed 15% of absences will not receive a semester certificate and will be allowed to return to the English Language Institute ONLY on a probationary basis.
- Students who exceed 25% of absences will be removed from classes and their I-20 will be terminated.

In probationary terms:

- Students who exceed 15% of absences or fail a class will not get a semester certificate and not be allowed to return.
- Students who exceed 25% of absences will be removed from classes and their I-20 will be terminated.

Students cannot miss more than 3 days (during short terms) and 5 days (during long terms) of classes without informing the ELI before or immediately after the absence, or the student will be terminated.

Please note that three (3) tardies equals one (1) absence. Tardies are counted across all classes. For example, if you are late to reading/writing for two hours and grammar for one hour, then you have one more absence. Students who miss (20) minutes of a class are considered absent for that class period.

Students can monitor attendance on myELI.

COMMENCEMENT

At the end of each semester, the ELI holds a commencement ceremony. The ELI staff and students get together to say good-bye and acknowledge ELI student achievement. Students receive their semester certificate at the ceremony. Exceptional students from each class are chosen by their teachers for special awards. The winners of the *ELI Student Voices* writing competition are announced. The recipients of the Harder Memorial Scholarship and JC Casagrande Peace Scholarship are also recognized. Packets can be picked up after the commencement ceremony or mailed to you if requested. If you would like a friend or a family member to pick up your packet, please leave a note with the office.

COMPUTER LABORATORIES

The UF computer labs offer the use of computers with Internet access. Upper level reading/writing classes use the UF computer labs for reading comprehension, Internet research, e-mail discussion, and word processing practice. Computer labs are located throughout the university in Computer Sciences/Engineering, Weil Hall, Bryan Hall, Little Hall, and Norman Hall. You will need a GatorLink account to access the computers (See EMAIL as to how to get a GatorLink account).

COURSE OBJECTIVES

Every class at the ELI has specific objectives to be covered. In order to be promoted to a higher level the following term, students must achieve certain learning outcomes and meet

certain exit criteria. Please see the Appendix C for ELI LEVEL COMPLETION CRITERIA for more information.

COURSEWORK

Students must pick up their coursework at the end of the semester or it will be shredded. If students contest their course grade, they will have one month into next term to petition.

CULTURAL IMMERSION PROGRAM (CIP)

The Cultural Immersion Program (CIP) gives you opportunities to learn about U.S. culture and helps you use English in real-life settings. There are three parts to the program: the volunteer program, weekend trips, and after-class activities.

The volunteer program provides a way for you to become involved in the Gainesville community and also includes the conversation partner program, in which you can practice English one-on-one with a native English speaker.

Almost every weekend you will have the opportunity to go on a CIP sponsored trip in or around Gainesville. The trips are divided into three categories: cultural, outdoors, and theme park. Finally, the CIP plans activities weekdays after classes, including sports and casual gatherings.

All these activities are led by language assistants who also lead sections of ELI listening/speaking classes. The language assistants are highly-proficient English speakers and your peers. Often they are students' first friends in the U.S. Overall, the Cultural Immersion Program helps you make the most of your stay in the United States.

EXITING FROM THE ELI

Students who wish to enter graduate school at the University of Florida may be interested in exiting (or completing) the English Language Institute and receiving an English language test score (IELTS, MELAB, TOEFL) exemption from the UF Graduate School.

The requirements for exiting the ELI include completing all level 60 courses. Please see Appendix C for the detailed requirements. Students who study in short (7- or 8-week) sessions are ineligible for exiting the ELI as the shorter terms are intended for casual learners, professionals, students with full admission to the university, or as preparation for a long semester. Additionally, the highest sections in a short term do not meet the detailed standards listed in the student guide (see Appendix C for more information).

GATORLINK ACCOUNT

All students are required to open a UF GatorLink account. In order to use the UF computer labs, you must open a GatorLink account.

To open a GatorLink account, you will need to follow these steps:

1. Pay tuition and be issued a UFID number from the ELI main office.
2. Get your UFID card from Gator 1 Central located in Room G071 in the Welcome Center at the J.W. Reitz Union
3. Go online – Navigate to <http://login.ufl.edu> and click on ‘Create Account’ to create your account.

Or

Go in person – The UF Computing Help desk can help you create your Gatorlink ID. Please bring your Gator 1 card. The Computing Help Desk is located in the HUB.

GRADES

Following is the grade scale used at the ELI: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, W, WP, WF, I. Students with a grade F, W, WP or WF are not eligible for a semester certificate. Students who are failing a course are not eligible for a letter of recommendation for the term. Students who have an Incomplete (I) must complete their final assignments from the previous term by midterm or their grade will be averaged without the assignments. The semester certificate will be held until grades are complete. If a student fails a class, the student will not get a certificate. Sometimes we have classes with S (Satisfactory) or U (Unsatisfactory) grades.

GRADE REPORTS

At the end of the semester at our Commencement ceremony, you will get your grades. If you do not attend Commencement, you may pick up your packet at the main office, room 223, Matherly Hall, after Commencement. Please check for office hours. If you need your packet mailed to you, or you want a friend to pick up your packet, you must write a note with your signature on it. If your packet is to be mailed, please leave a current address. We do not give grades over the phone or via email. You can access midterm and final grade reports through myELI.

INTENSIVE STUDY

Instruction at the ELI is intensive. This means that you practice and study English a lot to learn it in a short time. We expect you to study or use English in all ELI activities - in class, doing homework, on weekend trips, and in everyday life.

LANGUAGE STUDIO

The university has a language laboratory in Room 1317 Turlington Hall, called The University of Florida Language Studio, where you can go to get extra listening and

pronunciation practice. Listening/speaking classes may include some language laboratory activities. You can ask your listening/speaking teacher how to use the language laboratory. You must have a UF GatorLink email account to use the lab (See EMAIL as to how to get a GatorLink account). Language Studio is closed for the Summer.

LATE TO CLASS (Tardies)

The ELI expects all students to be present and in their seats when class begins. You will be considered tardy if you are not seated once class starts. Three tardies count as one absence. Tardies are counted across all classes. So if you are late two days in RW + one day in GM, you have one absence. If you miss more than 20 minutes of a class, you can be counted absent.

LEAVING THE ENGLISH LANGUAGE INSTITUTE EARLY

The English Language Institute publishes the dates for each term in their “calendar and tuition” as well as their “semester dates” documents. Every student receives these when they apply and when they check in. Students are expected to attend classes through the final published date of the term.

Absences are counted up to the last day, and you will be counted for every day that you will miss in the semester; therefore, you must have enough absences remaining in order to still receive a certificate. Please do not ask your teachers to administer a special exam for you.

LEAVING THE UNITED STATES AND RETURNING TO THE ELI

Before you leave the United States, you must get your I-20 signed in order to re-enter. If you leave, upon your return to the U.S. you will be required to report to the Student Health Care Center for a PPD evaluation and may be required to obtain a new PPD test. If for any reason you are unable to return to the ELI (including denial by U.S. Immigration or port of entry officials), you are not eligible for a tuition refund.

LETTERS OF RECOMMENDATION

Sometimes students will request letters of recommendations from their instructors. It is necessary to be a good student to get a recommendation. First talk to your instructors and ask if s/he can write a letter of recommendation. If your instructor agrees, come to the main office and fill out a document request form, and the ELI will ask your instructor to write a letter for you. Our main office will contact you when the letters are ready.

MYELI

myELI is a secure internet-based portal where you can get information about the ELI and access your academic information. You can go to the myELI student portal at <https://my.eli.ufl.edu>. You received your myELI username and password after you applied to

the ELI. If you have problems logging into myELI, please see the Receptionist in 223 Matherly Hall.

You should check your myELI account regularly to receive announcements from the ELI, messages from the administration, as well as updates about ELI activities. You can use myELI to see midterm and final grade reports and keep up to date on absences and tardies.

You are expected to keep your personal information on myELI up to date. This includes uploading your immunization form, your I-20, and health insurance information. You also should update your My Profile page to make sure your name, contact information, and address are correct.

This is a new system for the ELI. Some functions may not work 100% yet. If you see problems or have questions, please let the ELI receptionist know.

You can get a myELI User Guide in the ELI Main Office.

PARTICIPATION

In order to get full participation points in a class, students must be actively engaged in that class. Students who speak their own languages, ignore assignments, or sleep in class will lose participation and attendance points. Please check your class syllabus.

PETITIONS

If you have a problem that you feel has not been solved, you may file a petition to appeal the decision. You must fill out a form and a committee will meet and discuss your case. You will receive a response in a timely manner. Petitions Committee decisions are final.

For example, students who violate attendance and/or grade policies may petition to be allowed to return to the ELI, avoid probationary status the next semester, to receive a certificate, or to not have their I-20 terminated. Students should provide documentation to support their petition. The petition committee meets three times in the term: two weeks before the semester is over, the week that the semester is over, and just after the end of the term. Students who do not file petitions by the deadline will be subject to the ELI policy. After filing the petition, a student must continue going to class or the petition will be denied. All students must follow the ELI attendance policy. Sponsored students are responsible for checking with their sponsoring program on outcomes if they have excessive absences or poor grades. It is not our responsibility to inform you of the requirements for your scholarship. Petitions about terminating an I-20 will be considered by the petition committee as soon as possible.

PLACEMENT & EXIT

The ELI gives its placement test at the beginning and end of each session. The one at the beginning of the semester is an important tool for the ELI to use to place you correctly. The end-of-term exit test is used to measure students' progress and to help place students who return to the ELI for another session. Students are required to take the exit test at the end of the session. Students must be on time (or early) to this exam or they will not be allowed to take the test. The exit tests will be administered during your listening and speaking classes. Part time students who do not have listening/speaking or grammar must take the exam, scheduled the Friday before commencement.

PROBATIONARY STUDENTS

Students who exceed 15% of absences and do not go over 25% of absences, or fail a course at the English Language Institute are permitted to return to the ELI as probationary students the following term. Probationary students who go over 15% of absences and/or fail a class will not be allowed to return. All students who go over 25% of absences will be asked to leave the ELI and will no longer be allowed to attend ELI classes and their I-20 will be terminated.

REPLACEMENT ELECTIVES

Students who are in level 50 or 60 are eligible to take replacement electives. We typically offer Grammar for Writing (replaces Listening/Speaking), Advanced Informal English (replaces Reading/Writing), and Business English (replaces Grammar). Priority for these classes are given to students who are returning, and have exited the skill that the course replaces. Students must have had a B or better the semester prior in the replacement skill and must place into level 50 or 60 in the new term. Sponsored students must exit the skill in order to take an elective. Students are not permitted to take Advanced Informal English or Business English more than once.

SATISFACTORY PROGRESS

The English Language Institute expects students to make satisfactory progress toward mastering the objectives for each of their classes. At midterm, students are informed of their grades, areas of success, as well as any areas in which they need to improve. The grades are submitted to the main office for the Associate Director to review. If there are other issues of concern, teachers may speak with students at any time. However, when further action is sought, students must be officially counseled.

To officially counsel students, instructors will have a conference with students who are not making sufficient progress and the students will sign a "counseling form" as documentation of what was discussed during the conference. A copy is given to the Associate Director and filed

in the student's record. If the student has already been counseled by the instructor and no improvement is observed and/or if the student has a grade of F in any of his/her classes, the Associate Director will provide the student with a warning. Depending on the student's circumstance, the student could be warned to be probationary, not allowed to return, or to leave.

Students who stay in the same level for one or more courses for three semesters are not allowed to return the following semester. Replacement electives (such as our current courses, Grammar for Writing, Advanced Informal English, and Business English) count towards a semester in the current level for all students. Exceptions can be made for students who are in levels 10 through 50 who have been promoted at the end of the third semester.

PROMOTION CRITERIA

Often at the ELI students ask, "How do I move up to the next level?" As you know, helping students learn English is the main mission at the ELI. Your advancement and progress with the English language is very important to us. However, you need to show that you have certain skills, do certain tasks, and that you understand certain structures in order to advance to a higher level. These skills and structures will be taught to you throughout the semester. A detailed description of the promotion criteria for each skill and level can be seen at the end of this guide. By the end of the semester, you need to demonstrate that you have met the course objectives and that you can meet the requirements for promotion successfully in order to proceed to the next level. **Please see Appendix C at the end of this guide for the detailed criteria and requirements.**

READMISSION

Students who wish to return to the English Language Institute for another term must complete a returning student form. Admission will be granted if their performance in the previous semester has been satisfactory. The ELI reserves the right to deny readmission to students based on their performance and behavior in and out of class. There will be no fee for applying for readmission. Students must check in on the first day of check-in week by phone, fax, email or in person. Failure to do so will result in a \$100 late check-in fee, no exceptions. If students leave the country and return to the ELI they will be required to have a new PPD (tuberculosis) test before starting classes.

RELIGIOUS HOLIDAYS

Students can make up class work as long as they tell their instructor beforehand about any religious holidays that require them to miss class. Absences for religious holidays are included in the 15% of classes students are permitted to miss. Students will not lose any class points for

missing a religious holiday if they notify their teachers in advance and make up the work afterwards.

RIGHTS & PRIVILEGES

As a student at the ELI, you have many rights and privileges. You may use the University of Florida libraries and the infirmary by providing a valid student ID. An ID can be purchased from the University ID office after paying tuition and receiving your UFID number from our Fiscal Assistant.

You may also open a Gatorlink(network identity). In addition, ELI students have access to some pools and other outdoor fields and courts by showing their Gator-1 card. Because ELI students do not pay activity fees, they must purchase a recreation membership in order to have access to the Student Recreation & Fitness Center, Southwest Recreation Center, and the Broward Outdoor Recreation Center. Recreation memberships may be purchased at the Southwest Recreation Center.

SCHOLARSHIPS

In the long (Fall C, Spring C, and Summer C) semesters, the ELI awards a tuition-free semester to two students through the Jayne C. Harder Memorial and the JC Casagrande Peace scholarships. The students must meet the following criteria at the time of nomination:

1. Full-time student at the ELI.
2. Academic Excellence: The student should have a 4.0 GPA and demonstrate a high level of proficiency in at least three of the four skill areas.
3. Outstanding Progress: The student should demonstrate outstanding progress in language skills as evidenced by improvements in coursework.
4. Excellent Attendance: The student should miss no more than ten hours of class in the semester in the C term.
5. Speak English: The student should make every effort to speak English at all times while at the ELI and at ELI-sponsored activities.
6. Successful Work Strategies: The student should demonstrate personal initiative in and out of the classroom, making an effort to get involved in the ambient culture through outside activities such as regular participation in Cultural Immersion activities.

At the end of each semester, teachers nominate students whom they feel are deserving of the tuition-free semester and a panel of teachers and administrators interview the nominees and select the two winners. The two recipients must use their award the following long semester. Award semesters cannot be delayed; recipients are expected to remain model students and must speak at commencement at the end of their award semester.

The Jayne C. Harder Memorial Scholarship

This award honors the career of Dr. Jayne C. Harder, who founded the ELI in 1955 and served as its director until her retirement in 1984.

The JC Casagrande Peace Scholarship

This award is named after Dr. JC Casagrande, the ELI's director from 1984 to 2003. The scholarship was instituted by Dr. Casagrande following the tragedy of September 11, 2001, and was renamed in his honor in 2003 when he retired. It celebrates all ELI students and staff as peacemakers, underscoring their role in promoting international understanding, goodwill and peace.

The Dr. Valentina Komaniecka Memorial Scholarship

This award for \$500 towards tuition is named after Dr. Komaniecka, who was a proponent of international cooperation and collaboration throughout her career, and an administrator and instructor at the UF English Language Institute was established in 2017. This student achievement scholarship honors Valentina's strong personal interest in international educational outreach.

SEMESTER CERTIFICATE

All students who meet the following requirements will receive a Semester Certificate at the end of the term in which they are enrolled:

1. Attend 85% of class hours during the term.
2. Receive a passing grade in all the classes in which they are enrolled.
3. Have met all administrative requirements (immunizations and health insurance)
4. Have no outstanding charges on campus (i.e., tuition, infirmary, library, parking fines, etc.).

STUDENT GRADE REPORTS

The U.S. educational system involves frequent testing. In addition to major examinations, you will have shorter quizzes in your classes periodically. You will also have regular homework. At the beginning of the semester, each teacher will give you a syllabus explaining class requirements and how you will be evaluated. Also, at midterm and the end of the term, you will receive a grade for the course.

In each class, you will receive two grades, one based on your test scores, homework assignments, class participation, attendance and one based on your proficiency (See Appendix B). At the end of the semester, your teachers will fill out student grade reports about you. These forms show us how well you are progressing in English. They are also used for writing letters of recommendation to universities and colleges.

STUDENT LEARNING OUTCOMES

The Student Learning Outcomes at the ELI are based on our course objectives. They inform you on what you will be able to do by the end of the term. See the Appendix C for ELI Student Learning Outcomes.

SUGGESTIONS AND COMPLAINTS

If you are unhappy about something at the ELI, or if you have a suggestion for how the ELI can improve, please use one of the procedures below:

- Make your suggestion or complaint on the Program Evaluation form which is completed by all ELI students at the end of each semester.
- Make your suggestion or complaint on the Course & Instructor Evaluation form which is completed by students in each ELI class at mid-term and at the end of each semester.
- Make an appointment to talk with the ELI Associate Director.
- To make a formal complaint, complete a “Grievance Form,” which you can get from the ELI Associate Director. Once you submit this form, the ELI Associate Director will meet with you or respond to you in writing.

TUTORING

ELI instructors and language assistants are not permitted to accept money to tutor ELI students. If you would like to find a non-ELI paid tutor, you should talk to the Student Life Coordinator.

UNSATISFACTORY PERFORMANCE

Students whose attendance or course work is unsatisfactory will not be readmitted to the English Language Institute. At midterm, students whose performance is unsatisfactory will be counseled in order to give them an opportunity to bring their performance up to a satisfactory level before the end of the term. Some students will be permitted to return probationary. See Probationary Students for more information.

WITHDRAWING FROM THE ELI

The drop/add deadline for courses is posted in the published semester dates. Unless a student drops a class prior to that deadline, a student is required to pay the tuition for the class(es) and will not receive any refunds or credits for future semesters.

After the tuition due date, a student may withdraw from a course or the ELI, but a grade will be assigned. If the student withdraws within one full week after official level changes or within two weeks after the first day of class or within two weeks of the first day of class for B

terms, s/he will receive a grade of W (withdraw). If students withdraw after these dates, students will receive a WP (withdraw passing) or a WF (withdraw failing) grade on their ELI record.

All students must see the Assistant Director (Admissions) before withdrawing, and fill out a withdrawal form. If F-1 students stop attending class(es) without withdrawing, they will have very serious immigration problems. Withdrawal at any time may lead to the cancellation of your student insurance.

Petitions for exceptions to the withdrawal rules may be made to the Director. All petition decisions are made on a case-by-case basis, and all petition decisions are final. A petition decision made for one student does not have any bearing on the petition decision for another student. Students may not withdraw in the last two weeks of the term.

A student who does not withdraw will receive a failing grade in his/her classes and will continue to add absences.

ACTIVITIES & EMPLOYMENT

EMPLOYMENT

F-1 Students may work during their enrollment with the English Language Institute; however, there are some restrictions:

1. Students may not work more than 20 hours per week.
2. Students must work for approved institutions/locations within the University of Florida.
3. Students may not work for an off-campus employer.
4. If a student does gain on-campus employment, he or she should meet with the Assistant Director (Admissions) to discuss obtaining a social security number

UNIVERSITY ACTIVITIES

The University of Florida offers many opportunities for you to enjoy your free time and practice English. The Reitz Union is a building on campus which is dedicated entirely to student activities. The Reitz Union offers non-credit courses in art, photography, dance, cooking, exercise, and many other topics (www.union.ufl.edu). The university also has a fitness center, or gym, where you can go to work out. Additionally, there are many types of clubs, such as the soccer club, karate club, chess club, and photography club. Campus maps are available in the

ELI main office, Room 223 Matherly Hall. Please see the Cultural Immersion Coordinator for details on how to join these clubs and get the most out of your university community.

CHECK-IN & ADMISSIONS

HEALTH INSURANCE

HEALTH INSURANCE IS REQUIRED BY THE UNIVERSITY OF FLORIDA for all international students (F-1). Insurance is very important because of the high cost of medical care in the United States. ELI students are able to purchase special health insurance specifically for international students, spouses and children. At the beginning of each semester there is a special orientation to give new ELI students information about insurance. If you have insurance from your country, it must meet all of the requirements specified on the "Health Insurance Information" form in order for it to be considered acceptable. To use health insurance not approved by UF, you must see the Student Life Coordinator.

IMMIGRATION

Immigration rules are complicated and change from time to time. If you have any questions about your immigration status, please talk with the Assistant Director (Admissions) in 223B Matherly Hall.

If you plan to travel outside the U.S. and return, **YOUR I-20 FORM MUST BE SIGNED BY THE ASSISTANT DIRECTOR (ADMISSIONS) BEFORE YOU LEAVE.** You can be refused re-entry to the U.S. if you do not have the signature.

New students: upon arrival, you entered the US with an *Initial* I-20. You will receive a new Active I-20 which states that you are enrolled at the ELI with your schedule. With the Active I-20, you can get a driver's license, and you will avoid confusion if you exit and reenter the US. If you do not get a new Active I-20, please come by the main office at your earliest convenience.

HOW TO MAINTAIN YOUR F-1 STUDENT VISA STATUS

1. Be a *full-time* student (23 classroom hours per week).
2. Attend classes regularly. If you miss more than 15% of your classes, you may not be allowed to return to the ELI the next term or your I-20 may be terminated and you will have to leave the country or apply for reinstatement with USCIS.
3. If your I-20 will expire, apply for an extension 60 days before.
4. Be sure your passport is valid 6 months into the future.
5. Do **not** work. (Exception: on-campus job of 20 hours maximum per week.)
6. You are eligible for a vacation semester after being enrolled for two C semesters in a row (B semesters do not count).

7. If you move, report your change of address on *form AR-11*.
8. Never, never throw away an old I-20.

IMMUNIZATIONS

You are required to complete the UF Mandatory Immunization and Health History Form to show proof of immunization for measles, mumps, and rubella, and a tuberculosis skin test by the **SECOND WEEK** of classes. No other forms, records, or proof of immunizations will be accepted. Only the UF Mandatory Immunization and Health History Form, completed by a physician, will be accepted. If you have not been immunized by the time you arrive in the United States or cannot prove that you were immunized, you must be immunized here. Immunizations can be completed on campus at the Student Health Care Center once you have paid your tuition and received your UF Identification Number. If you do not show proof of immunization by the deadline, **YOU WILL NOT BE ALLOWED TO ATTEND CLASSES**. You should upload your completed immunization form in your myELI account. If you have any questions about immunization, see the receptionist in 223 Matherly Hall.

IMPORTANT

Those who do not meet the ELI's requirements for tuition, insurance and immunization risk the following consequences:

1. They will not be permitted to attend classes.
2. They will not receive a certificate of completion.
3. They will not be allowed return to this institute.

ORIENTATION WEEK

Welcome and Registration

You will meet ELI faculty and administrators, learn about the courses and choose your classes. You will also receive an appointment for testing. This test will tell us what level you will be in.

Cultural Immersion Program Overview

You will attend a Cultural Immersion Program overview, where you will learn about the Cultural Immersion Program, including the weekend trips.

Housing Help

The ELI helps you find housing according to your specific needs. When you check in, you will be able to sign up for a time to get help.

Student Life Seminar

You will attend a seminar, which will provide you with information about life at UF, in Gainesville, and in the U.S

Medical Issues Seminar

You will also have information sessions on health issues and medical insurance.

Health Insurance Workshop

You will be able to purchase medical insurance.

Walking Tour of Campus

All students are invited to go on a walking tour to familiarize themselves with the University of Florida campus.

Immigration and Academic Culture Orientation

You will attend a seminar that introduces strategies for being a successful student at the ELI, and to help you understand the importance of communication with ELI teachers and staff. You will also learn about the ELI Attendance Policy and how to maintain F-1 visa status.

Academic Orientation: Levels, Schedules and Book Purchase

You will have the opportunity to meet ELI teachers and staff. We will explain your class levels and you will get your schedules and booklist. We will help you buy your books.

Welcome Picnic

Everyone is invited to a welcome picnic held on the first weekend after checking in. We will provide food and drink. Please come socialize and have fun! Feel free to your bring family. Please remember only service animals are allowed on the campus.

ANNUAL SEVIS VACATION

You may be eligible to take a vacation for one C term semester if you have successfully completed two consecutive C term semesters and will be returning to the ELI after your vacation semester. You must talk with the Assistant Director to determine your status and see if you are eligible. Only F-1 students qualify for the SEVIS vacation. You may work, take classes part-time, travel; it is your choice.

STUDENT IDENTIFICATION NUMBER

After you pay tuition, the ELI will contact UF and obtain a UF Identification Number (UFID) number for you; this takes about two working days. The UFID will be your identifying

number while at the University of Florida. You may purchase your UFID at the Gator 1 Central, Monday through Friday, 8:00 a.m. to 6:00 p.m.; the cost is \$15.00. If you already have a UFID number (for example, as a spouse) you will keep the same number. If you move from ELI to a UF degree program, you will keep the same UFID number assigned to you at the ELI. Please NOTE: your ID for the my.eli.ufl.edu portal is not the UFID.

TUITION

At the beginning of each semester, you must pay your tuition by the deadline. Tuition is collected only from 8:30 a.m. to 1:30 p.m. We accept only a bank check, a money order or traveler’s checks made out to the University of Florida in the exact amount of tuition. We also accept Visa, MasterCard and American Express online. Sponsored students must bring a letter, which confirms their scholarship sponsorship and provides billing information.

IMPORTANT

1. Students who arrive after the last official check-in date without having contacted the ELI office by that date must pay a \$100 late fee.
2. If you have not paid tuition (or provided sponsorship information) by the deadline, **YOU WILL NOT BE ABLE TO ATTEND CLASSES.**
3. Students who pay tuition after the official deadline must pay a \$50 late fee (per week).
4. **NO REFUNDS** or credits for tuition after the tuition deadline.

If you have any questions about the ELI tuition policy, you may meet with the Fiscal Assistant and wish to request a tuition deadline extension. If you have further questions or suggestions about the policies, please schedule a meeting with the Director.

POLICIES & PROCEDURES

ACADEMIC HONESTY

We understand that there are cultural differences regarding helping, and receiving help from classmates, and the acceptability of plagiarism, and using other’s work. Please read below to clearly understand US cultural beliefs on academic honesty.

You are expected to work on the test or assignment without the help of another person. Your teachers expect to be able to see your progress. Getting the help of another person will not give your teachers a true picture of your language proficiency. You may not look at the paper

of your neighbor, talk to other people, or look at notes when taking tests or quizzes, unless they are specifically stated as “open note” tests.

An extremely serious form of cheating is plagiarism. Plagiarism is copying someone else’s work and saying you did it without giving credit to the source. This is an offense so serious that in many institutions you will be required to leave. All work that you present in all your classes must be your own, or you must give proper credit to the original creator of the work. If you are caught plagiarizing (using words in an assignment that are not your own) getting help from another student, or any of the above mentioned activities, your behavior will be considered cheating and you will face serious consequences. You could even fail a course. Please understand if you copy anything from the Internet, it is plagiarism!

There is an official University of Florida policy regarding academic honesty. The teacher decides what consequences to give to students who cheat or plagiarize. Cheating and plagiarizing can cause a student to fail a course and/or not receive a certificate. **CHEATING OR PLAGIARIZING IS A SERIOUS OFFENSE IN THE U.S., AT THE UNIVERSITY OF FLORIDA, AND AT THE ENGLISH LANGUAGE INSTITUTE.** For the UF policy on cheating, please refer to the Undergraduate Catalogue section entitled “Academic Honesty” or go to: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

CHILDREN IN THE ELI

Due to concerns of safety and issues of liability for the University of Florida, the ELI strongly discourages students from bringing their children to campus during the week. When children are brought to campus, they cannot be taken to class and they cannot be supervised by the employees of the ELI or other students at the ELI. At no time should children be left unsupervised at the ELI or anywhere in the United States. Leaving children unsupervised in the United States is very dangerous and is punishable as a crime. Of course, supervised children are welcome to come to all appropriate CIP trips and activities such as picnics, barbecues, commencement and Café Friday. If you need help arranging for childcare, please speak to the Student Life Coordinator.

CONDITIONALLY ADMITTED STUDENTS

Students with ELI Conditional Admission to the UF Graduate School cannot take a replacement elective until they have exited the skill which the elective replaces. Students with ELI Conditional Admission to the UF Graduate School cannot take a vacation semester until they have exited at least one skill or have approval from their department. Students who gain Conditional Admission to UF while enrolled at the ELI should provide the letter of acceptance to the Assistant Director (Admissions).

DOCUMENT REQUESTS

If you need letters and documents from the English Language Institute, you must come to the main office, 223 Matherly Hall, and fill out a Document Request Form. Please fill out the form completely with your most current contact information. Incomplete forms increase the delay time on completion of documents. Please note that there is a minimum amount of time for documents to be completed.

Students may request a summary of all academic work at the English Language Institute. All requests must be made through the Document Request Form and there is a wait time of three days. All transcripts can either be picked up at the ELI in a sealed envelope or sent directly to a third party.

NO-SMOKING POLICY

University of Florida is a tobacco-free campus. Smoking and the use of tobacco products are not allowed on the UF campus or within 50 feet of the campus. This includes all courtyard and open areas. You should also not smoke on private property or litter with your cigarettes. Ask your Language Assistants about appropriate places to smoke. Violating the "*No Smoking Policy*" may have serious consequences such as citations and/or monetary fines.

NOISE

Matherly Hall and Norman Hall are home to classes and offices to many different departments. Please remember to be courteous of others and keep the noise level down while the university is in session.

PERSONAL ELECTRONIC DEVICES

Personal electronic devices can be a distraction to your classmates, your teacher, and the lesson of the day. Therefore, the ELI requires that you silence and put your cell phones away during class hours. You may be counted absent by your teacher if you leave class to answer your phone.

SPONSORED F-1 STUDENTS

To get an extension letter, sponsored F-1 students should be making steady progress through core classes and levels. Sponsored F-1 students cannot take a replacement elective until exiting the skill it replaces.

TEXTBOOKS

All ELI students must buy textbooks. When you applied to the ELI, you stated that you had enough money for texts. You must purchase your texts by the end of the first week of classes.

USE OF ENGLISH IN THE ELI

ELI faculty and staff greatly value multilingualism and the many languages of the world. However, we realize ELI students are here to learn and practice English. For this reason, ELI students are expected to speak only English in the ELI and at ELI activities. All ELI teachers and staff will use only English with students, even if we speak other languages. In fact, if we hear you speaking anything other than English while on the second floor of Matherly Hall, any teacher, language assistant or staff will remind you to speak English. If you continue to speak another language, we may ask you to leave the second floor. We have this policy to help all students learn English faster.

EMERGENCIES

Emergency Cell Phone (352-672-0144)

Students may call the emergency cell phone when an emergency occurs after hours. These can be medical or legal, for example, being admitted to the hospital or arrested. Please do not call the emergency cell phone for non-emergencies, i.e. anything that can wait to be answered via email or during regular office hours.

Fire Drill

All UF buildings are equipped with emergency signals and alarms in the case of fire. UF routinely holds *fire drills* in order to practice evacuation from buildings. You should never assume it is a drill when you hear the alarm. When you hear a fire alarm, you should immediately leave the building without running or pushing. You should use the stairs and never the elevators. If the drill occurs during class time, please stay with your class and follow your instructor using the same exit and meeting points mentioned above.

You should not return to the building until an official has told you to return. Fire alarms should always be taken seriously. You should NEVER pull a fire alarm unless you see a fire. Pulling a "false alarm" is a serious crime which means you may go to jail, be forced to return to your country, and may not be able to get another visa to travel to the United States or may be fined up to US\$500.

Weather

Although Gainesville is in the center of the state and usually very safe from hurricanes, it is not unusual for there to be hurricane or tropical storm watches or warnings. Sometimes,

because of these warnings, the University of Florida will cancel classes. If the University of Florida cancels classes, there will be no classes at the ELI. In the case of a hurricane or other weather emergency, ELI staff will keep you informed on what preparations you should make and if classes are cancelled. If the office is closed and telephone service is working, you can call 273-4395 and listen to the message to hear any announcements regarding the weather emergency. We will also try to keep updates on the ELI Facebook page. The best place to check for emergency information is the UF website: www.ufl.edu

Florida is the lightning capital of the world. Every year people are killed because they are not careful during thunderstorms. If you hear thunder, you can be hit and killed by lightning. Thunderstorms can also be dangerous if there is a lot of wind and falling trees & tree limbs. Always seek shelter indoors. Do not seek shelter under a tree, an umbrella, or other tall object. Lightning often strikes the tallest object in an area and the electric current can travel through the ground and water for a long, long distance. You should never, ever go swimming during an electrical storm.

In the case of any and all after-hours emergencies, we will do our best to contact you by phone to inform you of any school closings. The ELI will always follow the University of Florida's procedures on school closing, so any information displayed on UF's main web site (www.ufl.edu) is official. If the emergency situation occurs over a period of days, please continue to check the University's main web site (www.ufl.edu). Download Gator Safe App.

PUBLICATIONS



ELI STUDENT VOICES

Each semester we publish the *ELI Student Voices*. *ELI Student Voices* is a collection of students' writing including paragraphs, essays, poetry, etc. Copies of *ELI Student Voices* are distributed at the Commencement ceremony. It is also available on the web at <http://www.eli.ufl.edu/publications.htm>.

ELI WEEKLY

Each week the ELI newsletter, the *ELI Weekly*, is published. It has important and interesting information about ELI rules, upcoming activities, and more. Be sure to read it every week so you do not miss any necessary information. Students who take reading and writing will receive it in their reading and writing class each week. It is available as hard copy and on the web at <http://www.eli.ufl.edu/publications.htm>.

THANK YOU FOR STUDYING WITH US



We, the staff and teachers of the ELI, hope you will take advantage of the many opportunities now available to you inside and outside of the classroom to improve your English at the ELI. Everything we do is to help you succeed in your goal to learn English. Your success, however, also depends on the effort you put into this learning experience. The enthusiasm and motivation must come from you. In the end, you will find that your success in learning English depends more on your dedication than on any other single factor. We wish you the best of luck in your efforts.

APPENDIX

Appendix A: WHO TO GO TO WITH QUESTIONS

If you have questions about any of the matters below, you can see the following people:

<i>Applications for a Friend:</i>	Daryl Bish
<i>Applying to a U.S. College:</i>	Daryl Bish
<i>Cell Phone Issues:</i>	Victoria Dolce
<i>Classes/Placement:</i>	Your class teachers
<i>Conditional Admission:</i>	Megan Forbes
<i>Conversation Partners:</i>	Tate Quiñones
<i>ELI Student Voices Submissions:</i>	Lynne Clark
<i>ELI Weekly Submissions:</i>	Maya Shastri
<i>Employment Questions:</i>	Daryl Bish
<i>Housing Issues:</i>	Victoria Dolce
<i>I-20 Forms:</i>	Daryl Bish
<i>Immigration:</i>	Daryl Bish
<i>Immunizations:</i>	Victoria Dolce
<i>Insurance:</i>	Victoria Dolce
<i>Letters of Proficiency:</i>	See Receptionist for Document Request Form.
<i>Parking:</i>	See Receptionist for Document Request Form.
<i>Proof of Student Status Letters:</i>	See Receptionist for Document Request Form.
<i>Recommendation Letters:</i>	See Receptionist for Document Request Form.
<i>Roommate Problems:</i>	Victoria Dolce
<i>Suggestions and Complaints:</i>	Patricia Moon
<i>Textbooks:</i>	Teachers
<i>Transcripts:</i>	See Receptionist for Document Request Form.
<i>Transfers:</i>	Daryl Bish
<i>Tuition Payment:</i>	Jennifer Vann
<i>Using the Infirmary:</i>	Victoria Dolce
<i>Weekend Trips/Weekly Activities:</i>	Tate Quiñones

NAME	PHONE NUMBER	ROOM
Armada, Camille	(352) 274-3297	211
Bish, Daryl	(352) 273-4392	225B
Dolce, Victoria	(352) 273-4394	225F
Forbes, Megan	(352) 273-4391	225C
Kim, Minsang	(352) 273-4390	223
Moon, Patricia	(352) 273-4393	225D
Quiñones, Tate	(352) 273-4395	211A
Shastri, Maya	(352) 273-4385	221
Vann, Jennifer	(352) 273-4388	225

Appendix B: ENGLISH PROFICIENCY SCALE

Proficiency Scale

At the end of the term, all students will receive a proficiency score which will help determine for which level a student has the appropriate language abilities. Below is a description of the proficiency scale.

Proficiency Scale:		
A	Advanced	Student has shown mastery of the outcomes for level 60
LA	Low-Advanced	Student has shown mastery of the outcomes for level 50
HI	High-Intermediate	Student has shown mastery of the outcomes for level 40
I	Intermediate	Student has shown mastery of the outcomes for level 30
HB	High-Beginning	Student has shown mastery of the outcomes for level 20
B	Beginning	Student has shown mastery of the outcomes for level 10
N	New	Student has no knowledge of English, starting level 10

APPENDIX C: COURSE OBJECTIVES, STUDENT LEARNING OUTCOMES, AND PROMOTION REQUIREMENTS

The ELI has six levels for each core course, which comprise a range from Beginning to Advanced as described by the ELI's Proficiency Scale:

Proficiency Scale:		
A	Advanced	Student has shown mastery of the outcomes for level 60
LA	Low-Advanced	Student has shown mastery of the outcomes for level 50
HI	High-Intermediate	Student has shown mastery of the outcomes for level 40
I	Intermediate	Student has shown mastery of the outcomes for level 30
HB	High-Beginning	Student has shown mastery of the outcomes for level 20
B	Beginning	Student has shown mastery of the outcomes for level 10
N	New	Student has no knowledge of English, starting level 10

Note on the Proficiency Scale—Students may achieve mastery on all outcomes, but may not meet all promotion criteria. Please be aware that proficiency does not correlate to course grade or completion of all course requirements.

Note on Promotion—Students who fail a class (F) cannot be promoted and have to repeat the course.

If a student gets a D- or higher, they are eligible for promotion provided they meet the set of requirements noted below.

Performance Grade Scale—

94 – 100	A	74 – 77	C
90 – 93	A-	70 – 73	C-
88 – 89	B+	68 – 69	D+
84 – 87	B	64 – 67	D
80 – 83	B-	60 – 63	D-
78 – 79	C+	0 – 59	F

- On the following pages you can find the objectives, outcomes and promotion criteria for each skill and level. Please note that the objectives must be covered in each class, but are not necessarily tested in a traditional way, and, thus, cannot be expressed as an outcome. In some skills and levels, there are extra optional objectives. The different objectives are noted below.

- To clarify, an **objective** is “a specific curricular element taught through course content and activities. The course objectives guide instruction in order to provide a learning experience for all students and in aggregate address the course goals.” A **student learning outcome** “must be written in terms of observable and measurable language skills. They provide the foundation for assessment by implying what will be assessed and appropriate methods of assessment.”
- Below are the objectives to be covered in each level. The learning outcomes are based on the objectives. Students will be tested on the outcomes and in the course syllabus, should be informed that they should be able to demonstrate ability in those areas, and mastery is required in order to be promoted. The student reports will only have the outcomes listed. Some objectives are optional (noted below), and some are required, but not easily assessable.
- Students need to be proficient in the skills taught in previous levels

Listening/Speaking

Listening/Speaking 10 Goal:

Speaking: Expose students to university classroom behaviors and daily interactions, including introductions, asking and answering questions about personal details, and interacting in basic conversation. Introduce informal presentation skills.

Listening: Introduce students to familiar everyday expressions and basic phrases related to themselves and their surroundings. Develop students' comprehension of simplified spoken interactions adapted for beginning learners.

LS10 Objectives to Teach	LS10 Student Learning Outcomes to Formally Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 10, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Understand and respond to simple instructions regarding everyday and classroom behaviors 2. Understand and respond to simple <i>yes/no</i> and <i>wh</i>-questions 3. Understand and use the letters of the alphabet when speaking or spelling out basic words (ex. their name, home country, street address) 4. Share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions 5. Understand and use basic functional vocabulary such as: days of the week, months of the year and dates (ordinals and cardinals), vocabulary for performing basic tasks (shopping, riding the bus, going to a doctor, eating in a restaurant) 6. Pronounce the basic sounds of English comprehensibly with practiced words 7. Understand the main points and key details of short, informal passages 	<ul style="list-style-type: none"> • Interact appropriately in a variety of common classroom situations by asking and answering simple questions, speaking to classmates, and responding to the teacher (1,2,3,4,5,6,11) • Make a simple self-introduction providing basic personal details (3,4,5,6) • Give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases (3,4,5,6) 	<ul style="list-style-type: none"> • Answer simple <i>yes/no</i> and <i>wh</i>- questions • Give and respond to simple imperative commands and warnings “Stand up, sit down, tell me, watch out, etc.” • Give your birthday in month + ordinal number (March 10th) and date of birth in month/date/year (three ten eighty-eight for 3/10/88) • Introduce yourself with your name • Give an appropriate compliment with basic noun and adjective “Nice shirt” • Understand and engage in appropriate classroom behavior and expectations using imperatives “Raise your hand” • Use simple ordering phrases with basic food nouns: “I want a hamburger please.” • Ask and answer questions related to telling time
	<ul style="list-style-type: none"> • Identify the main ideas and key details of brief conversational or informal listening passages about everyday topics (1,2,3,5,7,8,9,10,11) 	

8. Recognize the present and past tenses in contextualized speech 9. Recognize the singular/plural in contextualized speech 10. Recognize basic prepositions in contextualized speech 11. Recognize the days of the week and the months of the year		
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Listening/Speaking 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following:
 - Performance grade of C-minus or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 20 on an informal 1-2 minute presentation scored by class teacher using an ELI checklist/rubric
 - Rating of level 20 score in interview with class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a beginning level

Listening/Speaking 20 Goal:

Speaking: Develop students’ ability to communicate about familiar topics and in simple and routine tasks, describe aspects of their background using practiced vocabulary, and participate in classroom conversations. Familiarize students with informal presentation skills and structures.

Listening: Familiarize students with common phrases, requests, responses, and frequently used expressions related to daily and university classroom interaction. Develop students’ ability to understand the main points of conversational listening passages adapted for high-beginning learners.

Introduce note-taking concepts in modified activities.

LS20 Objectives to Teach	LS20 Student Learning Outcomes to Formally Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 20, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Make and respond to simple requests related to their daily lives in the U.S 2. Ask questions/request information 3. Understand and use common everyday and classroom expressions including polite forms of greeting and address and responses to instructions 4. Express simple conversational concepts, such as feelings, thanks, and likes and dislikes using practiced language structures 5. Make and respond to simple invitations and apologies 6. Give simple locational directions using basic prepositions and common nouns 7. Recognize and use prepositions of place in contextualized speech 8. Recognize and use ordinal and cardinal numbers in everyday interactions (dates, time, money) 9. Understand the pronunciation rules for past tense form, final <i>-ed</i>, and plural and third person final <i>-s</i> 10. Tell a story about a biographical experience 	<ul style="list-style-type: none"> • Participate in short conversations in routine contexts on topics of interest (1,2,3,4,5,6,7,8,9, 11,12) • Ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations with guidance (1,2,3,4,5,6,7,8,9, 11,12,14) • Give a 2-3 minute informal presentation on a biographical topic in class using the past/present tenses (4,7,10,11) • Identify the main ideas and key details of brief informal or conversational listening passages about topics that have been discussed in class (3,7,8,9,12,13,14) • Select and/or note key words, phrases, or short sentences from a short passage (3,7,8,9,12,13,14) • Retell the main points of a simple conversation (3,4,6,7,8,9,11,12,13,14) 	<ul style="list-style-type: none"> • Make and respond to imperatives in simple present with please and thank you “Please help me.” “Thanks for your help.” • Ask and respond to simple yes/no and wh-questions using complete sentence • Ask for clarification “What did you say? Please repeat that.” • Describe family members and belongings with simple adjectives • Use cardinal numbers (number of objects, age, money, time) ordinal numbers (birthdays, days of month, place in line) and digits (phone numbers, room numbers, passwords) in appropriate contexts • Complete transactional conversation at grocery store using count and non-count food vocabulary and conversation at register on total cost • Give directions, ask for directions, and describe locations using prepositions (in, on, by, at)

<p>11. Use the past and present tenses appropriately</p> <p>12. Understand the main points of short, highly-contextualized passages</p> <p>13. Differentiate main ideas and details</p> <p>14. Recognize present and past tense forms</p>		<ul style="list-style-type: none"> • Politely interrupt with phrases like “Excuse me” • Call 9-1-1 in an emergency • Talk about the weather using appropriate weather-related adjectives • Tell a chronological story about a recent event without transitions in simple past tense • Give simple invitations and responses: “Will you come to my party”
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Listening/Speaking 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C- or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 30 score in interview with class teacher using an ELI checklist/rubric
 - Rating of level 30 on a 2-3 minute informal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a high-beginning level
 - CELT I score >19

Listening/Speaking 30 Goal:		
<p>Speaking: Introduce students to academic presentation skills, including the ability to discuss familiar or personal interest topics in a connected way. Introduce methods to narrate a story, describe experiences and events, and briefly explain processes in presentational contexts.</p> <p>Listening: Develop students’ ability to understand the main points and details of clear, standard conversational speech, brief and simplified academic talks, informational passages, and news adapted for low-intermediate learners. Develop note-taking skills with support.</p>		
LS30 Objectives to Teach	LS30 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 30, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Ask questions and make requests appropriately in context using basic modals 2. Ask permission (ex. To turn a paper in late, to re-do an assignment) 3. Understand and give instructions and directions that use prepositions, imperatives, and suggestions 4. Express and respond to feelings using descriptive adjectives (ex. surprised, happy, sad, interested, bored) 5. Express personal opinions on more abstract, cultural topics (films, books, music etc.) 6. Explain a process/tell a story that has a particular ordering sequence (beginning, middle, end) 7. Use appropriate transitional markers in formal speech 8. Pronounce the past tense form, final <i>-ed</i>, and plural and third person final <i>-s</i> correctly 9. Introduce basic academic vocabulary and expand knowledge of common contextualized idioms and phrasal verbs 10. Recognize and use ordinal and cardinal numbers in interactions and general 	<ul style="list-style-type: none"> • Ask questions and make requests politely (1,2) • Begin and maintain a conversation or discussion on a common everyday topic (3,4,5,8,9,10) • Participate in classroom discussions about general academic topics that have been introduced with text support (3,4,5,6,7,8,9,10) • Give a 4-5 minute formal process-style presentation using imperatives and the past and present tenses (3,6,7,8,9,10,14) <hr/> <ul style="list-style-type: none"> • Identify the main ideas and distinguish relevant supporting details of a brief academic passage about topics that have been discussed in class (3,8,9,10,11,12,13) • Identify the main ideas and key details expressed in a brief conversational passage (3,9,10,12,13) • Utilize notes on a short passage to demonstrate comprehension (3,8,9,10,11,12,13) 	<ul style="list-style-type: none"> • Ask for permission using a modal “Could I please” • Give suggestions using a modal “You should go” • Make and respond to polite requests using modals “Could you please...” • Apologize with “sorry” and offer alternative “I’m sorry that I...I should have...” • Initiate a conversation and ask/answer questions about yourself and other speakers • Give a “how-to” on a process and explain instructions step by step using transitions and modals “First, you should...” • Tell informal stories chronologically with time clauses “Last night, I went downtown...” • Make plans using ordinal numbers and be going to or present progressive “First I’m going to go...” • Use measurements and units to describe size/amount: “I am 5 foot 6 inches tall”

<p>academic contexts (dates, basic measurement, process description)</p> <ol style="list-style-type: none"> 11. Understand the main points of short formal and academic passages 12. Differentiate main ideas and details 13. Use strategies to take notes about key points in a listening using a guided outline or organizer 14. Use basic paraphrasing techniques to summarize 	<ul style="list-style-type: none"> • Summarize a short passage on a topic that has been discussed in class (3,4,5,6,7,8,9,10,11,12,13,14) 	<ul style="list-style-type: none"> • Talk about family members and other people using adjectives for physical appearance and personality • Discuss emotional states in yourself and others: “She seems happy,” “___ makes me feel sad” • Conduct a transactional conversation at the doctor’s office describing body parts and symptoms • Call a friend on the phone, leave a voicemail • Make promises and offers with <i>will</i> “I promise I will, I will, etc.” not be going to
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Listening/Speaking 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C- or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 40 score in interview with class teacher using an ELI checklist/rubric
 - Rating of level 40 on a 4-5 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using simplified passages at a low-intermediate level, using notes
 - CELT I score >25

Listening/Speaking 40 Goal:		
<p>Speaking: Develop students' academic presentation skills on topics that are familiar and incorporate supporting ideas based on outside knowledge. Practice classroom discussion skills to develop students' capacity for spontaneous and sustained speaking on previously introduced topics.</p> <p>Listening: Develop students' ability to comprehend the main ideas and details of listening passages regarding academic and current events which have been modified for high-intermediate learners. Expose students to more advanced note-taking skills with minimal support.</p>		
LS40 Objectives to Teach	LS40 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 40, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Understand and participate appropriately in discussions in formal and informal contexts 2. Practice skills for turn-taking in a variety of contexts 3. Compare/contrast topics, experiences, and points of view 4. Express personal opinions on academic issues and give suggestions/advice using appropriate language and register 5. Use formal transition markers of comparison/contrast and academic presentation organization 6. Use comparatives and superlatives appropriately 7. Recognize the meaning of different intonation patterns 8. Begin to use appropriate intonation patterns to express ideas 9. Recognize and use numbers appropriately in interactions and academic contexts (dates, measurement, decimals & percentages) 10. Understand the main points of short, informal passages 11. Differentiate main ideas and details 12. Use strategies to take notes about key points in a listening using an outline or organizer 	<ul style="list-style-type: none"> • Demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts (1,2,3,4,6,7,8) • Respond and participate in a formal class discussion that students have prepared for with support from other sources (1,2,3,4,5,6,7,8,14) • Give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers (3,4,5,6,7,8,12,13) 	<ul style="list-style-type: none"> • Participate, articulate opinions and interrupt politely in an informal group discussion • Interact in group conversation settings: entering, exiting, changing topics, catching up • Use common non-verbal gestures considering factors like personal space and touching • Order and pay for food at a restaurant using appropriate ordering phrases • Make an excuse with a sudden action "I was working on it, but then I found out that..." • Invite someone to an event with reductions "Wanna come?" "We're gonna go..." • Use reductions to indicate decisions or indecision "I wanna go" "I kinda wanna go" • Tell informal stories chronologically with background information and sudden actions "I was crossing the street when I saw a car crash" • Exaggerate with comparatives/superlatives "That was the biggest...ever"
	<ul style="list-style-type: none"> • Identify the main ideas and distinguish relevant supporting details of a brief formal or academic passage about general topics (8,9,10,11,12,14) • Utilize notes on a formal or academic passage to demonstrate comprehension (8,9,10,11,12,14) • Identify main ideas and key details expressed in a group discussion listening passage about a general or conversational topic (1,2,3,7,9,10,11,12) • Summarize the main points of a brief academic passage (5,6,7,8,9,10,11,12,13,14) 	

<p>13. Use paraphrasing techniques to summarize 14. Provide basic citation for a summary</p>		<ul style="list-style-type: none"> • Compare and contrast people’s experiences using comparatives/superlatives: “He had a better vacation than me.” “I liked Universal the most.” • Talk about errands and chores with have to “I have to do laundry when I get home” • Provide a polite rejection to a request with an excuse and possible raincheck • Have an appropriate phone conversation with an English speaker • Talk about interests, likes, and fears with gerunds “I like shopping”, “I’m afraid of falling” • Summarize what happened in a movie, TV show, or recent class • Paraphrase a short statement in your own words
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Listening/Speaking 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C- or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 50 score in interview with class teacher using an ELI checklist/rubric
 - Rating of level 50 on a 5-7 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using modified passages at a high-intermediate level, using notes
 - CELT I score >30

Listening/Speaking 50 Goal:

Speaking: Develop students’ knowledge of academic requirements of presentations and in class discussion, including research, appropriate academic vocabulary, spoken citations, and formal markers equivalent to expectations in a university setting. Expose students to discussion leading skills and methods of objectively eliciting peer comments.

Listening: Develop students’ ability to comprehend the main ideas and details of unmodified academic listening passages. Introduce note-taking skills without support. Develop listening skills necessary to interact appropriately in discussions as both participant and leader.

LS50 Objectives to Teach	LS50 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 50, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none">1. Participate appropriately and actively in a class discussion2. Elicit meaningful participation of all students when leading a class discussion3. Express agreement and disagreement appropriately4. Begin to speak with appropriately linked thought groups5. Present information in a cause/effect structure with a formal thesis, support, and conclusion6. Use cause/effect language and transitions appropriately7. Use formal spoken citations in summaries and presentations8. Begin to learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility9. Recognize and use numbers in interactions and academic contexts10. Listen to and discuss unmodified academic passages of varying topics and lengths	<ul style="list-style-type: none">• Lead a formal class discussion on a controversial and/or academic topic (1,2,3,4,7,8,9,13,14)• Appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality (1,2,3,4,7,8,9,13,14)• Give a 6-8 minute cause/effect-style presentation showing evidence of research, providing proper spoken citations (3,4,5,6,7,8,9,14)• Identify the main ideas and distinguish relevant supporting details of an unmodified academic passage for which they have some background knowledge (9,10,11,12,13)• Identify main ideas, viewpoints, and key details in a group discussion listening passage of an academic discussion or conversation (1,9,10,11,12,13)• Demonstrate comprehension of relationships between ideas in brief academic passages (6,9,10,11,12,13)	<ul style="list-style-type: none">• Moderate a group discussion with phrases for balancing speaking time• Engage in small talk on a variety of appropriate topics• Paraphrase and summarize a listener’s words for clarification or restatement. “So what you’re saying is,” “If I am hearing you correctly,” “Do you mean to say,” etc.• Schedule an appointment, cancel or change a service, request a refund, and complain over the phone• Make a joke and express sarcasm• Compliment appropriately considering factors like gender, age, relationship• Apologize formally with explanation and plan for future correction• Express nostalgia and past habits using “used to” and “would”: “When I was a kid, I used to...”• Respond to hypothetical situations “If I had a million dollars, then I would...”• Express future hopes “I would love to be able to _____ someday.”

<ol style="list-style-type: none"> 11. Understand the main ideas and supporting details of a brief, unmodified academic passage 12. Take organized notes on an academic passage 13. Understand verbal cues in speaker attitude and tone 14. Paraphrase effectively when speaking 	<ul style="list-style-type: none"> • Utilize notes from lectures and academic passages to demonstrate comprehension (9,10,11,12,13,15) • Summarize an academic passage without in-class preparation (4,5,6,7,8,9,10,11,12,13,14) 	<ul style="list-style-type: none"> • Express regret over a past action with reduced modals “I shoulda studied more” • Address an issue politely with a roommate “It made me feel ___ when...”, “I’m glad we talked it out” • Use formal introductions and salutations: “I’d like you to meet,” “It’s a pleasure to meet you,” “It’s been great meeting you,” etc. • Tell a story with informal reported speech using “like” • Summarize what happened in a movie, TV show, or recent class • Provide a critique on movies/books/TV with summary and opinion
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Listening/Speaking 50 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 5 of 6 of the following:
 - Performance grade of C- or better in course
 - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - Rating of level 60 score in interview with class teacher using an ELI checklist/rubric.
 - Rating of level 60 on a 6-8 minute formal presentation scored by class teacher using an ELI checklist/rubric
 - 80% or better on a listening exam using authentic audio or video appropriate for a low-advanced level, using notes
 - CELT I score >39

Listening/Speaking 60 Goal:

Speaking: Introduce students to academic debate and further develop academic presentation skills, including research, appropriate academic vocabulary, spoken citations, and formal markers at a level equivalent to expectations in a graduate school setting. Familiarize students with variations in formality based on context of situations.

Listening: Develop students' ability to fully comprehend unmodified academic listening passages and take notes which will aid them in recalling the main ideas and significant details. Expand students' ability to understand native speakers even when using rapid speech. Familiarize students with listening skills required to interact successfully in a formal debate.

LS60 Objectives to Teach	LS60 Student Learning Outcomes to Assess	Language Assistant Class
<i>In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>At the end of Listening/Speaking 60, students will be able to:</i>	<i>In the LA class, you will practice these skills:</i>
<ol style="list-style-type: none"> 1. Present information in an argumentative structure with a formal thesis, support, and conclusion 2. Conduct research using available resources and synthesize appropriately into academic speech 3. Appropriately integrate verbal and written source citations during a presentation 4. Elicit and respond to comments and discussions on presentation 5. Understand and use language required to effectively participate in academic debates, such as agreement/disagreement, concession, and counterargument 6. Respond to prompts with minimal preparation (“impromptu” speaking) 7. Identify and understand bias in research 8. Recognize and correctly use numbers in formal speech, including citations and data description 9. Summarize information from listening passages and sources to integrate into speech 10. Listen to and discuss unmodified academic passages of varying academic topics and lengths 	<ul style="list-style-type: none"> • Give a 8-10 minute academic, argumentative-style presentation showing evidence of research, with specific academic source references and a visual data reference (1,2,3,4,7,8,9,16) • Participate appropriately in academic conversations demonstrating knowledge of varying interactional styles and formality (4,5,6,7,8,9,10,15,16,17) • Respond to comments and participate in discussions on academic presentations in class (4,6,9,10,11,12,13,14,15,16,17) • Participate and interact in a formal academic debate (4,5,6,7,8,9,12,13,14,15,16,17) <hr/> <ul style="list-style-type: none"> • Identify the main ideas and relevant details of an unmodified academic passage (8,10,11,12,13,14,15) • Identify main ideas, supporting points, and interpret viewpoints in academic debate listening passages and formal discussions (5,7,8,9,10,11,12,13,14,15,17) • Demonstrate comprehension of relationships between ideas in academic passages (8,10,11,12,13,14,15) 	<ul style="list-style-type: none"> • Use appeals (ethos, logos, pathos) in persuasive speech • Dialogue on a culturally sensitive topic • Participate and moderate in a debate • Plan meetings, delegate roles, and balance workloads in college group projects • Resolve a conflict with a classmate • Give advice using direct, indirect, and implied methods • Give feedback and criticisms with hedging “I really like what you’re doing, but I think you could do better with…” • Make a formal request with hedging to a professor or <u>manager</u> “I was wondering if you would be able…” • Express gratitude • Express condolences • Participate in different types of interviews (elevator pitch, phone, in-person, group)

<ol style="list-style-type: none"> 11. Understand the main ideas and supporting details of an academic passage 12. Infer meaning of new vocabulary and relationships between ideas in listening passages 13. Distinguish relevant and irrelevant details when listening and taking notes 14. Take organized and accurate notes on an academic passage 15. Identify and understand verbal cues in speaker attitude and tone (e.g., sarcasm, humor, sincerity, and neutrality) 16. Utilize strategies to recognize and modify own problems in pronunciation for improved comprehensibility, including speaking with appropriately linked thought groups and accurate intonation 17. Understand cultural effects on communication, including interactional styles among professors & students, norms for showing respect, and the US intellectual value system 	<ul style="list-style-type: none"> • Utilize notes from lectures and academic passages to demonstrate comprehension (8,10,11,12,13,14,15) • Summarize and respond to an academic passage without in class preparation (3,8,9,10,11,12,13,14,15,16) 	<ul style="list-style-type: none"> • Reference sources to support an argument using reporting phrases: “According to this article in the New York Times,” • Summarize video on current event and discuss opinion • Tell a story with appropriate tense switching including historic present and prior knowledge using past perfect
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Listening/Speaking 60 Exit Criteria

Students must achieve all the following:

- Performance grade of B- or better in course
- Exit recommendation by class teacher, based on objectives and proficiency score
- 80% or better on listening and note-taking exam based on an authentic, academic lecture, using notes
- Exit score on an 8-10 minute academic presentation, scored independently by two ELI faculty members, using an ELI checklist/rubric
- Exit score on interview, scored independently by two ELI faculty members, using an ELI checklist/rubric

Decision Process (Students must attempt all assessments in order to be considered)

Other Exit Criteria	Teacher Recommendation	Exit?
Clear exit on all items	Yes	Yes
Any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No
Clear exit on all items	No	SC Reviews

Reading/Writing

Reading/Writing 10 Goal:

Reading: Expose students to basic written texts, new vocabulary, and introduce the concepts of skimming and scanning a text

Writing: Develop students' ability to express ideas through simple sentences and introduce basic paragraph form

Reading/Writing 10 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming a text for gist
 - Scanning for specific information in a text
 - Demonstrating comprehension of passages through discussions, reading quizzes and tests
 - Increasing breadth of receptive and expressive essential, everyday vocabulary
 - Recognizing most sound-to-letter correspondences
 - Gaining accuracy writing simple sentences
 - Understanding the concept of a paragraph and its basic organization
 - Copying information correctly
 - Understanding the use of basic punctuation at the end of sentences
 - Understanding basic capitalization rules
- Editing written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation

Reading/Writing 10 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 10, students will be able to:

Reading:

- Identify the main idea and supporting details of short, simple passages of up to 3 paragraphs
- Demonstrate knowledge of most sound-to-letter correspondences by reading aloud
- Copy a five-sentence paragraph correctly

Writing

- Write simple sentences
- Write a brief paragraph
- Demonstrate ability to use essential, everyday vocabulary
- Accurately spell essential, everyday vocabulary
- Demonstrate emerging use of punctuation at the end of a sentence
- Demonstrate emerging use of capitalization rules in writing

Reading/Writing 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on the reading exam (may be curved by SC)
 - ♦ Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric

Reading/Writing 20 Goal:

Reading: Expose students to multi-paragraph readings that develop a central idea, increase vocabulary, and increase students' reading strategies for comprehension.

Writing: Develop students' ability to organize written information in paragraph form and develop students to basic paragraph genres

Reading/Writing 20 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming a text for gist
 - Scan for specific information in the text
 - Identifying the main ideas of a reading
 - Using context clues to guess the meaning of unknown vocabulary
 - Expanding breadth of receptive and expressive basic, high-frequency vocabulary
 - Demonstrating comprehension through discussions, basic summary writing, reading quizzes and tests
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- Understanding right and left margin conventions
 - Understanding indenting conventions
 - Incorporating topic sentences into a paragraph
 - Understanding basic unity in paragraph writing
 - Understanding comma rules for compound sentences
 - Composing basic narrative writing
 - Composing basic descriptive writing
 - Composing basic process writing (writing about a process)
 - Editing written work, with an emphasis on improving spelling, punctuation, unity, and sentence structure

Reading/Writing 20 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 20, students will be able to:

Reading:

- Identify and demonstrate comprehension of the main ideas and supporting details of controlled passages of up to 5 paragraphs
- Use context clues to approximate meaning of unknown, basic vocabulary
- Demonstrate understanding of the main ideas of a text through a short, written summary

Writing:

- Write paragraphs with a right and left margin and indentation of the first line
- Demonstrate ability to create topic sentences for narrative, descriptive, and process paragraphs
- Compose narrative, descriptive, and process paragraphs unified by a central topic or theme
- Accurately use periods, question marks, and exclamation marks at the end of sentences
- Demonstrate a breadth of basic, high-frequency vocabulary sufficient to write about familiar topics
- Accurately use commas in compound sentences and lists
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or better on a reading exam and a basic summary of up to 5 sentences of a second reading (may be curved by SC)
 - ♦ Rating of level 30 on writing exam which includes a descriptive paragraph, narrative, and process paragraph, scored independently by two raters

Reading/Writing 30 Goal:

Reading: Expose students to readings which develop a central idea with high-frequency vocabulary over several paragraphs

Writing: Increase the range of sentence structures students can employ and develop students ability to produce a wider variety of paragraph genres ; introduce students to basic essay form

Reading/Writing 30 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information in a text
- Using context clues to estimate the meaning of unknown vocabulary
- Expanding breadth of receptive and expressive high-frequency vocabulary
- Understanding the structure of newspaper articles
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Understanding how a newspaper article is summarized
- Modifying original text to avoid plagiarism in summary writing
- Understanding the issue of plagiarism in academic work
- Understanding and practice in the use of topic sentences, supporting sentences, and concluding sentences in paragraph writing
- Understanding the elements of unity and coherence in paragraph writing
- Increasing knowledge of key vocabulary used when writing about cause/effect and compare/contrast relationships
- Understanding and practice with the most basic parts of an essay: introduction, body, and conclusion
- Composing cause/effect and compare/contrast paragraphs
- Composing a basic narrative essay
- Editing written work, with an emphasis on improving spelling, punctuation, and sentence structure, and supporting details

Reading/Writing 30 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 30, students will be able to:

Reading:

- Demonstrate comprehension of the main ideas and supporting details of a simplified newspaper article of up to 6 paragraphs
- Identify the central thesis, main ideas, and supporting details of a reading passage of up to 6-8 paragraphs
- Demonstrate comprehension of main ideas (who/what/when/where/why) of a simplified newspaper article through a summary of up to 5 sentences
- Demonstrate comprehension at the paragraph level by identifying the topic of a paragraph

- Demonstrate comprehension at the sentence level by identifying pronoun referents
- Demonstrate ability to use context clues to approximate the meaning of unknown vocabulary

Writing:

- Compose compare/contrast and cause/effect paragraph with appropriate topic sentence, supporting sentences, and concluding sentence
- Compose cohesive paragraphs unified by a central topic and controlling idea
- Compose a basic, 3 to 5 paragraph, narrative essay
- Use commas in lists in written assignments
- Demonstrate ability to employ a range of high-frequency vocabulary sufficient to write about a variety of accessible topics and relationships between ideas
- Demonstrate emerging ability to paraphrase a text for summary writing
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on final reading exam with two readings and a brief summary (of up to 5 sentences) (may be curved by SC)
 - ♦ Rating of level 40 or higher on final writing exam rated by class instructor based on ELI checklist/rubric

Reading/Writing 40 Goal:

Reading: Expose students to simplified academic readings that develop a central idea with substantial supporting information; increase students' ability to employ reading strategies to analyze text.

Writing: Develop students to basic essay composition form and develop written structures that express basic relationships among ideas.

Reading/Writing 40 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist
- Scanning for specific information
- Inferencing
- Using context clues to estimate meaning of unknown vocabulary
- Using strategies to increase reading speed
- Expanding breadth of receptive and expressive high-frequency vocabulary and core academic vocabulary
- Identifying the overall thesis of a reading passage
- Distinguishing between main ideas and supporting information
- Demonstrating comprehension in discussions, summary writing, reading quizzes and tests
- Understanding how a text is summarized
- Paraphrasing original text to avoid plagiarism in summary writing
- Understanding and ample practice with the following elements of essay structure:
 - a general to specific introduction
 - thesis statement
 - supporting body paragraphs with topic sentences, controlling ideas, supporting sentences, and concluding sentences
 - specific to general conclusion
 - simple transitions
- Understanding comma use in complex sentences
- Increasing knowledge of key vocabulary used when writing about cause/effect, compare/contrast, and problem/solution relationships
- Basic understanding use of semicolons and colons
- Identifying types of plagiarism and consequences of plagiarism
- Composing compare/contrast; cause/effect; problem/solutions essays
- Composing written summaries
- Editing written work, with an emphasis on improving sentence structure, paragraph structure word usage, essay structure, supporting details

Reading/Writing 40 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 40, students will be able to:

Reading:

- Demonstrate comprehension, ability to distinguish between main ideas and supporting details of a simplified newspaper passage (9-10 paragraphs) that explore current topics
- Demonstrate comprehension of central thesis, main ideas, and supporting details of reading passages of up to 10-12 paragraphs which provide an academic perspective on accessible topics
- Demonstrate comprehension at the paragraph level by identifying controlling idea of a paragraph
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate emerging ability to infer meanings, attitudes, or opinions
- Demonstrate ability to answer *wh*-questions about events or ideas discussed in article
- Demonstrate ability to use context clues to understand meaning of unknown non-academic vocabulary and core academic vocabulary

Writing:

- Demonstrate ability to produce written summaries of up to 10 sentences of a simplified newspaper article (9-10 paragraphs) that explores a current topic
- Compose compare/contrast; cause/effect; problem-solution essays with the following elements:
 - General to specific introduction
 - Identifiable thesis statement
 - Supporting body paragraphs
 - Specific to general conclusion
- Use simple transition signals to create cohesion and coherence between paragraphs and within paragraphs
- Demonstrate comma usage in complex sentences with dependent clause first
- Demonstrate emerging ability to use semicolons and colons in writing
- Demonstrate ability to paraphrase to avoid plagiarism in summary writing
- Accurately spell high-frequency vocabulary and some core academic vocabulary
- Accurately employ a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 4 of 5 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
 - ♦ Rating of level 50 or higher on essay, scored independently by two outside raters, using an ELI checklist/rubric
 - ♦ Rating of Level 50 on summary (of up to 10 sentences) of simplified journalistic text using an ELI checklist/rubric

Reading/Writing 50 Goal:

Reading: Expose students to a variety of readings that deal with academic topics and increase students' reading speed and ability to employ critical reading strategies.

Writing: Develop students' ability to write academic compositions that support a central thesis and incorporate source material.

Reading/Writing 50 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information
- Scanning for specific information in a text
- Inferencing
- Using context clues to estimate meaning and connotation of unknown words
- Using strategies to increase reading speed
- Using the library and internet to locate source readings
- Demonstrating reading comprehension through discussions, summaries, reading quizzes and tests, synthesis writing
- Identifying the overall thesis or central argument of a reading
- Distinguishing main ideas from supporting information
- Understanding an author's use of research studies as supporting information
- Analyzing a text to determine writer's purpose and target audience
- Increasing knowledge of key vocabulary used when writing about cause/effect relationships and argument writing
- Understanding how information from various sources is synthesized to create a cohesive, coherent, unified composition
- Understanding and increased use of diverse punctuation, including accurate punctuation for direct quotes
- Using varying sentence structures and punctuation to add variety, flow, and interest to writing

- Using transition signals and linking structures to connect ideas and describe relationships
- Identifying incidences of plagiarism and understanding consequences of plagiarism
- Avoiding plagiarism through successful paraphrasing and acknowledgment of sources
- Composing cause/effect and argument essays which incorporate information from sources
- Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, supporting details, essay structure, logical flow of information

Reading/Writing 50 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 50, students will be able to:

Reading:

- Demonstrate comprehension of the central argument, main ideas, supporting details of readings which address multiple aspects of an academic topic
- Demonstrate comprehension of the central argument, main ideas, and supporting details of journalistic articles which explore a current, multi-faceted academic topic
- Demonstrate comprehension at the paragraph level by identifying the controlling idea
- Demonstrate comprehension at the sentence level by identifying referents
- Demonstrate ability to infer meanings, attitudes, opinions
- Demonstrate ability to identify and explain relationships between ideas discussed in readings
- Use context clues to identify meaning and connotation of unknown words/phrases
- Articulate author's purpose and target audience
- Find academic sources in the library and online

Writing:

- Compose cause/effect and argument essay (with counterargument, concession and refutation) which successfully synthesize information from 2 or more sources
- Accurately and effectively use a variety of punctuation, including punctuation for direct quotes
- Accurately spell a range of core academic vocabulary
- Demonstrate ability to employ core academic vocabulary sufficient to write about a variety of academic topics
- Use a variety of transition signals and linking structures to create cohesion at the sentence and paragraph levels and between paragraphs
- Demonstrate ability to avoid plagiarism through successful paraphrasing and in-text acknowledgement phrases (formal citations optional)
- Incorporate changes and corrections during the revision process to produce a final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 50 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 3 of 4 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on academic reading exam with one reading passage (may be curved by SC)
 - ♦ Rating of level 60 or higher on argument essay synthesizing two or more sources (provided by SC) and scored using an ELI checklist/rubric

Reading/Writing 60 Goal:

Reading: Expose students to a variety of readings on complex academic topics, develops students ability to understand data from graphs and charts, and introduce bibliographic research.

Writing: Introduce students to the research paper with appropriate citations and references using academic sources, and develop students' ability to synthesize information from graphs and charts.

Reading/Writing 60 Objectives to teach:

In order to achieve the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:

- Skimming for gist; skimming for relevant information; skimming for appropriateness as an academic source
 - Scanning for specific information in a text
 - Inferencing
 - Using context clues to distinguish between multiple meanings of a given word/phrase
 - Expanding breadth of receptive and expressive academic and field-specific vocabulary
 - Demonstrating reading comprehension through discussions, summaries, synthesis writing, reading quizzes and tests
 - Using strategies to increase readings speed
-
- Gaining proficiency reading data sets and extrapolating key concepts, trends, and correlations
 - Increasing understanding of key vocabulary used to describe data, trends, and correlations
 - Understanding the academic statement of purpose
 - Finding and evaluating sources for academic research paper
 - Understanding organization of a research paper including structuring information around a central argument or thesis
 - Understanding academic citation method(s)
 - Understanding use of direct quotes vs. paraphrased information
 - Editing written work, with an emphasis on improving sentence structure, paragraph structure, word usage, integration of supporting details, essay structure, logical flow of information
 - Identifying types of plagiarism and consequences of plagiarism

Reading/Writing 60 Student Learning Outcomes to formally assess:

At the end of Reading/Writing 30, students will be able to:

Reading:

- Demonstrate comprehension of central argument, main ideas, and supporting details of texts that analyze issues or trends and include research-based support
- Demonstrate comprehension at the paragraph level by identifying controlling idea
- Demonstrate comprehension at the sentence level by identifying referents

- Demonstrate ability to infer meanings, attitudes, opinions
- Use context clues to correctly identify meaning of words/phrases with multiple meanings
- Identify a writer's bias or position on an issue
- Identify the bias or positions of authorities/sources referenced in the article
- Extrapolate information from graphs, tables, and other data sets.

Writing:

- Compose a short, academic research paper with the following elements:
 - appropriate in-text citations
 - direct quotations which, when needed, include single quotation marks, brackets and ellipses
 - block quotations where appropriate
 - references/bibliography
- Compose a statement of purpose which creates a cohesive connection among goals for future study, career goals, background experience and academic preparation
- Avoid plagiarism through successful paraphrasing, in-text acknowledgment of sources, and appropriate use of citations
- Employ a variety of academic transition signals and linking devices to create cohesion and coherence at the sentence and paragraph levels and between paragraphs
- Incorporate changes and corrections during the revision process to produce final draft of written assignments
- Compose written assignments under timed, exam conditions

Reading/Writing 60 Exit Criteria are comprised of the following:

- ◆ Performance grade of B-minus or better in course
- ◆ Exit recommendation by class teacher, based on objectives, demonstrated through student learning outcomes and proficiency score
- ◆ Exit score on state of purpose (rated by instructor, using an ELI checklist/rubric)
- ◆ Exit score on research paper. While students will submit a short academic research paper with an appropriate bibliography and citations, the major focus will be on language use and ability. (rated by instructor, using an ELI checklist/rubric)
- ◆ Exit score on critical writing. At the end of the semester, students will need to write a response to one or more visual or written prompts in 100 minutes, independently scored by two ELI raters (core faculty/administration).
- ◆ 80% or higher on academic reading exam with one reading passage (may be curved by SC).

Decision Process

Other Exit Criteria	Teacher Recommendation	Exit?
Clear exit on all items	Yes	Yes

Any number of reservations	Yes	Yes
One reservation across all items	No	Yes
One no + any number of reservations	Yes	Yes
Two Reservations or more across all items	No	No

Grammar

Starting in GM20, instruction of verb tenses includes negative and question forms.

Grammar 10 Goal: *Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.*

Grammar 10 Objectives to teach:

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with extra attention given to 3rd person singular -s [BEG Chapter 3]
- *Be* and *have* in the present tense [BEG Chapter 2]
- *There + be* [BEG 5.4-5.6]
- *Yes/No* questions and short answers [BEG 2.1; 3.9]
- Singular/plural forms of regular nouns [BEG 6.5]
- Parts of speech
- Subject pronouns [BEG 6.4]
- Possessive adjectives [BEG 2.5]
- Basic use of indefinite article (*a/an*) [BEG 7.2]
- Basic prepositional phrases of time (*in the morning; at night, etc.*) [BEG 5.2]
- Introduction to *wh-* questions (not an SLO) [BEG 5.3]

Grammar 10 Student Learning Outcomes to formally assess:

At the end of Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Be* and *have* in the present tense
- There + be*
- Yes/No* questions and short answers
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive adjectives
- Basic use of indefinite article (*a/an*)
- Basic prepositional phrases of time

Grammar 10 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 20 Goal: *Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.*

Grammar 20 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 3]
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 4]
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 8]
- *Wh-* question form in simple present [BEG 3.10-3.11], present progressive [BEG 4.4], simple past [BEG 9.1-9.3]
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week*, etc. [BEG 3.2-3.3]
- Pronouns:
 - Subject [BEG 6.4]
 - Object [BEG 6.4]
 - Possessive [BEG 6.7]
- Possessive nouns [BEG 6.8]
- Tangible count vs. non-count nouns [BEG 7.1]
- Basic quantifiers: *some, any, (how) much, (how) many* [BEG 7.5]
- Indefinite article (*a/an*) and basic use of definite article (*the*) [BEG 7.2-7.3]
- Common prepositions of place [BEG 1.8, 2.3, 5.7, 5.8]

Grammar 20 Student Learning Outcomes to formally assess:

At the end of Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Present progressive
- Simple past
- Wh-* question forms in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency
- Pronouns:
 - subject
 - object
 - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers
- Indefinite article (*a/an*) and basic use of definite article (*the*)
- Common prepositions of place

Grammar 20 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 30 Goal: Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses

Grammar 30 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs) [FEG 1.2, 1.6]
- Simple past (emphasis on irregular past tense verbs) [FEG 2.4]
- Past progressive [FEG 2.6]
- Basic future forms: *will* and *be going to* [FEG 3.1-3.5]
- Phrasal verbs, *focus on form* (separable and inseparable) *and meaning* (*list available on s:drive)
- Basic modals and modal phrases(present/future):
 - ability: *can, be able to* [FEG 7.2]
 - permission: *can, could, may* [FEG 7.3]
 - request: *can, could, would, would you mind* [FEG 7.6 no *would you mind**]
- Article usage with count and non-count nouns [FEG 11.8]
- Quantifiers: *(too) much, (too) many, a little, a few, a lot* [FEG 11.5]
- Comparative and superlative adjectives and adverbs, including the following structures:
 - *more...than* [FEG 9.2-9.3]
 - *less...than* and *fewer...than* [FEG 9.6]
 - *(not) as...as* [FEG 9.1]
 - *more + nouns* [FEG 9.7]
- Basic present, past [FEG 2.7], and future time clauses [FEG 3.6] with the following adverbs: *while, when, as soon as, after, before*

Grammar 30 Student Learning Outcomes to formally assess:

At the end of Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: *will* and *be going to*
- Phrasal verbs, focus on form and meaning
- Basic modals and modal phrases (present/future):
 - ability
 - permission
 - request
- Article usage with count and non-count nouns
- Quantifiers
- Comparative and superlative adjectives and adverbs
- Basic present, past, and future time clauses

Grammar 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 40 Goal: Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses

Grammar 40 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple past vs. past progressive [FEG 2.6]
- Future forms: simple present [FEG 3.8], present progressive [FEG 3.7], *will* vs. *be going to* [FEG 3.5] and review of future time clauses [FEG 3.6]
- Present perfect with emphasis on the following uses:
 - on-going conditions or actions with *for* and *since* [FEG 4.2]
 - indefinite including use of: *yet; already; ever; never* [FEG 4.4]
 - multiple past experiences (*twice; three times, etc.*) [FEG 4.4]
- Present perfect progressive for habitual actions with *for* and *since* [FEG 4.6]
- Modals and modal phrases of certainty, advice, obligation (present/future):
 - certainty: *could; might; may* [UEEG 10.4-10.5]
 - future certainty and expectation: *should; ought to* [UEEG 9.5, 10.7]
 - advice: *could; should; ought to; had better* [FEG 7.7-7.8]
 - obligation: *must; have to* [FEG 7.9]
- Expanding usage of definite article:
 - geographical names [FEG 11.9, UUEG 7.5]
 - second mention [UUEG 7.4]
 - unique/specific entity [UUEG 7.4]
- Quantity expression with *of*: (*each/every*) *one of; many/much of; a lot of; several of; a great deal of* [UUEG 6.11]
- Gerunds and infinitives, including:
 - gerunds as subjects [FEG 13.7]
 - gerunds and infinitives as direct objects [FEG 13.1-13.4]
- Adjective clauses, including restrictive vs. non-restrictive [UUEG 13.8]
- Relative pronouns (*who, whom, whose, which, that*) [FEG Chapter 12]

Grammar 40 Student Learning Outcomes to Formally Assess:

At the end of Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple past vs. past progressive
- Future forms, including:
 - simple present
 - present progressive
 - *will* vs. *be going to*
 - future time clauses
- Present perfect
- Present perfect progressive
- Modals and modal phrases (present/future):
 - present certainty
 - future certainty/expectation
 - advice
 - obligation
- Expanding usage of definite article:
 - geographical names
 - second mention
 - unique/specific entity
- Quantity expression with *of*
- Gerunds and infinitives, including:
 - gerunds as subjects
 - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns

Grammar 40 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ◆ Performance grade of C-minus or better in course
 - ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 50 Goal: Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

Grammar 50 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*) [UUEG 2.3, 2.7]
- Past perfect vs. past perfect progressive (*before; after; by the time*) [UUEG 2.8, 2.10]
- *Used to, would, be used to* [UUEG 10.1, p. 335 footnote]
- Passive voice
 - form and function of passive sentences [UUEG 11.1-11.3]
 - passive verb forms for simple, progressive and perfect tenses [UUEG 11.2]
- Get-passive [UUEG 11.7] and participial adjectives [UUEG 11.8]
- Past time modals/modal expressions (including negative forms):
 - regret: *should have; ought to have* [UUEG 10.2]
 - past conclusion: *could have; may have; might have; must have* [UUEG 10.6]
 - obligation: *had to* [UUEG 10.2]
 - ability: *could; was/were able to* [UUEG 10.3]
 - expectation: *was/were supposed to* [UUEG 10.2]
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- Gerunds and infinitives:
 - gerunds as objects of prepositions [UUEG 14.6]
 - infinitives of purpose with *in order to* [UUEG 15.1]
- Conditionals:
 - real/true (present, future) [UUEG 20.2]
 - unreal (present, future and past) [UUEG 20.3-20.4]
 - Use of *wish* and *hope* in conditionals [UUEG 20.9-20.10]
- Adverb clauses and related structures, emphasis on usage of subordinators:
 - Time [UUEG 17.2]
 - cause and effect [UUEG 17.3]
 - contrast [UUEG 17.4]
 - direct contrast [UUEG 17.5]
- Adjective clauses, including:
 - adjective clauses with expressions of quantity [UUEG 13.9]

- adjective clauses modified by *where/when* [UUEG 13.5-13.6]
- use of *which* to modify whole sentence [UUEG 13.10]

Grammar 50 Student Learning Outcomes to Formally Assess:

At the end of Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Present perfect vs. present perfect progressive
- Past perfect vs. past perfect progressive
- Used to, would, be used to*
- Passive voice
- Get*-passive and participial adjectives
- Past time modals and modal phrases:
 - regret
 - conclusion
 - obligation
 - ability
 - expectation
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
 - gerunds as objects of prepositions
 - infinitives of purpose with *in order to*
- Conditionals:
 - real/true
 - unreal
 - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures:
 - time
 - cause and effect
 - contrast
 - direct contrast
- Adjective clauses, including:
 - adjective clauses with expressions of quantity
 - adjective clauses modified by *where/when*
 - use of *which* to modify whole sentence

Grammar 50 Requirements for Promotion:

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
 - ♦ Performance grade of C-minus or better in course
 - ♦ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
 - ♦ 80% or higher on cumulative final (includes only minimum objectives as listed above)

Grammar 60 Goal: Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism

Grammar 60 Objectives to teach: (Instruction of verb tenses includes negative and question forms)

- General review of all English verb tenses: [UUEG Chapters 1-4]
 - simple present (including future meaning)
 - present progressive (including future meaning)
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs [UUEG 15.9]
- Progressive and passive forms of modals (present/future and past—including negative forms): [UUEG 10.8, 11.4]
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds [UUEG 15.4-15.6]
- Conditionals, including:
 - Mixed conditionals [UUEG 20.6]
 - Replacing *if* with *only if; provided; even if; whether...or not; unless; in case* [UUEG 20.7]
 - Omitting *if* [UUEG 20.7]
- Reduced adjective clauses (adjective phrases) [UUEG 13.11]
- Reduced adverb clauses:

- Time [UUEG 18.2-18.3]
- Reason [UUEG 18.4]
- contrast
- concession
- Noun clauses [UUEG 12.1-12.5]
- Reported Speech [UUEG 12.7-12.8]
- Parallelism with correlative conjunctions [UUEG 16.4]

Grammar 60 Student Learning Outcomes to formally assess:

At the end of Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- General review of all English verb tenses:
 - simple present
 - present progressive
 - simple past
 - past progressive
 - present perfect/present perfect progressive
 - past perfect/past perfect progressive
 - *will* and *be going to*
 - future progressive
 - future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of modals:
 - advisability
 - certainty/conclusion
 - obligation
- Passive infinitives and passive gerunds
- Conditionals, including:
 - Mixed conditionals
 - Replacing *if*
 - Omitting *if*
- Reduced adjective clauses
- Reduced adverb clauses:
 - time
 - reason
 - contrast
 - concession
- Noun clauses

<input type="checkbox"/> Reported speech <input type="checkbox"/> Parallelism with correlative conjunctions		
<i>Grammar 60 Requirements for Exit/Certificate</i>		
Student must achieve all of the following <ul style="list-style-type: none"> ◆ Performance grade of B-minus or better in course ◆ Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score ◆ 80% or higher on cumulative final (includes only minimum objectives as listed above) 		
<i>Decision Process</i>		
Other Exit Criteria	Teacher Recommend?	Exit?
Yes on all requirements	Yes	Yes
Poor grade in class + 80% or higher on final	No	SC Reviews

Appendix D: Requirements for Completing and Exiting the ELI

In order to exit the ELI to meet UF graduate school admissions requirements for English language test exemption, you must meet all the exit requirements for Listening and Speaking 60; Reading and Writing 60; Grammar 60. These requirements can be found above in Appendix C.

If you have questions, concerns, corrections, suggestions or comments about the Student Guide, please feel free to let us know. We hope you enjoy and make the most of your time with the ELI.

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