

# **STUDENT GUIDE**

**2026**

**THANK YOU FOR STUDYING WITH US!**



## **English Language Institute Mission**

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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 (US) through its Intensive English Program and other various programs.

We are dedicated to offering superior instruction, the best possible occasions for practice in and out of the classroom, and an ideal learning environment. We also support University of Florida (UF) internationalization efforts by working cooperatively with the UF International Center, colleges and departments throughout the university, and with the local community.

These goals are accomplished by faculty and staff engaged in professional learning and committed to the success of all learners by being actively involved in meeting their needs. We remain focused on the continuous improvement of our institute to better serve this mission.

## **Regular Program Mission**

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The primary mission of the Intensive English Program (IEP) is to prepare international students for successful study at the graduate or undergraduate level in institutions of higher learning in the US. This is accomplished through a skills-based curriculum. The IEP improves student English proficiency through the development of their listening, speaking, reading, writing, and grammar skills. In addition, the IEP prepares students for the academic culture of the US and supports greater cultural understanding through its Cultural Immersion Program (CIP) and established student services.

The IEP also provides the same language instruction and cultural programming to individuals already practicing within their professions and any others who wish to improve their level of English proficiency and cultural awareness.

## **Special Program Mission**

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The mission of our Special Programs is to offer flexible English language programs that meet the specific needs of each group we serve. We work with UF departments, as well as colleges and universities, companies, and other international partners. In addition to specialized instruction and individualized attention, we provide comprehensive student support and coordinate cultural experiences customized to the desired outcomes of each group.

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## PERSONNEL

### THE ELI MAIN OFFICE HOURS AND ADDRESS

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The main office is located in room 223, Matherly Hall (MAT). The physical address is 1405 W University Avenue. 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.

### STAFF

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#### *Administrative Specialist*

Support the general administrative functions of the ELI.

- Jolee Gibbs, Matherly Hall, Room 223A, Phone: 273-4397

#### *Academic Assistant*

Support the general administrative functions of the ELI, including preparing correspondence, grade reports, and providing routine office support.

- Minsang Kim, Matherly Hall, Room 223A, Phone: 273-4389

#### *Fiscal Assistant*

Responsible for tuition collection. Responsible for enrollment letters.

- Matherly Hall, Room 225, Phone: 273-4388

#### *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

### FACULTY ADMINISTRATION PERSONNEL

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#### *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 agreements. 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.

- Christine Voigt, 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. Select listening/speaking, reading/writing, and grammar textbooks. Teach ELI classes. Matherly Hall, Room 215, Phone: 273-4383

- Thomas Dolce (Listening/Speaking)
- Jen Ramos (Reading/Writing)
- Patrick Klager (Grammar)

#### *Editor, ELI Weekly*

- Maya Shastri, Matherly Hall, Room 221, Phone: 273-4385 (Fall & Spring)
- Jen Ramos, Matherly Hall, Room 215, Phone: 273-4383 (Summer)

#### *Editor, Student Voices*

- Olga Moody, Matherly Hall, Room 218, Phone: 273-4386 (Fall & Spring)
- Thomas Dolce, Matherly Hall, Room 215, Phone: 273-4383 (Summer)

### **OTHER INSTRUCTIONAL STAFF AND FACULTY**

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#### *Core Instructional 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
- Olga Moody, Matherly Hall, Room 218, Phone: 273-4386
- Maya Shastri, Matherly Hall, Room 221, Phone: 273-4385

*Instructors*

Teach ELI 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.

## BEFORE STARTING CLASSES

### ARRIVAL AT THE ENGLISH LANGUAGE INSTITUTE

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#### *New Student 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 might lose their seat in the term and risk becoming out-of-status if travelling on an F-1 visa.

#### *Welcome and Registration*

You will meet ELI faculty and administrators, and you will sign waivers, provide emergency contacts and your visa information. You will learn about the program and choose your classes. You will also receive an appointment for placement testing.

#### *Returning Student Check-in*

All returning students must check in on myELI 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 lose 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 third full day of classes may lose 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 class must pay a \$100 late arrival fee in order to be considered for placement into that term. *Exceptional cases can petition for a waiver of this policy.*

### *Placement Test*

You will take a three-hour placement test that tests writing, grammar, and listening. This test will tell us what levels you will be in. Only the very highest-level students will be able to do very well on this test, so do not be nervous about it. You should do your best, so you are placed in the right classes.

### *CIP and Language Assistant Overview*

You will attend a Cultural Immersion Program overview, where you will learn about the Cultural Immersion Program, including the weekend trips, conversation partners, and volunteer opportunities. In order to participate in these and all class activities, you must sign the waiver of liability each semester.

### *Housing Help*

The ELI does not arrange housing directly, but can help you find a place to live in Gainesville. 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 United States.

### *Medical Issues and Health Insurance Seminar*

You will have information sessions on health issues and medical insurance. You will also be able to get help enrolling in a medical insurance plan.

### *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 and Schedules*

You will have the opportunity to meet ELI instructors. We will explain your class levels and you will get your schedules and booklist.

### *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 bring your family. Please remember only service animals are allowed on the campus.

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## **ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students who experience learning barriers due to a disability, need to contact the Student Life Coordinator as soon as possible. The Student Life Coordinator will help you talk to the UF Disabilities Resource Center about accommodations. You will need to do this every semester you attend the ELI.

## HEALTH INSURANCE

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### **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. Your health insurance must meet the university [requirements](#) and expire at the end of the term or later. ELI students can purchase health insurance specifically for international students, spouses, and children. The ELI website lists some plans that have been pre-reviewed and meet the requirements. You cannot pay month-to-month. If you have insurance from your country, it must meet all of the requirements as well.

If you do not have an F-1 visa, you may be able to waive the requirements. Please contact the Student Life Coordinator with any questions or concerns.

## IMMUNIZATIONS

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You are required to complete the UF Immunization Form to show proof of immunization by the second week of classes. No other forms, records, or proof will be accepted. Only the UF Immunization 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 or off campus at the Alachua County Health Department. You should upload your completed immunization form in your myELI account. Please contact the Student Life Coordinator with any questions or concerns.

**If you do not show proof of immunization by the deadline, you will not be allowed to attend classes.**

### **IMPORTANT**

Students 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 to return to this institute.

## TUITION

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At the beginning of each semester, you must pay your tuition by the deadline. We accept Visa, MasterCard and American Express online. We also accept a bank check, a money order or traveler's checks made out to the University of Florida in the exact amount of tuition. Tuition is collected in-person only from 8:30 a.m. to 1:30 p.m.

Sponsored students must submit a letter, which confirms their scholarship sponsorship and provides billing information by the tuition deadline. The tuition deadline is also the deadline to withdraw from the ELI or drop ELI classes and receive a refund. No refunds are provided after the tuition deadline.

### **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 and may not be able to study.

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. **There are no refunds** 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.

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## **UF IDENTIFICATION NUMBER (UFID) & GATORONE CARDS**

Your UFID is an 8-digit number. Every person connected to UF is assigned a unique UFID number. After you pay tuition at the beginning of your first semester with the ELI, you will receive an email from UF that contains your UFID. 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.

A GATORONE card with your student UF Identification number (UFID) gives you access to campus resources and events (see Appendix D). In order to receive your GATORONE Card:

Step 1: Pay tuition.

Step 2: Complete a GATORONE Request Form on the myELI portal.

Step 3: Wait 1-3 business days to receive an email saying that your card is ready.

Step 4: Go to GATORONE Office with your passport and payment.

There is a one-time \$15 to receive a new GATORONE card. You can pay the fee when you pick-up your card or pay later on ONE.uf.edu.

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## **GATORLINK ACCOUNT**

All students are required to create a UF GatorLink account. In order to use the UF wifi, Canvas elearning system, libraries, or computer labs, you need a GatorLink account.

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

Step 1: Pay tuition.

Step 2: Wait 1-3 days, and check your email for an invitation from the GatorLink Account Management system.

Step 3: Go the website in the UF GatorLink invitation email.

Step 4: Set up your GatorLink account to create your username and password.\*

\*If you don't get an invitation code or it expires, go to [account.it.ufl.edu](https://account.it.ufl.edu) and click on "RESEND GATORLINK INVITATION." You need to know your UFID number, your last name as it appears on your passport, and the email address from your myELI application.

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## **MYELI**

myELI is a secure website where you can get information about the ELI and access your academic information. You can go to myELI 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.

## **WHILE YOU ARE STUDYING WITH US**

### **PLACEMENT**

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The ELI gives its placement test at the beginning of each session. The placement test at the beginning of the semester is an important tool for the ELI to place students into the correct level.

### **COURSE OBJECTIVES**

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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 promotion criteria. Please see Appendix C for ELI LEVEL COMPLETION CRITERIA for more information.

### **STUDENT LEARNING OUTCOMES**

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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 Appendix C for ELI STUDENT LEARNING OUTCOMES.

### **PROMOTION CRITERIA**

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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 advance to the next level. Please see Appendix C at the end of this guide for the detailed criteria and requirements.

### **EXITING FROM THE ELI**

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Students who wish to enter graduate school at the University of Florida may be interested in exiting 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).

## **GRADES**

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Following is the grade scale used at the ELI:

<b>Grade</b>	<b>Percentage Points</b>	<b>Grade</b>	<b>Percentage Points</b>
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	61-63
C+	77-79	F	0-60

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.

## **STUDENT GRADE REPORTS**

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At the beginning of the semester, each teacher will give you a syllabus explaining class requirements and how you will be evaluated. At midterm and the end of the term, you will receive a written grade report for the course. You can access grade reports in myELI in the Academic Info section.

The final grade report contains your performance grade and proficiency grade for each course. It also reports the number of absences and tardies that occurred during the semester and identifies which student learning objectives were mastered.

## **TEXTBOOKS**

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All ELI students must buy textbooks. The ELI makes an effort to select the best and most economical materials to support your learning. The deadline to purchase, exchange, and return textbooks is on your class schedule and on your class syllabus. Please see your instructor for more information. You must purchase your texts by the deadline in order to minimize disruption in classroom activities. The estimated cost of textbooks is included in the published costs of attending the ELI.

## **REPLACEMENT ELECTIVES**

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Students who are in level 50 or 60 are eligible to take replacement electives when they are offered. We sometimes 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.

## **SEMESTER CERTIFICATE**

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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.).

## **COMMENCEMENT**

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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 and grade reports at the ceremony. Outstanding 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.

At the end of commencement, you will get a packet with your grades, any certificates, and awards you receive. 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.

If you have any outstanding tuition due, UF charges, unmet immunization requirements, or other holds, you will not be able to pick up your packet.

## **ACADEMICS & THE ELI PROGRAM**

### **ACADEMIC ENGLISH PROGRAM**

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The ELI is a 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. 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.

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 or IELTS requirement for students who successfully complete the ELI. This is called ELI Conditional Admissions (see Conditionally Admitted Students). Students should check with their graduate departments to confirm.

## **STUDENT EXPECTATIONS**

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### *Appropriate Behavior*

We want everyone in a class to learn from our instruction. Every student's classroom behavior, bad or good, affects other students in the class. If a student's behavior stops the instructor from teaching the best class or other students from learning, then the instructor must tell the student to stop the bad behavior. If the student does not stop the bad behavior, the student must talk to the Associate Director. If the student's behavior does not improve, they can be expelled from the English Language Institute. If they are on an F-1 visa they may have their I-20 terminated and be required to return to their home country. In some cases, when counseling does not seem to be effective, students may be referred to professional behavioral or medical counseling at their own expense.

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.

Students at the ELI are expected to:

- Attend class regularly and be on time.
- Be prepared for class.
- Take their studies seriously.
- Show respect for their ELI classmates, faculty, and staff, and greater UF.
- Attempt to use English as much as possible.
- Practice academic honesty and integrity in all work.

The University of Florida has more information in the UF [student conduct honor code](#) on appropriate behavior expectations in the classroom, and on campus.

### *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.

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 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.

Most students study at the ELI for 1-2 semesters. A student who begins the ELI with no knowledge of English, starting at the lowest level (level 10) and who is promoted at the end of each level can complete the full program (level 10 – level 60) in two years (6 semesters). Students who stay in the same level for three semesters for every level at the ELI (10-60) will not be allowed to continue studying in the program. Therefore, the maximum amount of time a student can study at the ELI is 6 years total (three full semesters in each level).

### *Academic Honesty*

Academic honesty is an expectation in all U.S. university classrooms. We understand there are cultural differences regarding helping, receiving help from classmates, and using other authors' work. Language learners also struggle with the difficult task of correctly using English to avoid plagiarism. The ELI provides support to all students learning to navigate U.S. university academic expectations to prepare them to follow an institute's honor code.

You are expected to work on tests and assignments without the help of another person or translation tool. 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 classmates, 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 directly from the Internet, it is plagiarism!

There is an official University of Florida policy regarding academic honesty. The instructor 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”](#).

## **ATTENDANCE**

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Class attendance is a requirement for maintaining student status in the United States. 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 ensure that international students maintain student status, the ELI has an attendance policy.

Students should 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. If you arrive after class starts, you will be marked tardy.

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 several days in a row in any single class without informing the ELI, or the student could be expelled from the program.

Instructors and LAs at the ELI are required to take attendance every day. When you are not in class, you will be counted absent. This includes all regular class days around holidays. If you arrive after class starts, you will be marked tardy. After you arrive, if you miss more than 10 minutes of class, you will be marked absent. If you arrive more than 20 minutes after class starts, you will be marked absent. If you are concerned about your ability to stay in class for the entire 50 minutes, please talk to your class instructor or the Student Life Coordinator.

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 can monitor attendance in myELI.

### **ABSENCES ON RELIGIOUS HOLIDAYS**

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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.

### **PUNCTUALITY (BEING ON TIME TO CLASSES)**

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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 will be counted absent.

### **PROBATIONARY STUDENTS**

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Students who exceed 15% of absences and do not go over 25% of absences or fail a course at the English Language Institute are only allowed 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.

## **UNSATISFACTORY PERFORMANCE**

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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.)

## **PARTICIPATION IN CLASS**

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Participation is an expectation in U.S. university classrooms. Active engagement in classroom activities and homework will benefit your language learning. Please check your class syllabus for your instructor's expectations for participation and attendance.

## **PICKING UP COURSEWORK**

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

## **USE OF ENGLISH IN THE ELI**

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ELI faculty and staff greatly value multilingualism and the many languages of the world, and many have experience in other languages. Because ELI students are here to learn and practice English, ELI students are expected to practice speaking English at the ELI and at ELI activities. We have this policy to help students learn English. All ELI instructors and staff will use English with students, whenever possible, even if we speak other languages. In fact, if we hear you speaking anything other than English any instructor, language assistant or staff might remind you to practice speaking English. If you repeatedly ignore reminders from ELI faculty and staff, you could be in violation of the Student Expectations for Appropriate Behavior.

## **UF POLICY ON NO-SMOKING**

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University of Florida is a tobacco-free campus. Smoking and the use of tobacco products, include e-cigarettes or vaping, are not allowed on the UF campus or within 50 feet of the campus. This includes all courtyards 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. Smoking cessation resources are available. Please see the Student Life Coordinator.

## **HALLWAYS AND COMMON AREAS**

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UF buildings, including Matherly Hall, are home to classes and offices to many different departments. It is important to keep the noise level down and hallways clear in between classes or whenever the university is in session.

## **EXPECTATIONS FOR RESPECT OF OTHERS AND CIVILITY**

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Sexual harassment is illegal in the United States. It is illegal to make comments or act in a way that makes people feel uncomfortable, and it is illegal to make unwelcome advances (verbally or physically) to anyone. You should never touch another person without their consent or make comments about other people's appearances.

Bullying is a form of manipulation that is never acceptable in the classroom or at the ELI. While some bullying is physical, others can be hurtful emotionally. For example, getting classmates to laugh at another person can be harmful. Please treat all your classmates with respect.

## **DATING**

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ELI faculty, staff, and LAs are not allowed to date ELI students.

## **COMPUTERS, CELL PHONES, & TABLETS**

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Personal electronic devices may be used in the language classroom to support your learning. You must read and follow your instructor's class syllabus for individual classroom policies regarding their use. Please be sure that you have your device in silent mode, so you do not interrupt your class.

All students must have access to a laptop or PC with a webcam and reliable internet service. We also recommend you have a quiet and appropriate workspace to study. If you purchase a laptop, UF has free eduroam wireless internet all over campus for students. Also, you can find a map indicating all the eduroam sites in the U.S. You can log on an eduroam site with your Gatorlink account and be connected, just as you would if you are on the UF campus. As an ELI student you will also have access to all UF computer labs and libraries. Printing in the labs is available for a small fee. UF requires multi-factor authentication to access its infrastructure. Please contact Student Life Coordinator Christine Voigt if you need assistance.

More information can also be found at <https://it.clas.ufl.edu/policies/student-computer-requirement/>.

## **CHILDREN IN THE ELI**

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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 weekly activities. If you need help arranging for childcare, please speak to the Student Life Coordinator.

## **PETITIONS**

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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. Students who do not file petitions will be subject to the ELI policy. 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.



## **LEAVING THE ENGLISH LANGUAGE INSTITUTE EARLY**

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The English Language Institute publishes the dates for each term in their “calendar and tuition” as well as their “semester dates” documents given at Welcome and Registration. 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. ELI Final Exams will be given in the last 2 weeks of the semester. The Final ELI Exams cannot be given early and cannot be made up. Do not plan to leave early or travel before the end of the semester. If you leave early, your teacher cannot give you a special exam.

## **READMISSION**

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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 on myELI. 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.

## **WITHDRAWING FROM THE ELI**

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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, they 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 classes 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 their classes and will continue to accrue absences.**

## **SPONSORED F-1 STUDENTS**

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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.

## IMMIGRATION AND F-1 STUDENT STATUS

### IMMIGRATION - I-20 Forms

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Many students at the ELI are in the United States on the F-1 student visa. If you have any questions about maintaining your F-1 student status, please talk with the Assistant Director (Admissions) in 223B Matherly Hall.

All F-1 students at the ELI have a form I-20 issued by the ELI. They will have an F-1 I-20 as a student and an F-2 I-20 for any eligible dependents brought to the United States w. Students and the Designated School Official at the ELI must both sign the form I-20. If a student is under age 18, their parents must sign the Form I-20 for them.

The Form I-20 is an important document that should be kept safe, as students will need it throughout their international student life cycle.

### ARRIVAL AND REGISTRATION

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All students on the F-1 visa who enter the United States with a UF ELI I-20 are required to report to the ELI by the program start date on the I-20. If a student enters the United States on the UF ELI I-20 but does not report to the ELI, their I-20 can be terminated, and the student will be out of status. They will need to leave the country or apply for reinstatement with the U.S. Citizenship and Immigration Services (USCIS).

F-1 students attending their first semester report to the ELI by attending Welcome and Registration on the first day of the semester. When a student reports to the ELI, the Assistant Director (Admissions) informs the government that the student has enrolled by registering their I-20 in SEVIS. F-1 students will receive an updated Continued Attendance I-20 at Immigration and Academic Culture Orientation during the first week of the semester.

All F-1 students must pay the I-901 SEVIS fee before entering the United States, but sometimes a student enters without having paid the fee. The ELI cannot register an I-20 in SEVIS until this fee is paid. If the fee is not paid within 30 days of entering the US, the I-20 could be terminated and the student will be out of status in the United States.

With the Continued Attendance I-20, you can get a driver's license and use it for travel.

### HOW TO MAINTAIN YOUR F-1 STUDENT VISA STATUS

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1. Be a *full-time* student (23 classroom hours per week).  
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.
2. If your I-20 will expire, apply for an extension 60 days before.
3. Be sure your passport is valid 6 months into the future.
4. Do **not** work. (Exception: on-campus job of 20 hours maximum per week.)

5. You are eligible for a vacation semester after being enrolled for two C semesters in a row (B semesters do not count).
6. If you move, report your change of address on *form AR-11*.
7. Never, never throw away an old I-20.

## ANNUAL SEMESTER VACATION

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F-1 students may be eligible to take a vacation for one C term semester if they have successfully completed two consecutive C term semesters and will be returning to the ELI after their vacation semester. You must talk with the Assistant Director to determine your status and see if you are eligible. During a semester vacation you may have on campus employment, take classes part-time, and travel.

## EMPLOYMENT ON THE F-1 VISA

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F-1 students may work at an on-campus job 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, they should meet with the Assistant Director (Admissions) to discuss obtaining a social security number.

It is illegal for an F-1 student to have a job off-campus. If the ELI learns that a student is working illegally, the student's I-20 should be terminated, and they should leave the United States or apply for reinstatement with USCIS.

## TRAVEL WITH THE I-20

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When you enter the United States on the F-1 visa, you must present a paper version of your signed I-20. A school official from the ELI should have signed the school attestation on page 1 and the travel authorization on page 2. You also need to sign page 1 of the I-20. **If your I-20 does not have signatures on pages 1 and 2, you can be denied entry into the country.** The ELI encourages you to have the Assistant Director (Admissions) review your I-20 before you leave the United States.

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.

# STUDENT SERVICES

## STUDENT ADVISING

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Academic Advising (Applying to U.S. Colleges And Universities)

The Assistant Director (AD, Admissions) helps ELI students who want to gain admission to a U.S. college or university. The AD works individually with students to inform them of the application process, including required application documents and examinations. The AD helps students navigate the application information and identify a person to contact at the school to which you are applying. You can meet with the Assistant Director (Admissions) in the ELI main office.

### Academic Advising (ELI Classes)

The Associate Director works with students when there are questions and problems about their classes. Students sometimes seek advice on which courses to take. Sometimes students have problems with their levels and schedules. The Associate Director, with the respective Skills Coordinator, will look at all the placement information to make sure there are not any errors.

Sometimes there are problems with classes, and students are performing poorly. The Associate Director can counsel the students in these cases. At midterm, all failing students are counseled about their grades.

### Student Life Advising

The Student Life Coordinator helps students with personal concerns outside of academics. The Student Life Coordinator helps students find housing when they first arrive in Gainesville and helps make sure they have the required immunizations and insurance they need to attend classes. When students need medical care or legal advice, she can help find the professionals and make the appointments. She can direct students to professionals both on and off campus if needed. The Student Life Coordinator keeps the emergency cell phone.

### Immigration Advising

The Assistant Director (Admissions) provides immigration advising to all students and helps them stay informed and compliant with immigration regulations applicable to their enrollment at the ELI.

### Student Counseling

If instructors, language assistants, or classmates have concerns about a student's behavior, they are asked to discuss the behavior directly with the student. In some cases, that may not be possible or that student may need to be officially counseled by the ELI.

Students with concerns about other students should talk to the student life coordinator. LAs with concerns about student behavior will talk to the CIP coordinator and the CIP coordinator will talk to the student.

To officially counsel students about behavior in class, instructors will have a conference with students 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, 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.

## **CULTURAL IMMERSION PROGRAM (CIP)**

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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 UF student or Gainesville community volunteer.

Almost every weekend you will have the opportunity to go on a CIP organized trip in or around Gainesville. The trips are divided into three categories: cultural, outdoors, and entertainment. 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. Please follow our activities on social media @UFLELI.

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## **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). See International Students for ELI Conditional Admissions information here: <https://gradcatalog.ufl.edu/graduate/admission/>

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## **LETTERS OF RECOMMENDATION**

Sometimes students will request a letter of recommendation from their instructor. It is necessary to be a good student to get a recommendation. Students who fail a class will not be able to get a letter of recommendation from their instructor. First, talk to your instructor and ask if they can write a letter of recommendation. Second, if your instructor agrees, come to the main office and fill out a document request form. The ELI will ask your instructor to write a letter for you. Our main office personnel will contact you when the letter is ready.

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## **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 <https://eli.ufl.edu/news-publications/>.

### *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 read it in their class each week. It is available on the web at <https://eli.ufl.edu/news-publications/>

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## **RIGHTS & PRIVILEGES**

As a student at the ELI, you have many rights and privileges. You may use the University of Florida libraries and the Student Health Care Center by showing your student ID card, which is called GatorOne. A GatorOne card can be requested from the Student Life Coordinator after paying tuition and receiving your UFID number from our Fiscal Assistant.

You must also create a GatorLink username and password, which is your university network identity. In addition, ELI students have access to some athletic facilities by showing their GatorOne card. Because ELI students do not pay activity fees, they must purchase a recreation membership in order to have access to these facilities. Please contact the Student Life Coordinator for further instructions.

## **DOCUMENT REQUESTS**

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If you need letters or documents from the English Language Institute, you must come to the main office, 223 Matherly Hall, to 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 check the form to see how much time it takes to make the document.

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.

## **SUGGESTIONS AND COMPLAINTS**

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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 in the suggestion box outside of Matherly 223.
- 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.

# **UF STUDENT ACTIVITIES AND SERVICES**

## **UNIVERSITY ACTIVITIES**

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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](http://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.

## **LANGUAGE STUDIO**

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The university has a meeting place in Room 1317 Turlington Hall, called the University of Florida Language Studio, where you can meet other students for culture and language exchange. Please check the Language Studio website (<https://language-studio.clas.ufl.edu/>) for exciting events!

## **COMPUTER LABS**

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UF computer labs offer the use of computers with Internet access. Often, reading/writing classes use the UF computer labs for reading comprehension, Internet research, e-mail discussion, and word processing practice. Computer learning spaces for student use are located throughout the university in Architecture, Computer Sciences/Engineering, Weil Hall, Marston Science Library, the Hub, and Norman Hall. You can also use the computers in any of the UF libraries. Visit <https://labs.at.ufl.edu/locations/> for more information. You will need a GatorLink account to access the computers (See GATORLINK ACCOUNT for information). The Computing Help Desk is in the Hub.

## **TUTORING**

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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.

## **SCHOLARSHIPS**

In the long (Fall C, Spring C, and Summer C) semesters, the ELI awards a tuition-free semester to two full-time 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:

### **THE MINIMUM CRITERIA TO BE NOMINATED FOR SCHOLARSHIPS:**

1. The student studies full-time at the ELI.
2. Academic Excellence: The student has a GPA of 4.0 at midterm.
3. Outstanding Progress: The student displays outstanding progress in language skills as evidenced by coursework.
4. Excellent Attendance and Participation: The student regularly participates in and attends ELI classes.
5. Practices English: The student makes every effort to practice English while at the ELI, in class, and at ELI-sponsored activities.

### **SCHOLARSHIP RECIPIENTS WILL ALSO DEMONSTRATE THE FOLLOWING:**

#### ***Successful Academic Work Strategies***

- Scholarship nominees should demonstrate a strong motivation and passion for learning both inside and outside of the classroom. This may be demonstrated by their personal study habits, leading study groups, or seeking out learning opportunities beyond what is required.
- Scholarship nominees should be classroom leaders who show compassion toward and cooperation with classmates, language assistants, instructors, and ELI staff.

#### ***Intercultural Understanding/Relationships***

- Scholarship nominees should participate in and facilitate cultural exchange. Examples of cultural exchange can include participation in CIP activities, teaching others about one's culture, being an active learner about other cultures, and promoting intercultural friendship and engagement
- Scholarship nominees should engage in active, intentional, collaborative, ongoing learning outside of the ELI. This may be demonstrated through student employment, volunteering,

joining campus or community organizations, serving as a Conversation Partner, or other experiential extracurricular activities.

These criteria are based on [ELI Mission, Vision, And Values Statements](#):

At the middle of the semester, instructors nominate students whom they feel meet the above criteria. Students cannot nominate themselves. All of the students' instructors must support the nomination and write a letter of support. At the end of the semester, the scholarship committee interviews the nominees and selects the two winners based on scholarship criteria, the interview, and the nomination letter from the instructors. The two recipients must use their award the following C 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 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. The award for \$500 towards tuition was established in 2017. This student achievement scholarship honors Valentina's strong personal interest in international educational outreach.

### **THANK YOU FOR STUDYING WITH US**



After you leave the ELI, stay in touch! Keep following us on social media @UFLELI, and stop by to visit anytime!



## **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:

Applications for a Friend:	Daryl Bish
Applying to a U.S. College:	Daryl Bish
Cell Phone Issues:	Christine Voigt
Classes/Placement:	Your class instructors
Conditional Admission:	Daryl Bish
Conversation Partners:	Tate Quiñones
Employment Questions:	Daryl Bish
Housing Issues:	Christine Voigt
I-20 Forms:	Daryl Bish
Immigration:	Daryl Bish
Immunizations:	Christine Voigt
Insurance:	Christine Voigt
Letters of Proficiency:	See Minsang Kim for Document Request Form.
Parking:	See Minsang Kim for Document Request Form.
Proof of Student Status Letters:	See Minsang Kim for Document Request Form.
Recommendation Letters:	See Minsang Kim for Document Request Form.
Roommate Problems:	Christine Voigt
Suggestions and Complaints:	Patricia Moon
Textbooks:	Instructors
Transcripts:	See Minsang Kim for Document Request Form.
Transfers:	Daryl Bish
Tuition Payment:	Megan Forbes
Using Student Health Care Center:	Christine Voigt
Weekend Trips/Weekly Activities:	Tate Quiñones

## **Appendix B: EMERGENCIES**

**911** Always call 911 first if you have an emergency.

### **Emergency ELI Cell Phone (352-672-0144)**

Students may call the emergency cell phone when an emergency occurs outside regular office hours. Emergencies could 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 Drills**

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 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](http://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 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](http://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](http://www.ufl.edu)).

### **GatorSafeApp**

The ELI recommends you download the GatorSafeApp available for Apple and Android. All UF announcements are broadcast through the App regarding weather and emergencies. The App also has a campus map and other valuable features.

### Appendix C: Summer 2023 CURRICULUM

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. At the end of the term, you will receive a proficiency score based on successfully demonstrating the student learning outcomes for this course.

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

Achieved=successfully demonstrating 75% of the student learning outcomes. In order to achieve an outcome, students are consistently able to demonstrate competency based on assessment.

#### Performance Grade Scale—

94 - 100	A	74 - 76	C
90 - 93	A-	70 - 73	C-
87 - 89	B+	67 - 69	D+
84 - 86	B	64 - 66	D
80 - 83	B-	61 - 63	D-
77 - 79	C+	0 - 60	F

- On the following pages you can find the objectives, outcomes and promotion criteria for each skill and level. The objectives are not necessarily tested in a traditional way and may not be expressed as an outcome.
- 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 covered in each level. The learning outcomes are based on the objectives. Students are assessed on the student learning outcomes and are competency is required in order to be promoted.

## Listening/Speaking

### Listening/Speaking 10

<b>Listening/Speaking 10 Goal:</b>		
<p><b>Speaking:</b> 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.</p> <p><b>Listening:</b> 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.</p>		
<b>LS10 Objectives to Teach</b>	<b>LS10 Student Learning Outcomes to Formally Assess</b>	<b>Language Assistant Class</b>
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By 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"> <li>Understand and respond to simple instructions regarding everyday and classroom behaviors</li> <li>Understand and respond to simple yes/no and wh-questions</li> <li>Understand and use the letters of the alphabet when speaking or spelling out basic words (ex. their name, home country, street address)</li> <li>Share essential information such as their names, addresses, telephone numbers, nationalities, and majors/professions</li> <li>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)</li> <li>Pronounce the basic sounds of English comprehensibly with practiced words</li> <li>Understand the main points and key details of short, informal passages</li> </ol>	<ul style="list-style-type: none"> <li>Participate in a classroom environment by asking and answering simple questions, speaking to classmates, and responding to the instructor (1,2,3,4,5,6,11)</li> <li>Make a simple self-introduction providing basic personal details (3,4,5,6)</li> <li>Give a 1-2 minute informal presentation about biographical information using familiar vocabulary and practiced phrases (3,4,5,6)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple yes/no and wh- questions</li> <li>Give and respond to simple imperative commands and warnings "Stand up, sit down, tell me, watch out, etc."</li> <li>Give your birthday in month + ordinal number (March 10<sup>th</sup>) and date of birth in month/date/year (three ten eighty-eight for 3/10/88)</li> <li>Introduce yourself with your name</li> <li>Give an appropriate compliment with basic noun and adjective "Nice shirt"</li> <li>Understand and engage in appropriate classroom behavior and expectations using imperatives "Raise your hand"</li> <li>Use simple ordering phrases with basic food nouns: "I want a hamburger please."</li> <li>Ask and answer questions related to telling time</li> </ul>

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		
<b>Listening/Speaking 10 Requirements for Promotion</b>		
Student must achieve 2 of 3 of the following: <ul style="list-style-type: none"> <li>Beginning proficiency based on achievement of 75% of SLOs</li> <li>Rating of level 20 on an informal 1-2 minute presentation scored by class instructor using an ELI checklist/rubric</li> <li>80% or better on the ELI listening exam using simplified passages at a beginning level</li> </ul>		

## Listening/Speaking 20

<b>Listening/Speaking 20 Goal:</b> <b>Speaking:</b> 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. <b>Listening:</b> 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.		
<b>LS20 Objectives to Teach</b>	<b>LS20 Student Learning Outcomes to Formally Assess</b>	<b>Language Assistant Class</b>
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Listening/Speaking 20, students <b>will be able to:</b></i>	<i>In the LA class, you will practice these skills:</i>
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	<ul style="list-style-type: none"> <li>Participate in short conversations in routine contexts on topics of interest (1,2,3,4,5,6,7,8,9, 11,12)</li> <li>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)</li> <li>Give a 2-3 minute informal presentation on a biographical topic in class (4,7,10,11)</li> </ul>	<ul style="list-style-type: none"> <li>Make and respond to imperatives in simple present with please and thank you "Please help me." "Thanks for your help."</li> <li>Ask and respond to simple yes/no and wh-questions using complete sentence</li> <li>Ask for clarification "What did you say? Please repeat that."</li> <li>Describe family members and belongings with simple adjectives</li> </ul>

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 -ed, and plural and third person final -s 10. Tell a story about a biographical experience 11. Use the past and present tenses appropriately 12. Understand the main points of short, highly-contextualized passages 13. Differentiate main ideas and details 14. Recognize present and past tense forms	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Select and/or note key words, phrases, or short sentences from a short passage (3,7,8,9,12,13,14)</li> <li>• State the main points of a simple conversation (3,4,6,7,8,9,11,12,13,14)</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Complete transactional conversation at grocery store using count and non-count food vocabulary and conversation at register on total cost</li> <li>• Give directions, ask for directions, and describe locations using prepositions (in, on, by, at)</li> <li>• Politely interrupt with phrases like “Excuse me”</li> <li>• Call 9-1-1 in an emergency</li> <li>• Talk about the weather using appropriate weather-related adjectives</li> <li>• Tell a chronological story about a recent event without transitions in simple past tense</li> <li>• Give simple invitations and responses: “Will you come to my party”</li> </ul>
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#### **Listening/Speaking 20 Requirements for Promotion**

Student must achieve 2 of 3 of the following:

- High-Beginning proficiency based on achievement of 75% of SLOs
- Rating of level 30 on a 2-3 minute informal presentation scored by class Instructor using an ELI checklist/rubric
- 80% or better on the ELI listening exam using simplified passages at a high-beginning level

## Listening/Speaking 30

<p><b>Listening/Speaking 30 Goal:</b></p> <p><b>Speaking:</b> 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><b>Listening:</b> 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>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By 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"> <li>1. Ask questions and make requests appropriately in context using basic modals</li> <li>2. Ask permission (ex. To turn a paper in late, to re-do an assignment)</li> <li>3. Understand and give instructions and directions that use prepositions, imperatives, and suggestions</li> <li>4. Express and respond to feelings using descriptive adjectives (ex. surprised, happy, sad, interested, bored)</li> <li>5. Express personal opinions on more abstract, cultural topics (films, books, music etc.)</li> <li>6. Explain a process/tell a story that has a particular ordering sequence (beginning, middle, end)</li> <li>7. Use appropriate transitional markers in formal speech</li> <li>8. Pronounce the past tense form, final -ed, and plural and third person final -s correctly</li> <li>9. Introduce basic academic vocabulary and expand knowledge of common contextualized idioms and phrasal verbs</li> </ol>	<ul style="list-style-type: none"> <li>• Ask questions and make requests politely (1,2)</li> <li>• Begin and maintain a conversation or discussion on a common everyday topic (3,4,5,8,9,10)</li> <li>• Participate in classroom discussions about general academic topics that have been introduced with text support (3,4,5,6,7,8,9,10)</li> <li>• Give a 4-5 minute formal process-style presentation, including imperatives (3,6,7,10,14)</li> </ul>	<ul style="list-style-type: none"> <li>• Ask for permission using a modal "Could I please"</li> <li>• Give suggestions using a modal "You should go"</li> <li>• Make and respond to polite requests using modals "Could you please..."</li> <li>• Apologize with "sorry" and offer alternative "I'm sorry that I...I should have..."</li> <li>• Initiate a conversation and ask/answer questions about yourself and other speakers</li> </ul>
	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Identify the main ideas and key details expressed in a brief conversational passage (3,9,10,12,13)</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Give a "how-to" on a process and explain instructions step by step using transitions and modals "First, you should..."</li> <li>• Tell informal stories chronologically with time clauses "Last night, I went downtown..."</li> <li>• Make plans using ordinal numbers and be going to or present progressive "First I'm going to go..."</li> <li>• Use measurements and units to describe size/amount: "I am 5 foot 6 inches tall"</li> <li>• Talk about family members and other people using adjectives for physical appearance and personality</li> </ul>



10. Recognize and use ordinal and cardinal numbers in interactions and general academic contexts (dates, basic measurement, process description) 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"> <li>• Discuss emotional states in yourself and others: “She seems happy,” “___ makes me feel sad”</li> <li>• Conduct a transactional conversation at the doctor’s office describing body parts and symptoms</li> <li>• Call a friend on the phone, leave a voicemail</li> <li>• Make promises and offers using <i>will</i> rather than <i>be going to</i>: “I promise I will,” “I will,” etc.</li> </ul>
<b>Listening/Speaking 30 Requirements for Promotion</b>		
Student must achieve 2 of 3 of the following: <ul style="list-style-type: none"> <li>• Intermediate proficiency based on achievement of 75% of SLOs</li> <li>• Rating of level 40 on a 4-5 minute formal presentation scored by class instructor using an ELI checklist/rubric</li> <li>• 80% or better on the ELI listening exam using simplified passages at a low-intermediate level, using notes</li> </ul>		

## Listening/Speaking 40

<b>Listening/Speaking 40 Goal:</b> <b>Speaking:</b> 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. <b>Listening:</b> 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.		
<b>LS40 Objectives to Teach</b>	<b>LS40 Student Learning Outcomes to Assess</b>	<b>Language Assistant Class</b>
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Listening/Speaking 40, students <b>will be able to:</b></i>	<i>In the LA class, you will practice these skills:</i>
1. Understand and participate appropriately in discussions in formal and informal contexts 2. Practice skills for turn-taking in a variety of contexts	<ul style="list-style-type: none"> <li>• Demonstrate understanding of appropriate conversation skills in varying levels of formality and contexts (1,2,3,4,6,7,8)</li> <li>• Respond and participate in a formal class discussion that students have prepared for</li> </ul>	<ul style="list-style-type: none"> <li>• Participate, articulate opinions and interrupt politely in an informal group discussion</li> </ul>



<ol style="list-style-type: none"> <li>3. Compare/contrast topics, experiences, and points of view</li> <li>4. Express personal opinions on academic issues and give suggestions/advice using appropriate language and register</li> <li>5. Use formal transition markers of comparison/contrast and academic presentation organization</li> <li>6. Use comparatives and superlatives appropriately</li> <li>7. Recognize the meaning of different intonation patterns</li> <li>8. Begin to use appropriate intonation patterns to express ideas</li> <li>9. Recognize and use numbers appropriately in interactions and academic contexts (dates, measurement, decimals &amp; percentages)</li> <li>10. Understand the main points of short, informal passages</li> <li>11. Differentiate main ideas and details</li> <li>12. Use strategies to take notes about key points in a listening using an outline or organizer</li> <li>13. Use paraphrasing techniques to summarize</li> <li>14. Provide basic citation for a summary</li> </ol>	<p>with support from other sources (1,2,3,4,5,6,7,8,14)</p> <ul style="list-style-type: none"> <li>• Give a 5-7 minute comparison/contrast-style academic presentation using formal transition markers (3,4,5,6,7,8,12,13)</li> <li>• 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)</li> <li>• Utilize notes on a formal or academic passage to demonstrate comprehension (8,9,10,11,12,14)</li> <li>• 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)</li> <li>• Summarize the main points of a brief academic passage (5,6,7,8,9,10,11,12,13,14)</li> </ul>	<ul style="list-style-type: none"> <li>• Interact in group conversation settings: entering, exiting, changing topics, catching up</li> <li>• Use common non-verbal gestures considering factors like personal space and touching</li> <li>• Order and pay for food at a restaurant using appropriate ordering phrases</li> <li>• Make an excuse with a sudden action “I was working on it, but then I found out that...”</li> <li>• Invite someone to an event with reductions “Wanna come?” “We’re gonna go...”</li> <li>• Use reductions to indicate decisions or indecision “I wanna go” “I kinda wanna go”</li> <li>• Tell informal stories chronologically with background information and sudden actions “I was crossing the street when I saw a car crash”</li> <li>• Exaggerate with comparatives/superlatives “That was the biggest...ever”</li> <li>• Compare and contrast people’s experiences using comparatives/superlatives: “He had a better vacation than me.” “I liked Universal the most.”</li> <li>• Talk about errands and chores with have to “I have to do laundry when I get home”</li> <li>• Provide a polite rejection to a request with an excuse and possible raincheck</li> <li>• Have an appropriate phone conversation with an English speaker</li> <li>• Talk about interests, likes, and fears with gerunds “I like shopping”, “I’m afraid of falling”</li> <li>• Summarize what happened in a movie, TV show, or recent class</li> </ul>
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		<ul style="list-style-type: none"> <li>Paraphrase a short statement in your own words</li> </ul>
<b>Listening/Speaking 40 Requirements for Promotion</b>		
Student must achieve 2 of 3 of the following: <ul style="list-style-type: none"> <li>High-Intermediate Proficiency based on achievement of 75% of SLOs</li> <li>Rating of level 50 on a 5-7 minute formal presentation scored by class Instructor using an ELI checklist/rubric</li> <li>80% or better on the ELI listening exam using modified passages at a high-intermediate level, using notes</li> </ul>		

## Listening/Speaking 50

<b>Listening/Speaking 50 Goal:</b> <b>Speaking:</b> 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. <b>Listening:</b> 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>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By 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"> <li>Participate appropriately and actively in a class discussion</li> <li>Elicit meaningful participation of all students when leading a class discussion</li> <li>Express agreement and disagreement appropriately</li> <li>Begin to speak with appropriately linked thought groups</li> <li>Present information in a cause/effect structure with a formal thesis, support, and conclusion</li> <li>Use cause/effect language and transitions appropriately</li> <li>Use formal spoken citations in summaries and presentations</li> </ol>	<ul style="list-style-type: none"> <li>Lead a formal class discussion on an academic topic (1,2,3,4,7,8,9,13,14)</li> <li>Appropriately participate in conversations demonstrating knowledge of varying interactional styles and formality (1,2,3,4,7,8,9,13,14)</li> <li>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)</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Moderate a group discussion with phrases for balancing speaking time</li> <li>Engage in small talk on a variety of appropriate topics</li> <li>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.</li> <li>Schedule an appointment, cancel or change a service, request a refund, and complain over the phone</li> <li>Make a joke and express sarcasm</li> <li>Compliment appropriately considering factors like gender, age, relationship</li> </ul>

<ul style="list-style-type: none"> <li>8. Begin to learn techniques to recognize and modify own pronunciation and intonation problems for improved comprehensibility</li> <li>9. Recognize and use numbers in interactions and academic contexts</li> <li>10. Listen to and discuss unmodified academic passages of varying topics and lengths</li> <li>11. Understand the main ideas and supporting details of a brief, unmodified academic passage</li> <li>12. Understand verbal cues in speaker attitude and tone</li> <li>13. Paraphrase effectively when speaking</li> <li>14. Utilize notes from lectures and academic passages to demonstrate comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Demonstrate comprehension of relationships between ideas in more than one brief academic passage (6,9,10,11,12,13)</li> <li>• Summarize an academic passage without in-class preparation (4,5,6,7,8,9,10,11,12,13,14)</li> </ul>	<ul style="list-style-type: none"> <li>• Apologize formally with explanation and plan for future correction</li> <li>• Express nostalgia and past habits using “used to” and “would”: “When I was a kid, I used to...”</li> <li>• Respond to hypothetical situations “If I had a million dollars, then I would...”</li> <li>• Express future hopes “I would love to be able to ____ someday.”</li> <li>• Express regret over a past action with reduced modals “I shoulda studied more”</li> <li>• Address an issue politely with a roommate “It made me feel ___ when...”, “I’m glad we talked it out”</li> <li>• 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.</li> <li>• Tell a story with informal reported speech using “like”</li> <li>• Summarize what happened in a movie, TV show, or recent class</li> <li>• Provide a critique on movies/books/TV with summary and opinion</li> </ul>
<b>Listening/Speaking 50 Requirements for Promotion</b>		
<p>Student must achieve 2 of 3 of the following:</p> <ul style="list-style-type: none"> <li>• Low-Advanced Proficiency based on achievement of 75% of SLOs</li> <li>• Rating of level 60 on a 6-8 minute formal presentation scored by class Instructor using an ELI checklist/rubric</li> <li>• 80% or better on the ELI listening exam using authentic audio or video appropriate for a low-advanced level, using notes</li> </ul>		

## Listening/Speaking 60

### 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 authentic uses of English and 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>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By 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"> <li>1. Present information in an argumentative structure with a formal thesis, support, and conclusion</li> <li>2. Conduct research using available resources and synthesize appropriately into academic speech</li> <li>3. Appropriately integrate verbal and written source citations during a presentation</li> <li>4. Elicit and respond to comments and discussions on presentation</li> <li>5. Understand and use language required to effectively participate in academic debates, such as agreement/disagreement, concession, and counterargument</li> <li>6. Respond to prompts with minimal preparation ("impromptu" speaking)</li> <li>7. Identify and understand bias in research</li> <li>8. Recognize and correctly use numbers in formal speech, including citations and data description</li> </ol>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Respond to comments and participate in discussions on academic presentations in class (4,6,9,10,11,12,13,14,15,16,17)</li> <li>• Participate and interact in a formal academic debate (4,5,6,7,8,9,12,13,14,15,16,17)</li> </ul>	<ul style="list-style-type: none"> <li>• Use appeals (ethos, logos, pathos) in persuasive speech</li> <li>• Dialogue on a culturally sensitive topic</li> <li>• Participate and moderate in a debate</li> <li>• Plan meetings, delegate roles, and balance workloads in college group projects</li> <li>• Resolve a conflict with a classmate</li> <li>• Give advice using direct, indirect, and implied methods</li> <li>• Give feedback and criticisms with hedging "I really like what you're doing, but I think you could do better with..."</li> <li>• Make a formal request with hedging to a professor or <u>manager</u> "I was wondering if you would be able..."</li> <li>• Express gratitude</li> <li>• Express condolences</li> <li>• Participate in different types of interviews (elevator pitch, phone, in-person, group)</li> <li>• Reference sources to support an argument using reporting phrases: "According to this article in the New York Times,"</li> <li>• Summarize video on current event and discuss opinion</li> </ul>

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 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 18. Participate appropriately in academic conversations demonstrating knowledge of varying interactional styles and formality	<ul style="list-style-type: none"> <li>Summarize and respond to an academic passage without in class preparation (3,8,9,10,11,12,13,14,15,16)</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story with appropriate tense switching including historic present and prior knowledge using past perfect</li> </ul>
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#### **Listening/Speaking 60 Exit Criteria**

Students must achieve all the following:

- Advanced proficiency based on 75% achievement of SLOs

- 80% or better on listening and note-taking exam based on an authentic, academic lecture
- Exit score on an 8-10 minute academic presentation, scored independently by two ELI faculty members, using an ELI checklist/rubric

## Reading/Writing

### Reading/Writing 10

<b>Reading/Writing 10 Goal:</b> <b>Reading:</b> Read basic passages (of up to approx. 200 words) with sufficient accuracy and fluency for comprehension <b>Writing:</b> Compose a brief paragraph of complete sentences on an accessible topic	
<b>RW10 Objectives to Teach</b>	<b>RW10 Student Learning Outcomes to Formally Assess</b>
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Reading/Writing 10, students <b>will be able to:</b></i>
<b>Reading:</b> <ol style="list-style-type: none"><li>1. Skim a text to identify the topic of a reading</li><li>2. Scan a text for specific details</li><li>3. Demonstrate knowledge of most sound to letter correspondence</li><li>4. Increase recognition and understanding of foundational vocabulary</li><li>5. Gain experience answering typical reading test items</li></ol> <b>Writing:</b> <ol style="list-style-type: none"><li>6. Copy the text of a paragraph</li><li>7. Capitalize appropriate words in a sentence</li><li>8. Use indent and correct margins in paragraph writing</li><li>9. Apply the use of basic punctuation at the end of sentences</li><li>10. Increase foundational vocabulary to write about accessible, everyday topics</li><li>11. Write simple sentences using accurate sentence structure</li><li>12. Write a series of related sentences to create a basic paragraph</li><li>13. Edit written work, with an emphasis on accuracy in spelling, sentence structure, and punctuation</li></ol>	<b>Reading</b> <ul style="list-style-type: none"><li>• Read sentences aloud with emerging accuracy and fluency (3, 4)</li><li>• Demonstrate understanding of foundational vocab critical to comprehending a level-appropriate text (4)</li><li>• Identify the central topic and supporting details of a reading (1, 2, 5)</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>• Accurately copy text (6)</li><li>• Demonstrate emerging use of capitalization rules in writing (7)</li><li>• Demonstrate emerging use of punctuation (9)</li><li>• Use foundational vocabulary related to the writing topic (10)</li><li>• Write sentences that express a complete idea (11)</li><li>• Write a brief paragraph with appropriate formatting (8)</li><li>• Revise a first-draft paragraph based on Instructor feedback (13)</li></ul>
<b>Reading/Writing 10 Requirements for Promotion</b>	
Student must achieve 2 of 3 of the following <ul style="list-style-type: none"><li>• Beginning Proficiency based on achievement of 75% of SLOs</li><li>• 80% or higher on the reading exam (may be curved by SC)</li><li>• Rating of Level 20 on paragraph rated by class instructor based on ELI checklist/rubric</li></ul>	



## Reading/Writing 20

<p><b>Reading/Writing 20 Goal:</b></p> <p><b>Reading:</b> Read multi-paragraph passages crafted around a central idea (of up to approx. 300 words) with sufficient accuracy and fluency for comprehension</p> <p><b>Writing:</b> Compose basic paragraphs on accessible topics</p>	
RW20 Objectives to Teach	RW20 Student Learning Outcomes to Formally Assess
<p><i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i></p>	<p><i>By the end of Reading/Writing 20, students <b>will be able to:</b></i></p>
<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Skim a text for gist</li> <li>2. Scan a text to locate specific details</li> <li>3. Identify subject and object referent pronouns and their antecedents within a sentence or in the immediate context</li> <li>4. Use sentence-level context clues to guess the meaning of unfamiliar vocabulary</li> <li>5. Use basic strategies and resources to increase high frequency vocabulary</li> <li>6. Identify the main idea of a reading and distinguish it from supporting details</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>7. Apply formatting conventions to paragraph</li> <li>8. Understand rules for comma use in lists</li> <li>9. Write simple and compound sentences with correct sentence structure and punctuation</li> <li>10. Compose and organize sentences to create unity in paragraphs</li> <li>11. Use basic vocabulary to write about accessible topics related to personal experiences</li> <li>12. Write appropriate topic sentences for paragraphs</li> <li>13. Write appropriate supporting sentences for paragraphs</li> </ol>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Use context clues to guess the meaning of unfamiliar words (4)</li> <li>• Demonstrate understanding of basic vocabulary critical to comprehending level-appropriate text (4, 5)</li> <li>• Identify the overall main idea (1, 6)</li> <li>• Identify supporting details of a reading (6)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Use simple and compound sentences in writing (9)</li> <li>• Demonstrate ability to use high-frequency vocabulary sufficient to write about familiar topics (11)</li> <li>• Write a unified narrative paragraph (7, 9, 10, 11, 12, 13, 14, 15)</li> <li>• Write a unified descriptive paragraph (7, 9, 10, 11, 12, 13, 14, 16)</li> <li>• Briefly summarize a text to demonstrate global understanding (1, 6, 18)</li> <li>• Revise first drafts for organization, coherence, and accuracy based on Instructor feedback (19)</li> <li>• Compose paragraphs under timed, exam conditions (20)</li> </ul>



14. Write appropriate concluding sentences for paragraphs 15. Write narrative paragraphs using appropriate verb tenses 16. Write descriptive paragraph using detailed description 17. Write process paragraphs related to personal experience or knowledge 18. Write a brief summary of approximately 3 to 5 sentences to demonstrate global understanding of a reading 19. Edit written work to improve spelling, punctuation, word choice, sentence structure, and organization of content 20. Write paragraphs with appropriate speed and accuracy for assignment/exam conditions	
<b>Reading/Writing 20 Requirements for Promotion</b>	
Student must achieve 2 of 3 of the following <ul style="list-style-type: none"> <li>• High-Beginning Proficiency score based on achievement of 75% of SLOs</li> <li>• 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)</li> <li>• Rating of level 30 on writing exam which includes a descriptive paragraph and narrative paragraph, scored independently by two raters</li> </ul>	

### Reading/Writing 30

<b>Reading/Writing 30 Goal:</b> <b>Reading:</b> Read multi-paragraph narrative and informative passages (of up to approx. 500 words) with sufficient accuracy and fluency for comprehension <b>Writing:</b> Compose structured paragraphs on a wide variety of topics and with a variety of structures	
<b>Reading/Writing 30 Objectives to Teach</b>	<b>Reading/Writing 30 Student Learning Outcomes to Assess</b>
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Reading/Writing 30, students <b>will be able to:</b></i>
<b>Reading:</b> <ol style="list-style-type: none"> <li>1. Skim for gist</li> <li>2. Scan for specific information in a text</li> <li>3. Identify subject, object, possessive, and demonstrative pronouns and their noun or noun phrase antecedents</li> <li>4. Guess the meaning of word from immediate context</li> </ol>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of high-frequency vocabulary critical to comprehending level-appropriate text (4, 5, 6, 7)</li> <li>• Use context clues to approximate meaning of unfamiliar words and to aid in sentence comprehension (5, 6, 7)</li> <li>• Identify the overall thesis of a reading and the main idea of a paragraph (1, 5, 8, 9)</li> </ul>

<ol style="list-style-type: none"> <li>5. Use information about prefixes and suffixes to understand word meaning and part of speech</li> <li>6. Use a variety of strategies and resources to increase high-frequency vocabulary</li> <li>7. Find patterns of information to help identify key relationships in a passage</li> <li>8. Identify the overall topic and main/controlling idea of body paragraphs</li> <li>9. Distinguish between the main idea and the supporting details related to it</li> <li>10. Identify the overall thesis of a reading passage and recognize its paraphrase</li> </ol> <p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>11. Use commas appropriately in lists and between clauses in compound and complex sentences</li> <li>12. Use simple, compound, and complex sentences in with correct sentence structure and punctuation</li> <li>13. Use a high-frequency vocabulary with accurate spelling to write about a range of topics and experiences</li> <li>14. Write topic sentences that include a defined topic and controlling idea appropriate for the paragraph type</li> <li>15. Write detailed supporting sentences</li> <li>16. Use compare/contrast phrases and transition signals in cause/effect paragraphs</li> <li>17. Use cause/effect phrases and transition signals in cause/effect paragraphs</li> <li>18. Compose a basic essay with basic structure of short introduction, body, and conclusion</li> <li>19. Use simple paraphrasing when summarizing</li> <li>20. Identify and organize the main ideas of a level-appropriate text into a brief summary of approximately 5 to 7 sentences</li> <li>21. Demonstrate an emerging understanding of what constitutes plagiarism in academic work</li> </ol>	<ul style="list-style-type: none"> <li>• Identify relationships among the main ideas and supporting details of a text (1, 2,7, 8)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Employ and accurately spell high-frequency words related to a variety of topics</li> <li>• Use simple, compound, and complex sentences in writing (10, 11)</li> <li>• Write unified and coherent compare/contrast paragraphs (11, 12, 13, 14, 15, 21)</li> <li>• Write unified and coherent cause/effect paragraphs (11, 12, 13, 14, 16. 21)</li> <li>• Summarize a reading to demonstrate global comprehension (1, 8, 9, 10, 19, 20, 21)</li> <li>• Use self-editing skills and Instructor feedback to improve paragraph drafts for accuracy, coherence, and cohesion (22)</li> <li>• Compose paragraphs under timed, exam conditions (23)</li> </ul>
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22. Edit drafts for spelling, grammar and mechanics, paragraph structure, supporting details, and use of basic transition words	
23. Write paragraphs with appropriate speed and accuracy for assignment/exam conditions	
<b>Reading/Writing 30 Requirements for Promotion</b>	
Student must achieve 2 of 3 of the following <ul style="list-style-type: none"> <li>• Intermediate Proficiency based on achievement of 75% of SLOs</li> <li>• 80% or better on final reading exam with two readings and a brief summary (of up to 5 sentences) (may be curved by SC)</li> <li>• Rating of level 40 on final paragraph writing exam rated by class instructor based on ELI checklist/rubric</li> </ul>	

## Reading/Writing 40

<b>Reading/Writing 40 Goal:</b> <b>Reading:</b> Read <i>adapted academic readings which develop a central idea</i> (of up to 1000 words) with sufficient accuracy and fluency for comprehension <b>Writing:</b> Compose basic essays	
RW40 Objectives to Teach	RW40 Student Learning Outcomes to Assess
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Reading/Writing 40, students <b>will be able to:</b></i>
<b>Reading:</b> <ol style="list-style-type: none"> <li>1. Skim a reading for overall gist</li> <li>2. Scan a reading for specific information</li> <li>3. Identifying a variety of referent types and their antecedent word or phrase</li> <li>4. Use a variety of context clues to approximate the meaning of unfamiliar vocabulary words and simple phrases</li> <li>5. Use prefixes and suffixes to identify the part of speech and meaning of a word</li> <li>6. Use various strategies and resources to increase high-frequency and core academic vocabulary</li> <li>7. Identify a statement that captures the overall central idea of a reading</li> <li>8. Identify main/controlling idea of paragraphs, even when a clear topic sentence is not provided</li> <li>9. Identify signal words and phrases that indicate a pattern of organization within a paragraph</li> </ol>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of high-frequency and core academic vocabulary critical to comprehending level appropriate texts (4, 5, 6)</li> <li>• Approximate meaning of unfamiliar words and phrases (4, 5, 6)</li> <li>• Identify the overall thesis, main ideas, and supporting details of a reading (1, 7, 8, 9)</li> <li>• Demonstrate ability to distinguish the most important ideas from minor details in a text (7, 8, 9)</li> <li>• Use inferences to make conclusions and predictions (10)</li> <li>• Identify patterns of organization to aid in comprehension (2, 9)</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Accurately employ and spell a wide range of high-frequency vocabulary and an emerging use of core academic vocabulary (6, 13, 21)</li> <li>• Compose a *compare/contrast essay that supports a central thesis (11, 12, 13, 14, 18, 19, 20, 21)</li> </ul>

<p>10. Identify direct evidence in a reading that allows the reader to infer unstated conclusions or predictions</p> <p><b>Writing:</b></p> <p>11. Write a variety of sentence types with correct sentence structure and punctuation</p> <p>12. Write general to specific essay introductions that include an identifiable thesis statement</p> <p>13. Use a wide variety of high-frequency vocabulary with accurate spelling and emerging academic vocabulary related to compare/contrast, cause/effect, and problem/solution with increasing accuracy</p> <p>14. Write body paragraphs that contain a clear topic, an identifiable controlling idea that relates to the thesis, and detailed supporting sentences</p> <p>15. Understand the structure and purpose of a written summary</p> <p>16. Identify the most important ideas of a level-appropriate reading and organize them into a written summary of approximately 8 to 10 sentences</p> <p>17. Paraphrase in summary writing to avoid plagiarism</p> <p>18. Use acknowledgement phrases (author, title) in summary writing</p> <p>19. Use simple linking structures and transition signals appropriate to the essay type</p> <p>20. Use organizational structure appropriate for essay type</p> <p>21. Edit written work, with an emphasis on improving sentence structure, paragraph structure, word usage, essay structure, supporting details</p> <p>22. Write essays and summaries with appropriate speed and accuracy for assignment/exam conditions</p>	<ul style="list-style-type: none"> <li>• Compose a *problem/solution essay that supports a central thesis (11, 12, 13, 14, 18, 19, 20, 21)?</li> <li>• Paraphrase ideas from a reading (17, 18)</li> <li>• Summarize a level appropriate text (7, 8, 9, 15, 16, 17, 18)</li> <li>• Use self-editing skills and Instructor feedback on essay drafts to improve accuracy, coherence and cohesion (11, 12, 13, 14, 19, 20, 21)</li> <li>• Compose an essay under timed, exam conditions (11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 22)</li> </ul> <p>*paragraph number may differ based on organizational strategy used</p>
<p><b>Reading/Writing 40 Requirements for Promotion</b></p> <p>Student must achieve 3 of 4 of the following</p> <ul style="list-style-type: none"> <li>• High-Intermediate Proficiency based on achievement of 75% of SLOs</li> <li>• 80% or better on academic reading exam with one reading passage (may be curved by SC)</li> <li>• Rating of level 50 on timed essay, scored independently by two outside raters, using an ELI checklist/rubric</li> <li>• Rating of Level 50 on summary (of up to 10 sentences) of simplified journalistic text using an ELI checklist/rubric</li> </ul>	

## Reading/Writing 50

<p><b>Reading/Writing 50 Goal:</b></p> <p><b>Reading: RW50:</b> Read adapted and unadapted passages which develop substantial support for a central idea (of up to approx. 1,500 words) with sufficient accuracy and fluency for comprehension</p> <p><b>Writing:</b> Compose academic essays using source material</p>	
RW50 Objectives to Teach	RW50 Student Learning Outcomes to Assess
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Reading/Writing 50, students <b>will be able to:</b></i>
<p><b>Reading:</b></p> <ol style="list-style-type: none"> <li>1. Skim for gist; skim to locate relevant information</li> <li>2. Scan for specific information in a text</li> <li>3. Identify a variety antecedents and referents type which refer to a noun, phrase, or clause</li> <li>4. Use a variety of strategies and sources to increase core academic vocabulary</li> <li>5. Use context clues in wider context to approximate meaning and connotation of unfamiliar words and phrases or words with multiple meanings</li> <li>6. Use understanding of prefixes and suffixes to identify the part of speech and meaning of a word; recognize related word forms</li> <li>7. Identify the patterns of organization used within a reading</li> <li>8. Use evidence in a passage to infer meaning and background context, and make conclusions and predictions</li> <li>9. Identify language or rhetorical techniques that signify an implied position, opinion, or bias</li> <li>10. Analyze a reading to determine the writer's purpose and target audience</li> </ol>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of academic words critical to comprehension of level-appropriate text (1, 2, 5, 6)</li> <li>• Use a variety of context clues to aid in comprehension of unfamiliar words or phrases (2, 3, 4, 5, 6)</li> <li>• Identify the central idea and its relationship to main ideas and supporting details (7, 8)</li> <li>• Gather information on a topic by reading multiple texts that approach and develop the topic in different ways (1, 7, 8, 9, 10)</li> <li>• Make inferences about the text and the author's purpose, position, and target audience (2, 9, 10)</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ability to accurately spell and employ core academic vocabulary sufficient to write about a variety of academic topics (4,13, 14, 13)</li> <li>• Use varying sentence structures and punctuation to add variety, flow, and interest to writing (10, 12, 13)</li> <li>• Create cohesion at the sentence and paragraph levels and between paragraphs (14)</li> <li>• Write a cause/effect essay with well-developed support for a central thesis (11, 12, 13, 14, 15, 17, 18, 19, 20)</li> <li>• Compose an argument essay with detailed support for central claim (11, 12, 13, 14, 15, 17, 18, 19, 20)</li> <li>• Integrate and synthesize material from two or more academic sources to create detailed support for the central thesis (12, 13, 16, 17, 18, 19, 20)</li> </ul>

<p><b>Writing:</b></p> <ol style="list-style-type: none"> <li>11. Write four sentence types with accuracy: simple, compound, complex, and compound/complex</li> <li>12. Integrate and correctly punctuate direct quotes into essays</li> <li>13. Use core academic vocabulary and key vocabulary of cause/effect and argumentation with increasing accuracy</li> <li>14. Use linking structures and transition signals to connect ideas and describe relationships between information</li> <li>15. Compose a cause/effect essay with an identifiable thesis and substantial support information</li> <li>16. Compose an argument essay that includes an identifiable claim, supporting evidence, counterargument and refutation</li> <li>17. Understand how ideas and information from various sources are combined, or synthesized, to create a thesis and main/controlling ideas of a composition</li> <li>18. Identify incidences of plagiarism and understand consequences of plagiarism</li> <li>19. Avoid plagiarism through a variety of paraphrasing techniques and acknowledgment of sources</li> <li>20. Gain an emerging understanding of academic citations</li> <li>21. Respond to a text, demonstrating ability to read critically for interpretation, larger connections, relevance, analysis, agreement/disagreement</li> <li>22. Edit written work, with an emphasis on improving sentence structure, paragraph structure, accuracy, vocabulary, supporting details, essay structure, logical flow and integration of information</li> <li>23. Write essays with appropriate speed and accuracy for assignment/exam conditions</li> </ol>	<ul style="list-style-type: none"> <li>• Compose written summaries with a response component (1, 8, 9, 10, 11, 18, 19, 20, 21)</li> <li>• Paraphrase and acknowledge source material (formal citations optional) 18, 19, 20)</li> <li>• Use self-editing skills and Instructor feedback to revise essay drafts for accuracy, coherence, and cohesion (11, 12, 13, 14, 17, 18, 19, 20, 22)</li> <li>• Compose an essay, in response to a prompt, under timed, exam conditions (11, 12, 13, 14, 16, 17, 18, 19, 23) (ex. argument, cause/effect)</li> </ul>
<p><b>Reading/Writing 50 Requirements for Promotion</b></p>	
<p>Student must achieve 2 of 3 of the following</p> <ul style="list-style-type: none"> <li>• Low-Advanced Proficiency based on achievement of 75% of SLOs</li> <li>• 80% or better on academic reading exam with one reading passage (may be curved by SC)</li> <li>• Rating of level 60 on essay synthesizing two or more sources (provided by SC) and scored using an ELI checklist/rubric</li> </ul>	



## Reading/Writing 60

<b>Reading/Writing 60 Goal:</b> <b>Reading:</b> Read college-level passages with sufficient accuracy and fluency for comprehension; analyze and evaluate college-level reading passages <b>Writing:</b> Produce college-level academic compositions supported by authentic sources	
RW60 Objectives to Teach	RW60 Student Learning Outcomes to Assess
<i>To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:</i>	<i>By the end of Reading/Writing 60, students <b>will be able to:</b></i>
<b>Reading</b> <ol style="list-style-type: none"> <li>1. Skim a reading for relevance, purpose, genre</li> <li>2. Skim a reading for gist and topics covered</li> <li>3. Scan a reading to locate a topic, section, relevant details</li> <li>4. Annotate readings to enhance comprehension and for use as a source in writing</li> <li>5. Use various strategies and resources to increase academic and field specific vocabulary, collocations, and phrases</li> <li>6. Analyze the wider context clues to deal with unfamiliar vocabulary and phrases</li> <li>7. Use knowledge of prefixes, suffixes, and word roots to guess meaning of unfamiliar vocabulary</li> <li>8. Distinguish between literal and implied meanings</li> <li>9. Use knowledge of organizational patterns to interpret dense or confusing phrasing, information, and sentence structure</li> <li>10. Draw connections between data found in graphics or and larger concepts; make predictions or conclusions based on data</li> <li>11. Analyze and evaluate choices made by the writer, including tone, language use, supporting evidence</li> <li>12. Identify the thesis or central claim when not concisely or directly stated by the author</li> <li>13. Use evidence within the passage and about source-types to infer a variety of information about a passage and its author</li> <li>14. Locate and select sources through independent research</li> </ol> <b>Writing:</b> <ol style="list-style-type: none"> <li>15. Use a variety of sentence structures with accuracy</li> <li>16. Show proficiency with advanced punctuation</li> </ol>	<b>Reading:</b> <ul style="list-style-type: none"> <li>• Employ reading and annotation strategies appropriate for the reading goal (1, 2, 3, 4)</li> <li>• Demonstrate understanding of academic vocabulary, including academic collocations, critical for understanding unadapted texts (5, 6, 7)</li> <li>• Use strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases (5, 6, 7)</li> <li>• Articulate the central thesis or claim of a reading, as well as supporting information, and counterclaims (1, 2, 4, 9, 10, 12)</li> <li>• Evaluate the credibility of an author, claim, or a text (11, 13)</li> <li>• Analyze how ideas and concepts related to the same topic are developed in different readings (14)</li> <li>• Interpret information presented visually or quantitatively (10)</li> <li>• Infer information about a text and the author (11, 12, 13, 14)</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>• Use sentence structures and punctuation to create variety, emphasis, and clarity in writing (15, 16, 19)</li> <li>• Accurately employ and spell a sophisticated range of core academic words and phrases as well as field-specific vocabulary (17, 18)</li> <li>• Create cohesion within and over multiple paragraphs (18)</li> <li>• Write and revise an essay that synthesizes information from instructor-provided sources (15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 27, 28)</li> </ul>

<ul style="list-style-type: none"> <li>17. Use a variety of core academic and increase field-specific vocabulary</li> <li>18. Create cohesion through the careful use of linking structures, transition signals, repetition of key terms, and logical organization of ideas</li> <li>19. Purposely select and integrate direct quotes from scholarly sources</li> <li>20. Formulate ideas to support a claim and support those ideas with specific examples, information or explanations</li> <li>21. Integrate source material to support a clearly defined controlling idea</li> <li>22. Create original writings that employ the content, organization, vocabulary and language structures of an argument essay</li> <li>23. Create original writings that employ the content, organization, vocabulary and language structures of an analysis essay</li> <li>24. Show proficiency in integrating organizational patterns such as cause/effect, compare/contrast, process, description, narration, classification into original writing</li> <li>25. Summarize, paraphrase source material within an academic composition to avoid plagiarism</li> <li>26. Acknowledge sources to avoid plagiarism</li> <li>27. Understand the overall purpose and usage of academic citation style (for ex. APA or MLA)</li> <li>28. Edit drafts to improve aspects such as clarity, idea development, integration of source material, grammar and mechanics, and accuracy in use of citation style</li> <li>29. Write with appropriate pre-planning strategies, accuracy and speed to produce essays within time constraints</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay that synthesizes information from researched sources (15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28)</li> <li>• Substantially transform information taken from sources through paraphrasing (25, 26, 27)</li> <li>• Accurately identify academic sources and employ an approved academic citation style (25, 26, 27)</li> <li>• Use self-editing skills and instructor feedback to revise drafts for accuracy, coherence, and cohesion (13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28)</li> <li>• Compose an essay timed, exam conditions (ex. analytic, rhetorical analysis, argument) from short sources provided by the instructor in advance under (13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29)</li> </ul>
<b>Reading/Writing 60 Exit Criteria</b>	
<p>Students must achieve all the following:</p> <ul style="list-style-type: none"> <li>• Advanced Proficiency score based on achievement of 75% of SLOs</li> <li>• Exit score on essay (assigned and rated by instructor using an ELI rubric, draft-driven/not timed)</li> <li>• Exit score on essay (ELI-made; rated by outside raters using an ELI rubric; exam/timed conditions)</li> <li>• 80% or better on academic reading exam with one reading passage</li> </ul>	



## 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:**

*To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Simple present tense, with extra attention given to 3rd person singular -s
- *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 (*in the morning; at night, etc.*)
- Introduction to *wh-* questions (not an SLO)

**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, with extra attention given to 3rd person singular -s
- ☐ *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 (*in the morning, at night, etc.*)

**Grammar 10 Requirements for Promotion**

Student must achieve 2 of 3 of the following

- Passing grade (D-minus or better) in course
- Beginning Proficiency based on achievement of 75% of SLOs
- 80% or better on cumulative final (includes only student learning outcomes 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)**

To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in 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, BEG Chapter 9]
- 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 5.5], object [BEG 5.5], possessive [BEG 5.7]
- Possessive nouns [BEG 5.8]
- Tangible count vs. non-count nouns [BEG 6.1]
- Basic quantifiers: *some, any, (how) much, (how) many* [BEG 6.5] [BEG 6.8]
- Indefinite article (*a/an*) and basic use of definite article (*the*) [BEG 6.2-6.3] [BEG 6.6]
- Common prepositions of place [BEG 1.8-1.9] [BEG 7.7-7.8]

**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
- ☐ 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**

Student must achieve 2 of 3 of the following

- Passing grade (D-minus or better) in course
- High-Beginning Proficiency based on achievement of 75% of SLOs (was instructor recommendation)
- 80% or better on cumulative final (includes only student learning outcomes 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)

*To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Simple present vs. present progressive (emphasis on non-action verbs) [FEG 1.1, 1.2, 1.6]
- Simple past (emphasis on irregular past tense verbs) [FEG 2.2, 2.3]
- Past progressive [FEG 2.7]
- 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 7.5-7.6 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 9.1-9.2], *less....than* and *fewer...than* [FEG 9.9, no *fewer...than\**], *(not) as....as* [FEG 9.8], *more + nouns* [FEG 9.10]
- Basic present, past [FEG 2.8], and future time clauses [FEG 3.7] 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**

Student must achieve 2 of 3 of the following

- Passing grade (D-minus or better) in course
- Intermediate Proficiency based on achievement of 75% of SLOs
- 80% or better on cumulative final (includes only student learning outcomes 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)**

*To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Simple past vs. past progressive [FEG 2.7]
- Future forms: simple present [FEG 3.9], present progressive [FEG 3.8], *will* vs. *be going to* [FEG 3.5] and review of future time clauses [FEG 3.7]
- Present perfect with emphasis on the following uses: on-going conditions or actions with *for* and *since* [FEG 4.4], indefinite including use of: *yet; already; ever; never* [FEG 4.2-4.3], multiple past experiences (*twice; three times, etc.*) [FEG 4.3]
- Present perfect progressive for habitual actions with *for* and *since* [FEG 4.6]
- Modals and modal phrases of certainty, advice, obligation (present/future): certainty: *must; could; might; may* [FEG 7.11; UUEG 10.4-10.5], future certainty and expectation: *should; ought to* [FEG 3.6; UUEG 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 11.10, 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**

Student must achieve 2 of 3 of the following

- Passing grade (D-minus or better) in course
- High-Intermediate Proficiency based on achievement of 75% of SLOs
- 80% or better on cumulative final (includes only student learning outcomes 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)**

*To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*) [UEEG 2.3, 2.7]
- Past perfect vs. past perfect progressive (*before; after; by the time*) [UEEG 2.8, 2.10]
- Passive voice: form and function of passive sentences [UEEG 11.1-11.3], passive verb forms for simple, progressive and perfect tenses [UEEG 11.2]
- Get-passive [UEEG 11.7] and participial adjectives [UEEG 11.8]
- Past time modals/modal expressions (including negative forms): regret: *should have; ought to have* [UEEG 10.2], past conclusion: *could have; may have; might have; must have* [UEEG 10.6], obligation: *had to* [UEEG 10.2], ability: *could; was/were able to* [UEEG 10.3], expectation: *was/were supposed to* [UEEG 10.2], past habit: *Used to, would* [UEEG 10.1]
- 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 [UEEG 14.6], infinitives of purpose with *in order to* [UEEG 15.1]
- Conditionals: real/true (present, future) [UEEG 20.2], unreal (present, future and past) [UEEG 20.3-20.4], Use of *wish* and *hope* in conditionals [UEEG 20.9-20.10]
- Adverb clauses and related structures, emphasis on usage of subordinators: Time [UEEG 17.2], cause and effect [UEEG 17.3], contrast [UEEG 17.4], direct contrast [UEEG 17.5]
- Adjective clauses, including: adjective clauses with expressions of quantity [UEEG 13.9], adjective clauses modified by *where/when* [UEEG 13.5-13.6], use of *which* to modify whole sentence [UEEG 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
- ☐ Passive voice
- ☐ Get-passive and participial adjectives
- ☐ Past time modals and modal phrases: regret, conclusion, obligation, ability, expectation, past habit
- ☐ Common verb/preposition combinations and 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:**

Student must achieve 2 of 3 of the following

- Passing grade (D-minus or better) in course
- Low-Advanced Proficiency based on achievement of 75% of SLOs
- 80% or better on cumulative final (includes only student learning outcomes 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)**

*To support achieving the SLOs for this level, students will need ample opportunities to gain knowledge of and practice in the following:*

- Overview of all English verb tenses: [UEEG 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 [UEEG 15.9]
- Progressive and passive forms of modals (present/future and past—including negative forms): [UEEG 10.8, 11.4] advisability, certainty/conclusion, obligation
- Passive infinitives and passive gerunds [UEEG 15.4-15.6]
- Conditionals, including: Mixed conditionals [UEEG 20.6], replacing *if* with *only if*; *provided*; *even if*; *whether...or not*; *unless*; *in case* [UEEG 20.7], omitting *if* [UEEG 20.7]
- Reduced adjective clauses (adjective phrases) [UEEG 13.11]
- Reduced adverb clauses: time [UEEG 18.2-18.3], reason [UEEG 18.4], contrast, and concession
- Noun clauses [UEEG 12.1-12.5]
- Reported Speech [UEEG 12.7-12.8]
- Parallelism with correlative conjunctions [UEEG 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:*

- ☐ Overview 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
- ☐ Reported speech

**Grammar 60 Exit Criteria**

- Passing grade (B-minus or better) in course
- Advanced Proficiency based on achievement of 75% of SLOs
- 80% or better on cumulative final (includes only student learning outcomes as listed above)

**Appendix D: ELI STUDENT ACCESS**

ELI students do not pay the UF student activity fee. As a result, they do not have the same access to all campus facilities. If students do not need to show a GATORONE card or only need visual approval of it, they are treated like every other UF student. If they must scan their GATORONE or enter their UFID number into a system, they will not automatically have access.

<b>Activity or Service</b>	<b>Yes</b>	<b>Yes, but</b>	<b>No</b>	<b>No, but</b>
<i>Athletic events - not football or men's basketball</i>	✓			
<i>[Men's] Basketball tickets</i>			→	Can buy regular admission
<i>Career Connections Center</i>			→	Career fairs and walk-in services OK
<i>Center for Outdoor Recreation and Education (CORE)</i>			X	
<i>CLAS Teaching Center</i>	✓	Not tutoring, need GatorLink		
<i>Computer labs</i>	✓	Need GatorLink		
<i>Computing Help Desk</i>	✓	Need GatorLink		
<i>Counseling and Wellness Center</i>			→	U Matter, We Care emergency line OK
<i>Disability Resource Center</i>	✓	Talk to Student Life Coordinator to register		
<i>Football tickets</i>			→	Can buy regular admission
<i>Field and Fork Pantry</i>	✓			
<i>Flavet Courts</i>	✓			
<i>Flavet Field</i>	✓			
<i>Florida Gym</i>			→	Included in gym membership (see next page)
<i>Florida Pool</i>			→	Included in gym membership (see next page)
<i>Gator Gears</i>			X	
<i>Gator Lift</i>	✓	Need GatorLink		
<i>Gator Nights</i>	✓			



<i>GatorWell</i>	✓			
<i>Graham Pool</i>	✓			
<i>Hume Field</i>	✓			
<i>International Center</i>	✓	Depends on the visa		
<i>Intramural sports teams</i>			X	
<i>Lake Alice Field</i>			X	
<i>Lake Wauburg</i>	✓			
<i>Libraries</i>	✓	Need GatorLink		
<i>Maguire Field</i>			X	
<i>Multicultural and Diversity Affairs</i>	✓			
<i>Norman Field</i>	✓			
<i>O'Connell Center Pool</i>			→	Included in gym membership (see below)
<i>RTS</i>	✓			
<i>Southwest Recreation Center</i>			→	Included in gym membership (see below)
<i>Student Activities and Involvement</i>	✓			
<i>Student Government Elections</i>			X	
<i>Student Government Print Lab</i>			→	Can pay to print at libraries and labs
<i>Student Health Care Center</i>	✓	Talk to Student Life Coordinator to register		
<i>Student Legal Services</i>			X	
<i>Student Recreation &amp; Fitness Center</i>			→	Included in gym membership (see below)
<i>University Village South Field</i>			X	
<i>University Village South Sand Volleyball Courts</i>	✓	Need to bring a ball		
<i>University Writing Program Writing Studio</i>			X	

ELI students can join UF RecSports to buy a gym membership. To do this, talk to the Student Life Coordinator then take payment and GATORONE card to the Administrative Offices of the Southwest Recreation Center at 3150 Hull Road between 8am and 8pm, Monday-Friday.

**Fall or Spring**

\$100\*

\*Plus tax

**Summer C**

\$60\*

**Summer B**

\$30\*

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