

IEP Program Learning Objectives

College: Liberal Arts & Sciences (International Education)

Department: Intensive English

Program Name: Intensive English Program

List Program Level Learning Objectives

Objective	Program Learning Objective Description
1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source
	Non-Academic Program Objectives
11	Participate in social and academic events or organizations
12	Demonstrate understanding of the academic and social norms of a U.S. university environment
13	Build relationships in the campus community
14	Interact and increase understanding of diverse populations on campus

List of Courses in Program		Program Level Objectives (x to indicate courses which address program goals most directly)									
Course	Course Title	1	2	3	4	5	6	7	8	9	10
IE 001	Intermediate Structure			X	X	X			X	X	X
IE 002	Intermediate Speaking and Understanding		X	X	X	X	X	X	X	X	X
IE 003	Intermediate Writing	X	X	X			X		X	X	X
IE 004	Intermediate Reading				X	X	X		X		X
IE 005	Advanced Structure			X	X	X		X	X	X	X
IE 006	Advanced Speaking and Understanding		X	X	X	X	X	X	X	X	X
IE 008	Advanced Reading		X		X	X	X		X		X
IE 009	Advanced Writing	X	X	X			X		X	X	X
IE 011	Beginning Structure			X	X	X			X	X	
IE 012	Beginning Speaking and Understanding			X	X	X	X	X	X	X	
IE 013	Beginning Writing		X	X			X		X	X	
IE 014	Beginning Reading				X	X	X		X		

See objectives and outcomes for individual courses for further detail.

Beginning Reading Objectives and Outcomes

Program Curricular Goals

Goals addressed most directly by this course are highlighted

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, the learner will be able to

CO 1: Comprehend meaning of sentences and short passages (SLO 1, 2, 3, 4, 9, 10)

CO 2: Understand high frequency common vocabulary (SLO 5, 6)

CO 3: Read passages aloud (SLO 7)

CO 4: Recognize parts of speech in a text (SLO 3, 4, 8)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: find specific information in a text (CO 1)

SLO 2: answer questions about the content of a text (CO 1)

SLO 3: identify the time of a sentence or event in a passage (using verbs or signal phrases) (CO 1, 4)

SLO 4: Identify an antecedent referred to by a pronoun (CO 1, 4)

SLO 5: Describe meaning of high frequency vocabulary (CO 2)

SLO 6: Spell high frequency vocabulary (CO 2)

SLO 7: demonstrate proper emphases and pronunciation when reading a passage aloud (CO 3)

SLO 8: Identify parts of speech in a sentence (CO 4)

SLO 9: draw a conclusion or predict an outcome from a text (CO 1)

SLO 10: evaluate how elements in a sentence construct meaning (CO 1)

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Vocabulary and Reading Comprehension Test

Graphic representation of information in a text

Write a reflection of a short passage

Intermediate Reading Objectives and Outcome

Program Curricular Goals

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, the learner will be able to

CO 1: Comprehend texts over everyday topics and shorter texts of common academic topics

CO 2: Distinguish between main points and supporting details

CO 3: Make inferences

CO 4: Summarize

CO 5: Paraphrase

CO 6: Evaluate a text

CO 7: Understand high frequency academic vocabulary and figures of speech

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: identify the stated or unstated main ideas from a paragraph or short passage (CO 1, 2)

SLO 2: evaluate supporting details in a text for type and purpose (CO 2)

SLO 3: differentiate types of statements in a text (fact, theory, argument, opinion, etc.) (CO 2)

SLO 4: Identify a sequence of events given in a text when presented with signal words and phrases (CO 1, 2)

SLO 5: describe the purpose of signal phrases and transitions in a text (CO 1)

SLO 6: summarize a paragraph or short passage (CO 4)

SLO 7: paraphrase a main idea and/or supporting details from a text (CO

SLO 8: write sentences with common word forms of high frequency and the most common vocabulary terms

SLO 9: infer meaning of words and phrases from context

(includes identifying meaning of words with multiple possible meanings based on context)

SLO 10: identify meaning of a given list of terms and figures of speech

SLO 11: write a reflection on a given text

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Vocabulary and Reading Comprehension Test

Write a summary of a paragraph or short passage

Written reflection on a text

Advanced Reading Objectives and Outcomes

Program Curricular Goals

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course learning objectives

CLO 1: Demonstrate comprehension of texts related to various academic topics

CLO 2: infer meaning when an idea is not explicitly stated.

CLO 3: identify tone and purpose of a text

CLO 4: Evaluate different kinds of evidence for purpose and credibility

CLO 5: Paraphrase a sentence or short passage

CLO 6: Synthesize information from multiple sources.

CLO 7: Write a critical response to a text

CLO 8. Summarize a passage

CLO 9: Demonstrate understanding of academic vocabulary

CLO 10: determine the meaning of unknown words and phrases using context clues.

Student Learning Outcomes

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Comprehension / Information gathering

SLO 1: describe the main idea of a passage (CLO 1)

SLO 2: identify the purpose of a text (CLO 3)

SLO 3: use skimming and scanning to find specific details in a text (CLO 1)

SLO 4: Infer ideas and implications that are not explicitly stated (CLO 2)

SLO 5: describe the attitude of an author towards a topic.(CLO3)

- SLO 6: interpret figurative and idiomatic phrases (CLO 1, 9)
Upon completion of the unit, TLW will be able to identify and understand certain phrasal verbs.
Interpret common Collocations
Interpret common idioms
- SLO 7: demonstrate understanding of text supplements (i.e. maps, charts, infographics, tables). (CLO 1)
Captions on an image
Infographics
Tables, charts, graphs, etc.
- SLO 8: demonstrate understanding of the function of signal phrases and transitions in a passage. (CLO 1)
- SLO 9: identify types of evidence in a text (CLO 4)
Distinguish between fact, opinion, and theory
Recognize evidence in a text and identify types of evidence (i.e. facts, statistics, explanation, definition, examples, etc.)
- SLO 10: evaluate credibility of evidence (CLO 4)

Vocabulary

- SLO11: Demonstrate knowledge of learned vocabulary (CLO 9)
Demonstrate recognition of parts of speech and multiple meanings
Upon completion of the unit, TLW use learned vocabulary in multiple parts of speech.
Upon completion of the unit, TLW recognize synonyms and antonyms of certain words.
- SLO 12: define the meaning of a new word based on context clues in a text. (CLO 10)
Upon completion of the unit, TLW be able to understand words with multiple meanings based on context.
After completing the lesson, TLW be able to identify how common roots and affixes impact the meaning of a word

Critical Thinking/Response to Text

- SLO 13: write a reflection on a passage by supporting a response with evidence from the text. (CLO 4, 7)
Upon completion of the unit, TLW will reflect and expand on topics from the unit in speech or in writing.
- SLO 14: evaluate arguments presented in a text. (CLO 3, 4, 7)
Upon completion of the unit, TLW evaluate the quality of different kinds of evidence
Upon completion of the unit, TLW differentiate between fact, theory, and opinion.
- SLO 15: synthesize information from multiple and varied sources. (CLO 6)
- SLO 16: paraphrase a short passage. (CLO 5)
- SLO 17: summarize a passage. (CLO 8)

Beginning Writing Objectives and Outcomes

Program Curricular Goals

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, the learner will be able to...

CO 1: Write an effective paragraph (SLO 1, 2, 3, 5, 6)

CO 2: Write an email (SLO 7)

CO 3: Write sentences which use appropriate grammatical structures and sentence structure (SLO 4, 5, 8, 9, 10)

CO 4: Use high frequency vocabulary (SLO 6, 8, 10, 11, 12)

Student Learning Outcomes

At the end of the lesson or unit, the learner will be able to...

SLO 1: write a correctly formatted paragraph (CO 1)

SLO 2: Write a paragraph which demonstrates unity (CO 1)

SLO 3: Write a paragraph with a clear main idea and support (CO 1)

SLO 4: Incorporate correct punctuation in sentences (CO 3)

SLO 5: Capitalize in sentences and/or paragraphs (CO 1, 3)

SLO 6: Use words of sequence and/or order in a paragraph to aid cohesion (CO 1, 4)

SLO 7: Write an email which includes all elements of a formal email (CO 2)

SLO 8: Write sentences that use simple and progressive verb aspects (CO 3, 4)

SLO 9: Write sentences which include definite and indefinite objects (CO 3)

SLO 10: Incorporate words of all parts of speech into sentences (CO 3, 4)

SLO 11: Write sentences and paragraphs using high frequency vocabulary (CO 4)

SLO 12: Identify synonyms and antonyms (CO 4)

Assessment Device(s)

Writing Test

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Intermediate Writing Objectives and Outcomes

Program Curricular Goals

Program goals address most directly in this class are highlight in yellow

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, the learner will be able to...

CO 1: Write a short essay

CO 2: Expand upon a general idea with details and explication

CO 3: write using appropriate English grammatical structures and sentence structure

CO 4: Paraphrase short passages

CO 5: Summarize brief passages

CO 6: incorporate academic vocabulary

Student Learning Outcomes

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Student Learning Outcomes

At the end of the lesson or unit, the learner will be able to...

SLO 1: Write a paragraph with an effective topic sentence (CO 1)

SLO 2: Incorporate evidence to support or expand upon an idea in a paragraph or short passage (CO 2,

SLO 3: compose a passage using common organization patterns for academic modes (CO 1, 2

SLO 4: format an academic essay (CO 1,

SLO 5: write sentences of varying complexity, but may still use simple or formulaic structures (CO 3,

SLO 6: write a paragraph or passage which uses transitions and signal phrases to aid cohesion (CO 1, 3)

SLO 7: write sentences which include coordinating and high frequency subordinating conjunctions (CO 3)

SLO 8: Incorporate quotations from a source (CO 2, 5)

SLO 9: write a summary which includes all main ideas of a given passage (CO 5)

SLO 10: paraphrase evidence from a text

SLO 11: write effective concluding or transitional sentences

SLO 12: incorporate academic level vocabulary in sentences

SLO 13: use academic level vocabulary in various word forms

SLO 14: incorporate all parts of speech into sentences

Assessment Device(s)

Short prepared essay

Reflective paragraph

Essay exam

Advanced Writing Objectives and Outcomes

Program Curricular Goals

Goals that relate most directly to this course are highlighted in yellow

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, the learner will be able to...

CO 1: write sentences which contain subordinating and sentences which contain coordinating conjunctions.

CO 2: write a composition which uses sentences of varying complexity

CO 3: write a composition which contains a well-written, appropriate thesis statement that is adequately supported.

CO 4: write a composition which demonstrates academic essay organization, including framing elements.

CO 5: write a composition which effectively employs transitions, connecting phrases, and phrasing to aid coherence.

CO 6: write well-developed body paragraphs with sufficient evidence and unity.

CO 7: write compositions which respond appropriately and effectively to common rhetorical modes.

CO 8: Write a composition which addresses the rhetorical elements tone and audience.

CO 9: use academic level vocabulary in sentences and compositions

CO 10: Write sentences with no grammatical or structural errors that obscure meaning.

Student Learning Outcomes

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

At the end of the lesson or unit, the learner will be able to...

SLO 1 – write a composition which includes an appropriate introduction according to the Advanced Writing Rubric. (CO 4)
describe the purpose of the various parts of an introduction

- SLO 2 – write a composition which includes an appropriate conclusion according to the Advanced Writing Rubric. (CO 4)
- SLO 3 - write effective an effective thesis statements for an academic essay (CO 3)
identify the thesis statement in an essay with 70% accuracy
descriptive/explanatory; cause/effect; argument; summary/reflection; compare/contrast
- SLO 4 - format an essay to meet either MLA or APA essay formatting guidelines (CO 4, 7)
rewrite a short passage according to common proofreading marks with 70% accuracy
- SLO 5 - write a composition in which conjunctions and transitions are used to aid appropriately aid cohesion at the sentence level and on the paragraph level according to the Advanced Writing Rubric (CO 1, 2, 5)
- SLO 6 - write a composition which responds appropriately to a writing prompt using the Advanced Writing Rubric (CO 7, 8)
- SLO 7 - write a composition uses various forms of support and evidence to develop a main idea using the writing rubric (CO 3, 6)
- SLO 8 - write a composition which demonstrates unity using the Advanced Writing Rubric (CO 3, 6)
- SLO 9 - summarize a given text according to the summary rubric (CO 6, 7)
- SLO 10 - write a response to a given text (CO 7)
- SLO 11 - paraphrase a sentence or short passage (CO 7, 9, 10)
- SLO 12 - analyze the tone of a short passage or composition (CO 8)
- SLO 13 - rewrite a short passage to make it more appropriate to a particular audience (CO 8)
- SLO 14 - write a composition which contains a counterargument and refutation (CO 7)
- SLO 15 - write sentences which demonstrate independent and dependent clauses with 70% accuracy or better (CO 1, 2, 10)
- SLO 16 - write sentences which contain given vocabulary with 70% accuracy (CO 9, 10)
- SLO 17 - write a composition which demonstrates cohesion using the Advanced Writing Rubric (CO 5, 6)
- SLO 18 - write a composition with minimal gram1matical errors using the Advanced Writing Rubric (CO 10)

Intermediate Speaking & Listening Outcomes and Objectives

Program Curricular Goals

Goals addressed most directly by this course are highlighted

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class , the learner will be able to...

CO 1: Pronounce all English sounds and read words aloud (SLO 1, 2)

CO 2: Present information on personal experiences and topics related to daily life (SLO 13, 14)

CO 3: Respond to simple questions meaningfully (SLO 3, 4, 6, 7)

CO 4: Communicate using practiced or common expressions (SLO 4, 5, 6, 7, 16)

CO 5: Communicate in spontaneous conversation on familiar topics (SLO 3, 4, 6, 7, 15, 16)

CO 6: Comprehend details in a brief conversation or message (SLO 6, 8, 9, 10, 11, 15, 17)

CO 7: Understand most common high frequency vocabulary (SLO 11, 12)

CO 8: Create simple practiced narratives and descriptions (SLO 13, 14, 16)

CO 9: Engage in basic conversation with L1 and L2 English speakers (SLO 3, 4, 5, 6, 7, 15, 16, 17)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: pronounce and indicate stress for a given list of vocabulary (CO 1)

SLO 2: demonstrate sentence stress for statements, questions, and tag questions (CO 1)

SLO 3: respond extemporaneously to a given topic (CO 3, 5, 9)

SLO 4: create answers to questions (CO 3, 4, 5, 9)

SLO 5: create a skit to demonstrate a typical conversation (CO 4, 9)

SLO 6: model a phone conversation (CO 3, 4, 5, 6, 9)

- SLO 7: interview an individual and respond to interview questions (CO 3, 4, 5, 9)
- SLO 8: respond to questions about a brief conversation or message (CO 8)
- SLO 9: identify main idea of a brief conversation or message (CO 8)
- SLO 10: Identify reasons or cause/effect in a brief conversation (CO 6)
- SLO 11: identify signal phrases or discourse markers in a presentation or conversation (CO 6, 7)
- SLO 12: identify meaning of high frequency vocabulary (CO 7)
- SLO 13: present a short narrative (CO 2, 8)
- SLO 14: present a short description (CO 2, 8)
- SLO 15: demonstrate conversation strategies in social interactions (CO 5, 6)
- SLO 16: model agreeing and disagreeing (CO 4, 5, 8, 9)
- SLO 17: reflect on examples of miscommunication (CO 6, 9)

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Speaking sample

Writing sample

Grammar exam

Intermediate Speaking & Listening Outcomes and Objectives

Program Curricular Goals

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class , the learner will be able to...

CO 1: Prepare and orally present information (SLO 1, 4, 5)

CO 2: Engage classroom discourse (SLO 2, 3, 8)

CO 3: communicate extensively in common social modes (SLO 2, 3, 8, 10)

CO 7: Incorporate high frequency vocabulary in speaking (SLO 1, 4, 9)

CO 5: Comprehend social conversations and brief academic lectures (SLO 6, 7, 8, 10)

CO 8: Communicate on everyday topics with L1 and L2 English speakers (SLO 2, 3, 4, 5, 9, 10)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: present briefly on a prepared academic topic (CO 1, 3)

SLO 2: present extemporaneously on a personal or conversational topic (CO 2, 3, 8)

SLO 3: Respond meaningfully to questions (CO 2, 3, 8)

SLO 4: Speak with limited grammatical errors in a rehearsed presentation (CO 1, 7, 8)

SLO 5: Speak with limited pronunciation errors in a rehearsed presentation (CO 1, 8)

SLO 6: Identify main points and details in an extended conversation or brief lecture (CO 5)

SLO 7: Identify the purpose of cohesive devices (CO 5)

SLO 8: Demonstrate techniques for small group communication (CO 2, 3, 5)

SLO 9: Create brief conversations or presentations using vocabulary (CO 7, 8)

SLO 10: demonstrate techniques for small talk and engaging in social conversations (CO 3, 5, 10)

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Speaking sample

Writing sample

Grammar exam

Advanced Speaking and Understanding Outcomes and Objectives

Program Curricular Goals

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class , the learner will be able to...

CO 1: Communicate effectively in academic contexts

CO 2: Comprehend academic level discourse

CO 3: present information in academic modes

CO 4: respond critically to an academic lecture or presentation

- note taking

- summary and reflection

- reporting on a lecture

CO 5: incorporate high frequency academic vocabulary and phrasing

- idioms and euphemisms

- transitions and signal phrases

CO 6: speak fluently in English (though not with native-like proficiency)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: spontaneously create narratives and descriptions (CO 1, 5, 6)

- narrate in all times

SLO 2: explain concrete ideas in detail and abstract ideas in broad terms (CO 1, 3, 4, 5, 6)

SLO 3: contribute effectively to classroom and group discussion (CO 1, 4, 5, 6)

demonstrate turn taking

demonstrate “holding the floor”

demonstrate strong and soft agreement and disagreement

SLO 4: Initiate and maintain conversation in formal and informal settings (CO 1, 2, 4, 5, 6)

initiate and maintain “small talk”

respond meaningfully to questions

participate in campus activities

interview a native speaker

SLO 5: demonstrate knowledge of cohesive devices and vocabulary to comprehend a conversation or academic lecture (CO 1, 2, 3, 4)

SLO 6: Identify and outline main points and details in an academic lecture or conversation (CO 2, 4)

SLO 7: individual and group presentations (CO 1, 3, 5, 6)

report on interview with native speaker

group presentation – informative

individual – informative and persuasive

SLO 8: demonstrate correct pronunciation of high frequency academic vocabulary (CO 1, 5, 6)

SLO 9: use appropriate intonation when speaking (CO 1, 6)

question/statement intonation

sentence stress

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Presentation

Oral Interview

Listening Comprehension Test

Beginning Structure Outcomes and Objectives

Program Curricular Goals

Goals addressed most directly by this course are highlight in yellow

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class , the learner will be able to...

CO 1: Use present tense in the simple and progressive aspect (SLO 1, 2, 4, 13)

CO 2: Use past tense in the simple and progressive aspect (SLO 1, 4, 13)

CO 3: Use a limited range of modals (SLO 13, 20)

CO 4: Use common irregular verbs in the present and past simple (SLO 1, 2)

CO 5: Use Phrasal verbs and prepositional phrases (SLO 5, 8)

CO 6: Express possession (SLO 6)

CO 7: describe events and physical appearance (SLO 3, 8, 11)

CO 8: use common sentence patterns (SLO 3, 5, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17)

CO 9: Use most parts of speech (SLO 3, 5, 7, 8, 9, 10, 11, 12, 16, 17)

CO 10: Distinguish between formal and informal registers of North American English (SLO 18, 19)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: Compose sentences which use “be” and other verbs (CO 1, 2, 4)

SLO 2: Compose sentences which use present simple (CO 1, 4)

SLO 3: use adverbs of frequency (CO 1, 7, 8, 9)

SLO 4: Compose sentences which use present progressive (CO 1, 2)

SLO 5: Use time words and expressions (CO 5, 9)

SLO 6: Compose using possessive pronouns, adjectives, and nouns (CO 6,

SLO 7: Identify infinitives as the object of a verb (CO 8, 9)

SLO 8: Use prepositions to describe time, space, and location (CO 5, 7, 8, 9)

SLO 9: Use adjectives to describe attributes and quantities of nouns (CO 8, 9)

SLO 10: Use articles (CO 8, 9)

SLO 11: Use adjectives in all possible positions in a sentence (CO 7, 8, 9)

SLO 12: Use demonstrative pronouns (CO 9)

SLO 13: Compose yes/no and information questions (CO 1, 2, 3, 8)

SLO 14: Compose imperative sentences (CO 8)

SLO 15: Compose sentences using objects (CO 8)

SLO 16: Compose sentences using prepositional phrases (CO 8, 9)

SLO 17: Compose sentences using phrasal verbs (CO 8, 9)

SLO 18: Label sentences as formal or informal register (CO 10)

SLO 19: Modify sentences to change register (CO 10)

SLO 20: Use modals of ability and probability (CO 3)

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Speaking sample

Writing sample

Grammar exam

Intermediate Structure Outcomes and Objectives

Program Curricular Goals

Goals specific to this course are highlighted in yellow

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class , the learner will be able to...

CO 1: use simple and progressive aspects in all verb times (SLO 1, 2, 3)

CO 2: use present perfect verbs (SLO 3, 14)

CO 3: use a range of simple modals (SLO 4, 5)

CO 4: use simple adjective clauses using who, that, and which (SLO 9)

CO 5: Understand the role of all parts of speech in sentence structure (SLO 1, 2, 6, 7, 8, 9, 10, 12, 13, 14))

CO 6: Use time phrases and clauses (SLO 10, 12)

CO 7: Distinguish between formal and informal registers of North American English (SLO 11)

Student Learning Outcomes

At the end of the unit/lesson, the learner will be able to...

SLO 1: write sentences using simple verb tenses (CO 1)

SLO 2: write sentences using progressive verb tenses (CO 1)

SLO 3: analyze the effect of various verb tenses and aspects on time and frequency (CO 1)

SLO 4: write sentences with appropriate modal verbs for various purposes (CO 3)

SLO 5: identify the purpose of a variety of modal verbs (CO 3)

SLO 6: describe a scene or events using prepositions (CO 5)

SLO 7: use determiners with count and noncount nouns (CO 5)

SLO 8: use all common pronoun types in sentences (CO 5)

SLO 9: use adjective clauses in sentences (CO 4)

SLO 10: create descriptive passages using a variety of modifiers (CO 1, 4, 5)

SLO 11: Paraphrase sentences to modify register (CO 7)

SLO 12: Write complex and compound sentences (CO 6)

SLO 13: determine whether a gerund or infinitive verb should be used with specific verbs (CO 5)

SLO 14: Write sentences using present perfect verbs (CO 2)

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Speaking sample

Writing sample

Grammar exam

Advanced Structure

Objectives and Outcomes

Program Curricular Goals

Program goals which are addressed most directly in this class are highlighted

1	Write an academic essay
2	Respond to common rhetorical modes
3	Write and speak using English grammatical structure
4	Demonstrate comprehension of texts and lectures on general academic topics
5	Infer meaning and use context clues to comprehend spoken and written English and identify rhetorical elements (i.e. tone, audience)
6	Use and understand academic level vocabulary
7	Give an academic presentation
8	Communicate orally and in written form in English in academic and social contexts
9	Present information orally and in written form
10	Paraphrase, summarize and synthesize information from a source

Course Learning Objectives

At the end of the class, in spoken and written English the learner will be able to demonstrate knowledge of purpose, form, and use of...

- CO 1: all English verb tenses and aspects
- CO 2: common irregular verbs in the past and past participle
- CO 3: a wide range of modals in all verb tenses
- CO 4: adjective, adverb, and noun clauses
- CO 5: gerunds and infinitives as the subject and object of a sentence
- CO 6: the passive voice
- CO 7: real and unreal conditionals
- CO 8: A variety of modifiers to articulate the description of nouns
- CO 9: Pronoun references for nouns
- CO 10: Dependent and independent clauses
- CO 11: formal and informal registers of North American English

Student Learning Outcomes

At the end of the lesson or unit, the learner will be able to...

- SLO1: create sentences using verbs in all times. (CO 1, 2)
- SLO 2: identify meaning and purpose of verbs in times. (CO 1,2)

- SLO 3: create sentences using verbs in all aspects. (CO 1,2)
- SLO 4: identify meaning and purpose of verbs in all aspects (CO 1,2)
- SLO 5: Create sentences using a wide range of modal verbs (CO 3)
- SLO 6: identify meaning and purpose of a wide range of modal verbs (CO 3)
- SLO 7: Create sentences using two or more of the following: adjective, adverb, and noun clauses (CO 4)
- SLO 8: Identify function and meaning of adjective, adverb and noun clauses (CO 5)
- SLO 9: Create sentences using coordinating conjunctions (CO 10)
- SLO 10: Create sentences using subordinating conjunctions (CO 10)
- SLO 11: Create sentences using all forms of relative clause (CO 4, 8)
Subject; Object; Identifying; Non-identifying; Possessive; That are object of a preposition;
- SLO 12: Create sentences with gerunds (CO 5)
In Subject and object
- SLO 13: Create sentences with infinitives (CO 5)
In subject and object
- SLO 14: Create sentences with dummy “it” subject and infinitive predicate (CLO 5)
- SLO 15: identify the purpose of the passive voice in a sentence (CO 6)
- SLO 16: Identify subject, object, and agent in active and passive sentences (CO 6)
- SLO 17: Create sentences which use the passive voice (CO 6)
- SLO 18: Differentiate between passive voice verb forms and adjective forms (CO 6)
- SLO 19: Create sentences which use the passive voice and incorporate modal verbs (CO 3, 6)
- SLO 20: Differentiate purpose and meaning of real and unreal conditional clauses (CO 7)
- SLO 21: Create sentences which use articles, determiners, noun phrase modifiers, and pronouns with nouns (CO 8, 9)
- SLO 22: Create sentences which use a variety of quantifiers (CO 8)
- SLO 23: Create sentences which use all common forms of pronouns (CO 9)
Personal, possessive, reflexive demonstrative

Assessment Guidelines

When a rubric is not used, assessment is based on the following:

0% to 69% = Does Not Meet Expectations

70% to 89% = Meets Expectations

90% to 100% = Exceeds Expectations

Assessment Devices

Final Exam

Writing Sample

Speaking Sample