



# CIEP Course Goals, Objectives, & Student Learning Outcomes

## READING LEVEL B

### Course Goal

Students will develop their competence in reading very short modified texts.

### Course Objective

Students will practice reading picture-based and simplified texts applying basic reading skills.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
Reading	<ol style="list-style-type: none"> <li>1. Read short, highly modified texts based on introduced grammar structures</li> <li>2. Read short, highly modified texts based on pictures</li> <li>3. Choose and produce (fill in the blank, match, write the word) answers based on the reading. Discern between true and false answers</li> </ol>
Reading Lab	<ol style="list-style-type: none"> <li>4. Translate vocabulary and definitions between L1 and English.</li> <li>5. Select and apply leveled vocabulary with correct spelling.</li> <li>6. Identify correct letter phonemes individually within the academic word list and within short sentences.</li> <li>7. Repeat definitions and apply vocabulary in sentences from the academic word list.</li> </ol>

## READING LEVEL 2

### Course Goal

Students will develop their competence reading simplified and highly modified texts in relation to academic topics.

### Course Objective

Students will practice specific skills, note basic concepts, and increase vocabulary.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
Critical Thinking Skills	<ol style="list-style-type: none"> <li>1. Identify true or false statements in relation to a text.</li> <li>2. Express opinions and ideas in relation to a simplified text.</li> <li>3. Locate the topic and controlling idea within a main idea.</li> <li>4. Select a main idea of an approximately 6-12 sentence paragraph.</li> <li>5. Identify the best comprehensive summary for a portion of a text.</li> <li>6. Relate subject and object pronouns to their referents.</li> <li>7. List supporting sentences and details in relation to a main idea of a paragraph.</li> </ol>

<b>Comprehension Organizers</b>	8. Extrapolate information from a map. 9. Sketch a mind map of the topic, main idea, supporting sentences/details, and conclusion of a text. 10. Create a visual representation of a text. 11. Extrapolate noun and/or verb phrases from a text and appropriately reiterate in notes. 12. Respond to prompts using notes from a text as a reference.
<b>Vocabulary</b>	13. Identify parts of a word entry in a dictionary (i.e., spelling, pronunciation, part of speech, definition). 14. Locate identifiers for vocabulary understanding in the text. 15. Select and apply leveled vocabulary with correct spelling. 16. Reproduce and apply word phrases appropriate to level. 17. Repeat definitions and apply vocabulary in sentences from the academic word list. 18. Modify, identify, and use words with affixes from leveled vocabulary list. 19. Identify and formulate key vocabulary and concepts.

## READING LEVEL 3

### Course Goal

Students will develop their competence reading modified texts in relation to academic topics.

### Course Objective

Students will practice critical thinking of basic concepts, note important concepts, and increase vocabulary.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Critical Thinking Skills</b>	Restate false statements so that they are true based on a text. 1. Justify choice of true statements in relation to a text. 2. Identify factual or opinionated statements in relation to a text. 3. Express opinions and ideas in relation to a modified text. 4. Relate determiners to their referents. 5. Predict further information based upon a text. 6. Identify signal words for sequence of events. 7. Analyze data from a graph. 8. Select main ideas of multi-paragraphed texts. 9. Explain the selection of a comprehensive summary of a text.
<b>Comprehension Organizers</b>	10. Extrapolate the topic, main idea, supporting sentences/details, and conclusion of a text and sketch a mind map. 11. Create an appropriate visual representation of a text. 12. Differentiate between cause and effect in a graphic organizer. 13. Construct a mind map diagram to compare and contrast ideas from a text. 14. Trace events of a text in a graph organizer. 15. Underline/highlight important concepts in a text. 16. Respond to prompts using graphic organizers from a text as a reference. 17. Select and reiterate appropriately spelled vocabulary words from a text.
<b>Vocabulary</b>	18. Select and apply leveled vocabulary with correct spelling.

19. Select the appropriate definition of a word from a dictionary using context clues.
20. Reproduce and apply word phrases appropriate to level.
21. Modify, identify, and use words with affixes from leveled vocabulary list.
22. Repeat definitions and apply vocabulary in sentences from the academic word list.
23. Identify and formulate key vocabulary and concepts.

## READING LEVEL 4

### Course Goal

Students will develop their competence reading slightly modified texts in relation to academic topics as well as develop introductory research skills.

### Course Objective

Students will practice critical thinking skills, noting details, and acquiring vocabulary from texts and practice general research techniques.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Critical Thinking Skills</b>	<ol style="list-style-type: none"> <li>1. Produce true or false statements in relation to a text.</li> <li>2. Produce fact or opinion statements in relation to a text.</li> <li>3. Critically analyze and provide thoughts and opinions of a text.</li> <li>4. Summarize and paraphrase main ideas, supporting sentences, and conclusion</li> <li>5. Interpret the main idea from paragraphs and whole articles.</li> <li>6. Relate critical ideas to topic and main idea.</li> <li>7. Paraphrase main ideas from a text.</li> <li>8. Point out facts from a text which support an author's opinion.</li> <li>9. Identify an inference of the author's meaning from a text.</li> <li>10. Support an inference using information from a text.</li> <li>11. Organize a chain of events in a flow chart based upon a text.</li> <li>12. Analyze data from charts and graphs.</li> </ol>
<b>Comprehension Organizers</b>	<ol style="list-style-type: none"> <li>13. Annotate and/or margin gloss important concepts in a text.</li> <li>14. Outline main idea, supporting sentences and details, and conclusion of a text.</li> <li>15. Diagram cause and effects based upon a text.</li> <li>16. Categorize support for main ideas based upon a text.</li> <li>17. Respond to prompts using graphic organizers or notes from a text as a reference.</li> <li>18. Apply appropriate symbols and abbreviations of vocabulary words used in a text.</li> <li>19. Select and reiterate appropriately spelled vocabulary words from a text.</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>20. Select and apply leveled vocabulary with correct spelling.</li> <li>21. Select the appropriate definition of a word from a dictionary using context clues.</li> <li>22. Modify leveled vocabulary words with appropriate affixes.</li> <li>23. Reproduce and apply word phrases appropriate to level.</li> </ol>
<b>Weekly Academic Reading</b>	<ol style="list-style-type: none"> <li>24. Produce original work relating to the assigned topic.</li> <li>25. Provide support and details to demonstrate research method.</li> <li>26. Analyze research methods.</li> </ol>

27. Propose modifications to research method for future use.
28. Evaluate sources for reliability.
29. Predict usefulness of research method for future academic study.
30. Relate critical ideas to topic and main idea.

## READING LEVEL 5

### Course Goal

Students will develop their competence reading adapted academic texts and develop understanding of academic texts.

### Course Objective

Students will practice expanding critical thinking and reading skills on important concepts from texts as well as practice general reading skills applied to specific academic texts while conducting basic research skills.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Critical Thinking Skills</b>	<ol style="list-style-type: none"> <li>1. Integrate paraphrasing of main ideas and important supporting sentences to create a summary of a text.</li> <li>2. Paraphrase main ideas, supporting sentences, and conclusion based upon a text.</li> <li>3. Generate an inference from paragraphs of a text.</li> <li>4. Paraphrase support to analyze concepts of an inference.</li> <li>5. Differentiate concepts from the text.</li> <li>6. Relate topics and concepts from text to personal experiences.</li> <li>7. Predict concepts not provided in the text.</li> <li>8. Determine meaning of content from transitions used within the text.</li> <li>9. Integrate concepts from various texts relating to a similar topic.</li> <li>10. Inspect text organization and links between paragraphs.</li> </ol>
<b>Comprehension Organizers</b>	<ol style="list-style-type: none"> <li>11. Construct notes identifying main ideas, supporting sentences and details, and conclusion of a text.</li> <li>12. Construct cause and effect relationships within a concept map.</li> <li>13. Rank supporting details (i.e. continuum).</li> <li>14. Diagram problems and solutions from a text.</li> <li>15. Respond to prompts using notes from a text as a reference.</li> <li>16. Apply appropriate symbols and abbreviations of vocabulary words used in a text.</li> </ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"> <li>17. Select and apply leveled vocabulary with correct spelling.</li> <li>18. Modify leveled vocabulary words with appropriate affixes.</li> </ol>
<b>Weekly Academic Reading</b>	<ol style="list-style-type: none"> <li>19. Produce original work relating to the assigned topic using correct paraphrasing skills.</li> <li>20. Compile appropriate material related to assignment topic.</li> <li>21. Formulate response of own knowledge and experiences in relation to research material.</li> <li>22. Predict usefulness of research method for future academic study.</li> <li>23. Relate critical ideas to topic and main idea.</li> <li>24. Analyze the structure of academic articles and textbook chapters.</li> <li>25. Extrapolate important information from text and graphics of academic articles and textbook chapters.</li> </ol>

# READING LEVEL 6

## Course Goal

Students will develop their competence reading slightly adapted academic texts and develop research skills related to class topics.

## Course Objective

Students will practice critical thinking and reading skills of texts and conduct individual research.

## Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Critical Thinking Skills</b>	<ol style="list-style-type: none"><li>1. Formulate and paraphrase a summary of a text.</li><li>2. Debate an inference based upon a text.</li><li>3. Identify problems from a text and compile personal solutions.</li><li>4. Analyze data from a table.</li><li>5. Determine cause and effect concepts from transitions used within the text.</li><li>6. Read texts written in passive voice to analyze the concept.</li><li>7. Evaluate point of view relating to concepts given in a text.</li><li>8. Identify a thesis of a text.</li><li>9. Generate an inference from paragraphs of a topic.</li><li>10. Paraphrase support to analyze concepts of a topic.</li><li>11. Integrate real world issues to class topics.</li></ol>
<b>Comprehension Organizers</b>	<ol style="list-style-type: none"><li>12. Construct notes or graphic organizers identifying main ideas, supporting sentences and details, and conclusion of a text.</li><li>13. Classify information in a tree diagram.</li><li>14. Construct charts, graphs, and/or tables of data given in a text.</li><li>15. Sketch and label a diagram based upon a text.</li><li>16. Respond to prompts using graphic organizers or notes from a text as a reference.</li><li>17. Apply appropriate symbols and abbreviations of vocabulary words used in a text.</li></ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"><li>18. Compare and contrast meaning of words.</li><li>19. Select and apply level appropriate vocabulary with correct spelling.</li><li>20. Modify leveled vocabulary words with appropriate affixes.</li></ol>
<b>Weekly Academic Reading</b>	<ol style="list-style-type: none"><li>21. Produce original work relating to the assigned topic using correct paraphrasing skills.</li><li>22. Summarize and paraphrase main ideas and supporting sentences based upon research material.</li><li>23. Formulate response of own knowledge and experiences in relation to research material.</li><li>24. Evaluate research method and acquired knowledge.</li><li>25. Relate critical ideas to topic and main idea.</li><li>26. Formulate response of own knowledge and experiences in relation to research material.</li></ol>

# READING LEVEL 7

## Course Goal

Students will develop their competence for successfully approaching and comprehending academic reading texts.

## Course Objective

Students will practice taking graphically organized notes based on academic texts, critically responding, and researching academic topics.

## Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Critical Thinking Skills</b>	<ol style="list-style-type: none"><li>1. Produce original work relating to the assigned topic using correct paraphrasing skills.</li><li>2. Summarize an academic text.</li><li>3. Originate longer responses to answer questions about concepts from an academic text.</li><li>4. Respond using enough support to clearly demonstrate understanding of the material.</li><li>5. Formulate short answers to questions based upon a text.</li><li>6. Compare and contrast concepts from an academic text or topic.</li><li>7. Discuss and criticize concepts from an academic text.</li><li>8. Enumerate and list concepts from an academic text.</li><li>9. Illustrate concepts from an academic text.</li><li>10. Interpret concepts from an academic text.</li><li>11. Relate concepts within an academic text or topic.</li><li>12. Prove concepts in relation to an academic text.</li><li>13. Analyze and evaluate concepts from an academic text.</li><li>14. Justify responses to an academic text.</li><li>15. Trace chronological concepts from an academic text.</li><li>16. Present solutions to concepts from an academic text.</li></ol>
<b>Comprehension Organizers</b>	<ol style="list-style-type: none"><li>17. Categorize concepts from an academic reading into a co-construct format.</li><li>18. Respond to prompts using graphic organizers or notes from a text as a reference.</li><li>19. Apply appropriate symbols and abbreviations of vocabulary words used in a text.</li><li>20. Extrapolate main ideas from a text and appropriately reiterate in notes.</li><li>21. Extrapolate supporting ideas and details from a text and appropriately reiterate in notes.</li><li>22. Diagram concepts from an academic text.</li></ol>
<b>Vocabulary</b>	<ol style="list-style-type: none"><li>23. Select and apply topic appropriate academic vocabulary with correct spelling.</li></ol>
<b>Weekly Academic Reading</b>	<ol style="list-style-type: none"><li>24. Summarize and paraphrase main ideas and supporting sentences based on academic and scholarly resources.</li><li>25. Construct an annotated bibliography for academic and scholarly resources.</li></ol>

## LISTENING & SPEAKING LEVEL B

### Course Goal

Students will learn the fundamental skills in English which students need for everyday life and survival in the US.

### Course Objective

Through intensive practice and strategy instruction, students in this course will listen to recorded simple conversations and slow speech about survival/everyday topics, work on reciting the alphabet, cardinal numbers and articulating long and short vowels and consonant blends, study and practice foundational grammar points, recitation and spelling of target vocabulary, and learn appropriate intonation patterns, reductions, and contractions in speaking.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
Listening & Speaking	<ol style="list-style-type: none"><li>1. Recite the alphabet</li><li>2. Recognize and recite cardinal numbers</li><li>3. Recognize and pronounce all consonant, blended, and long &amp; short vowel sounds</li><li>4. Respond in short and complete sentences to a variety of prompts (e.g. yes/no questions, ordering food, talking to a doctor, describing the weather, telling the day and date, etc.)</li><li>5. Recognize and use rising intonation for yes/no questions</li><li>6. Use falling intonation for statements and wh-questions</li></ol>

## LISTENING & SPEAKING LEVEL 2

### Course Goal

Students will develop fluency and accuracy in speaking and utilize strategies for everyday life and survival in the US.

### Course Objective

Through intensive practice and strategy instruction, students in this course will listen to recorded simple conversations and slow speech about everyday topics, work on spelling and pronouncing target vocabulary and learning and using level-appropriate grammar, and work on appropriate pronunciation, intonation patterns, reductions, and contractions in speaking.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
Listening and Speaking	Demonstrate comprehension of very short recorded conversations consisting of simple and slow speech about everyday topics

	<ol style="list-style-type: none"> <li>1. Apply listening strategies such as comprehending main ideas and details, basic cues to organization, numbers and basic stress/intonation.</li> <li>2. Identify vocabulary relating to survival/everyday topics in the US</li> <li>3. Identify, articulate and spell common sight words and vocabulary from text</li> <li>4. Identify and write stressed words and reductions from a taped lecture/dialog appropriate to the level of instruction</li> <li>5. Discriminate between short and long vowel sounds</li> <li>6. Apply and use a variety of language functions including daily functions of living, social conversation, giving personal information</li> <li>7. Apply basic grammar structures in a spoken context at the level of instruction</li> </ol>
<b>Pronunciation</b>	<ol style="list-style-type: none"> <li>8. Use appropriate intonation patterns in speaking (e.g. sentence endings, rising intonation for questions)</li> <li>9. Stress words correctly (stressed content words, unstressed non-content words) appropriately to the level of instruction</li> <li>10. Articulate and distinguish between long and short vowel sounds</li> <li>11. Pronounce reductions, contractions, and linking</li> </ol>

## LISTENING & SPEAKING LEVEL 3

### Course Goal

Students will develop fluency and accuracy in speaking and apply strategies for comprehending short spoken passages on familiar topics.

### Course Objective

Through intensive practice and strategy instruction, students in this course will note stressed words and listen for important structure of meaning in short, highly modified recorded discourse, learn a variety of everyday listening and speaking strategies, work on pronouncing target academic vocabulary and spoken discourse, discuss the content of the talks or conversations, and work on a variety of pronunciation techniques

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Listening and Speaking</b>	<ol style="list-style-type: none"> <li>1. Demonstrate comprehension of short recorded conversations consisting of modified, slow speech about everyday topics</li> <li>2. Recognize main ideas and details of a highly modified recorded conversation</li> <li>3. Identify and write stressed words and reductions from a taped lecture/dialog</li> <li>4. Discriminate between short and long vowel sounds</li> <li>5. Recognize past tense -ed, third person singular -s, and plural -s endings</li> </ol>

	<ol style="list-style-type: none"> <li>6. Ask and respond to different types of questions</li> <li>7. Communicate intelligibly when addressing basic functions of spoken English.</li> <li>8. Demonstrate ability to discuss essential topics</li> <li>9. Conduct an interview with possible follow-up questions</li> <li>10. Apply grammar structures in a spoken context at the level of instruction</li> </ol>
<b>Pronunciation</b>	<ol style="list-style-type: none"> <li>11. Use appropriate intonation patterns in speaking (e.g. sentence endings, rising intonation for questions)</li> <li>12. Stress words correctly (stressed content words, unstressed non-content words)</li> <li>13. Articulate and distinguish between long and short vowel sounds</li> <li>14. Pronounce reductions, contractions, and linking</li> <li>15. Produce past tense -ed, third person singular -s, and plural -s endings</li> </ol>

## LISTENING & SPEAKING LEVEL 4

### Course Goal

Students will learn and apply the foundational skills and strategies of a successful academic listener and speaker.

### Course Objective

Through intensive practice and strategy instruction, students in this course will take organized notes from and discuss content of short, highly modified academic lectures and talks, write about and reflect on the lecture and related readings as well as co-curricular activities, work on listening for important lecture structure and cues to meaning, and work on proper pronunciation of target academic vocabulary and essential word endings.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Listening and Speaking</b>	<ol style="list-style-type: none"> <li>1. Take guided written lecture notes of a highly modified academic lecture (up to 10 minutes) on a general education topic</li> <li>2. Recognize basic organizational patterns of lectures with identification of main and supporting ideas</li> <li>3. Note and express quantities containing numbers</li> <li>4. Numerical information</li> <li>5. Listen for appropriate word stress, intonation and reductions</li> <li>6. Distinguish rising and falling intonation (statements and all types of questions)</li> <li>7. Comprehend expressions and gestures that professors use to convey important information</li> <li>8. Take dictation of sentences related to general academic topics</li> <li>9. Ask and answer questions about academic topics</li> <li>10. Participate in classroom discussions</li> <li>11. Prepare simple oral presentations on familiar topics (e.g., comparison, classification, process) following a standard organizational pattern – <i>time, length</i></li> <li>12. Relate the contents of a textbook to personal experience</li> <li>13. Draw conclusions considering facts presented in a lecture</li> </ol>

	<ul style="list-style-type: none"> <li>14. Retell a lecture to demonstrate comprehension</li> <li>15. Apply grammar structures in a spoken context at the level of instruction</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>16. Use appropriate intonation patterns in speaking (e.g. sentence endings, rising intonation for questions)</li> <li>17. Stress words correctly (stressed content words, unstressed non-content words)</li> <li>18. Use rising and falling intonation according to the type of utterance (statements and all question types)</li> </ul>

## LISTENING & SPEAKING LEVEL 5

### Course Goal

Students will learn and apply the foundational skills and strategies of a successful academic listener and speaker.

### Course Objective

Through intensive practice and strategy instruction, students in this course will take organized notes from and discuss content of short, modified academic lectures and talks, write about and critically reflect on the lecture and related readings as well as co-curricular activities, work on listening for important indicators of and cues to meaning, and work on proper pronunciation of target academic vocabulary and essential word endings.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>1. Take guided hand written lecture notes of a somewhat modified academic lecture on a general education topic (up to 15 minutes)</li> <li>2. Recognize basic organizational patterns (outline) of lectures with identification of main and supporting ideas</li> <li>3. Utilize note-taking techniques (using abbreviations and symbols, noting numerical information and definitions)</li> <li>4. Identify key vocabulary with proper syllable and word stress</li> <li>5. Recognize verbal and nonverbal cues used to convey important information (teacher talk)</li> <li>6. Relate the contents of a lecture to personal experience</li> <li>7. Draw conclusions considering facts presented in a lecture</li> <li>8. Ask and answer questions (clear, relevant responses) on general academic topics</li> <li>9. Participate in classroom discussions in appropriate manner (forms of address, interruption, agreeing and disagreeing)</li> <li>10. Express quantities containing numbers and alphanumeric information correctly</li> <li>11. Summarize a lecture using notes</li> <li>12. Interpret information from a graphic organizer</li> <li>13. Ask key questions to evaluate information critically</li> <li>14. Apply grammar structures in a spoken context at the level of instruction</li> </ul>

<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>15. Use appropriate intonation patterns in speaking (e.g. sentence endings, rising intonation for questions)</li> <li>16. Stress words correctly most of the time (stressed content words, unstressed non-content words, syllable stress)</li> <li>17. Pronounce key vocabulary with proper syllable and word stress and numbers with fractions and decimals</li> </ul>

## LISTENING & SPEAKING LEVEL 6

### Course Goal

Students will apply the skills and strategies of a successful academic listener and speaker in order to critically listen to and interact with modified academic lecture content.

### Course Objective

Through intensive practice and strategy instruction, students in this course will take organized notes from and discuss the content of short, slightly modified academic lectures and talks, write about and critically reflect on the lecture, related readings as well as co-curricular activities, and work on listening for important indicators of meaning.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Listening and Speaking</b>	<ul style="list-style-type: none"> <li>1. Take hand written lecture notes of a minimally modified academic lecture on a general education topic (up to one hour)</li> <li>2. Utilize basic organizational patterns (outline) of lectures with identification of main and supporting ideas</li> <li>3. Utilize note-taking techniques (using abbreviations, symbols, noting numerical information, indentation)</li> <li>4. Identify key vocabulary with proper syllable and word stress</li> <li>5. Recognize verbal and nonverbal cues used to convey important information (teacher talk)</li> <li>6. Ask and answer questions (clear, relevant responses) on general academic topics</li> <li>7. Discuss topics with fellow students in appropriate manner (forms of address, interruption, agreeing and disagreeing)</li> <li>8. Summarize a lecture using notes</li> <li>9. Interpret information from a graphic organizer (e.g. table, chart)</li> <li>10. Synthesize information from a variety of sources</li> <li>11. Draw conclusions considering facts presented in a lecture</li> <li>12. Apply basic grammar structures in a spoken context at the level of instruction</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>13. Use appropriate intonation and stress patterns in speaking (e.g. sentence endings, rising intonation for questions, inquisitives and voiced/voiceless stress.</li> <li>14. Stress words correctly (stressed content words, unstressed non-content words)</li> </ul>

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|  | 15. Pronounce key vocabulary with proper syllable and word stress and numbers with fractions and decimals |
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## LISTENING & SPEAKING LEVEL 7

### Course Goal

Students will apply the skills and strategies of a successful academic listener and speaker in order to critically listen to and interact with authentic lecture content.

### Course Objective

Through intensive practice and strategy application, students in this course will take organized notes from and discuss content of authentic academic lectures and listening passages and write about and critically reflect on related readings.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Listening and Speaking</b>	<ol style="list-style-type: none"> <li>1. Take guided hand written lecture notes of unmodified academic lecture on topics related to US culture and history (up to one hour)</li> <li>2. Utilize basic organizational patterns (outline) of lectures with identification of main and supporting ideas</li> <li>3. Utilize note-taking techniques (using abbreviations and symbols, noting numerical information, paraphrase, indentation)</li> <li>4. Describe, list and explain key processes as related to topics in US history and culture and assess how historical events have converged to develop a distinctive character of US society and its people</li> <li>5. Make inferences on how basic American values impact academic culture</li> <li>6. Analyze, classify, compare and contrast aspects of American culture with another culture</li> <li>7. Participate in classroom discussions in appropriate manner (forms of address, interruption, agreeing and disagreeing)</li> <li>8. Synthesize information from a variety of sources</li> <li>9. Ask and answer questions (clear, relevant responses) that demonstrate ability to analyze the information critically</li> <li>10. Prepare a simple oral presentation following a standard organizational pattern (5-10 minutes) on topics discussed in class</li> <li>11. Apply advanced grammar structures in a spoken context at the level of instruction</li> </ol>
<b>Pronunciation</b>	<ol style="list-style-type: none"> <li>12. Use appropriate intonation and stress patterns in speaking (e.g. sentence endings, rising intonation for questions, inquisitives and voiced/voiceless stress.</li> <li>13. Stress words correctly (stressed content words, unstressed non-content words)</li> </ol>


## WRITING LEVEL B

### Course Goal

Students will develop their proficiency from spelling words correctly to writing basic, grammatically-correct sentences.

### Course Objective

Students will practice spelling vocabulary correctly and writing simple present and present progressive sentences on a number of pre-academic topics.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Writing</b>	<ol style="list-style-type: none"> <li>1. Use the appropriate side of the paper</li> <li>2. Write on the lines</li> <li>3. Observe the margins</li> <li>4. Write legibly, erase cleanly, turn in neat assignments</li> <li>5. Produce several related simple sentences in the present and present progressive tenses</li> <li>6. Use capital and lower-case letters appropriately</li> <li>7. Fill out a form with personal information</li> <li>8. Describe a picture using very simple S-V-O sentences</li> </ol>
<b>Grammar</b>	<ol style="list-style-type: none"> <li>9. Fill in a subject pronoun chart</li> <li>10. Fill in a chart for the verb TO BE</li> <li>11. Fill in a chart for the verb TO HAVE</li> <li>12. Match subject pronouns with possessive pronouns</li> <li>13. Unscramble and place words in S-V-O order</li> </ol>

## WRITING LEVEL 2

### Course Goal

Students will progress from writing and organizing unified sentences to simple paragraphs in different rhetorical styles.

### Course Objective

Students will practice the process approach to writing paragraphs using proper mechanics and formatting organized around a topic sentence with a controlling idea, and increase fluency through weekly journal assignments.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Content &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Write a group of unified sentences about one topic (in preparation for writing a paragraph)</li> <li>2. Write a unified paragraph organized around a clear topic</li> <li>3. Write a simple topic sentence to begin a paragraph</li> <li>4. Write a simple paragraph in several rhetorical styles</li> <li>5. Use details and examples to support the simple topic sentence</li> </ol>
<b>Process Approach</b>	<ol style="list-style-type: none"> <li>6. Edit his/her own work</li> <li>7. Write multiple drafts to generate a successful text</li> <li>8. Recognize complete sentences and avoid fragments</li> </ol>
<b>Mechanics &amp; Formatting</b>	<ol style="list-style-type: none"> <li>9. Use correct and accepted conventions of formatting in hand-written and word-processed texts: write on the line, use margins, use correct side of the paper, write a name, skip every other line, and indent</li> <li>10. Use correct capitalization, punctuation and spelling most of the time</li> </ol>
<b>Fluency &amp; Integration</b>	<ol style="list-style-type: none"> <li>11. Use appropriate vocabulary and word forms for the assignment</li> <li>12. Write more fluently by completing journals that increase in length and complexity (from 6 to 9 word-processed lines by the end of the course, or 114-170 words)</li> <li>13. Use grammatical structures appropriate to the rhetorical style of the writing assignment (simple past for narrative, adjectives for descriptions, etc.)</li> </ol>
<p><b>Write original sentences with grammar structures taught in previous levels.</b></p>	<ol style="list-style-type: none"> <li>14. 14. S + V + O sentence order</li> <li>15. <i>Be</i> and <i>have</i></li> <li>16. <i>Wh</i>- questions with <i>Be</i></li> <li>17. <i>There is... / There are....</i></li> </ol> <p>Present progressive with <i>right now</i></p>

## WRITING LEVEL 3

### Course Goal

Students will develop writing skills that emphasize all elements of simple paragraph development in different rhetorical styles.

### Course Objective

Students will apply the process approach to writing paragraphs while integrating proper mechanics and formatting organized around a topic sentence with a controlling idea and a simple conclusion as well as improve fluency through weekly journal assignments.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Content &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Write a unified paragraph organized around a clear topic</li> </ol>

	<ol style="list-style-type: none"> <li>Write a basic topic sentence with a controlling idea to begin a paragraph</li> <li>Write a simple paragraph in several rhetorical styles</li> <li>Use details and examples to support the topic sentence</li> <li>Write a simple sentence that signals a conclusion in the paragraph</li> </ol>
<b>Process Approach</b>	<ol style="list-style-type: none"> <li>Organize a paragraph with an outline or other graphic organizer</li> <li>Edit his/her own work</li> <li>Write multiple drafts to generate a successful text</li> <li>Recognize complete sentences</li> <li>Recognize and avoid fragments and run-on sentences</li> </ol>
<b>Mechanics &amp; Formatting</b>	<ol style="list-style-type: none"> <li>Use correct and accepted conventions of formatting in hand-written and word-processed texts: write on the line, use margins, use correct side of the paper, write a name, skip every other line, and indent</li> <li>Use correct capitalization, punctuation and spelling most of the time</li> </ol>
<b>Fluency &amp; Integration</b>	<ol style="list-style-type: none"> <li>Use appropriate vocabulary and word forms</li> <li>Write more fluently by completing journals that increase in length and complexity (from 10 to 13 word-processed lines by the end of the course, or 190-244 words).</li> <li>Use grammatical structures appropriate to the rhetorical style of the writing (simple past for narrative, adjectives for descriptions, etc.)</li> </ol>
<b>Write original sentences with grammar structures taught in previous levels.</b>	Refer to Writing 2 Student Learning Outcomes.
<b>Grammar structures in this level</b>	<ol style="list-style-type: none"> <li>Identify and produce correct original sentences using the following structures: Distinguishing between the simple present vs. the present progressive in all of their forms; the simple past with "be" and other verbs (regular and irregular in all of their forms; future with <i>be going to</i> and <i>will</i> in all their forms; modals to express ability, permission, advice, request, necessity, and suggestion (<i>Let's...</i>); imperatives; quantifiers (<i>Very and too</i>); articles; adverbs of frequency; count and non-count nouns; questions with <i>Whose</i>; the comparative; adverbs of manner; the superlative</li> <li>Recognize and correct usage errors.</li> </ol>

## WRITING LEVEL 4

### Course Goal

Students will develop writing and critical thinking skills that emphasize all elements of paragraph development in different rhetorical styles.

### Course Objective

Students will apply the process approach to writing paragraphs integrating proper mechanics and formatting organized around a topic sentence with a controlling idea and concluding sentences, improve critical thinking skills by developing and supporting arguments and opinions, and expand fluency through weekly journals.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

**Skill Area**

**Student Learning Outcomes**

<b>Content &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Write a unified paragraph organized around a clear topic</li> <li>2. Write a clear topic sentence with a controlling idea to begin a paragraph</li> <li>3. Write a paragraph in several rhetorical styles</li> <li>4. Use details and examples to support the topic sentence</li> <li>5. Write an appropriate concluding sentence</li> <li>6. Use appropriate transition signals and pronouns to produce a coherent text</li> <li>7. Organize a paragraph with a standard outline</li> <li>8. Avoid verbatim copying from sources (plagiarizing)</li> </ol>
<b>Process Approach</b>	<ol style="list-style-type: none"> <li>9. Organize a paragraph with an outline or other graphic organizer</li> <li>10. Edit his/her own work</li> <li>11. Write multiple drafts to generate a successful text</li> <li>12. Recognize and avoid fragments, run-on sentences, and comma splices</li> </ol>
<b>Mechanics &amp; Formatting</b>	<ol style="list-style-type: none"> <li>13. Use correct and accepted conventions of formatting in hand-written and word-processed texts: write on the line, use margins, use correct side of the paper, write a name, skip every other line, and indent</li> <li>14. Use correct capitalization, punctuation and spelling most of the time</li> </ol>
<b>Fluency &amp; Integration</b>	<ol style="list-style-type: none"> <li>15. Use appropriate vocabulary and word forms</li> <li>16. Write more fluently by completing journals that increase in length and complexity (from 14 to 17 word-processed lines by the end of the course, or 266-320 words)</li> <li>17. Use grammatical structures appropriate to the rhetorical style of the writing (simple past for narrative, adjectives for descriptions, etc.)</li> </ol>
<b>Write original sentences with grammar structures taught in previous levels.</b>	Refer to Writing 3 outcomes.
<b>Grammar structures in this level</b>	<ol style="list-style-type: none"> <li>18. Identify and produce correct original sentences using the following structures: The simple past; <i>Used to</i> and <i>Would</i>; The simple present and the present progressive to express future time; past progressive; time clauses (past and future – when, as soon as, while, before, after); the present perfect and the present perfect progressive in all their forms and meanings; nouns and quantifiers; articles; gerunds and infinitives in their forms; modals to express (future possibility, necessity, lack of necessity, prohibition, logical conclusions, and expectations, be supposed to); adjectives and adverbs (Level 5 outcome met in Level 4 text); reflexive and reciprocal pronouns; phrasal verbs; coordinating conjunctions (Level 6 outcome met with Level 4 text)</li> <li>19. Recognize and correct usage errors.</li> </ol>

## WRITING LEVEL 5

### Course Goal

Students will expand writing and critical thinking skills through four-paragraph essays in different rhetorical styles.

### Course Objective

Students will apply the process approach to practice writing paragraphs and short essays integrating proper mechanics and formatting organized with a funnel introduction and thesis, supporting body paragraphs and a conclusion paragraph. They will also improve their critical thinking skills by developing and supporting arguments and opinions, and increase fluency through weekly journals.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Content &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Write unified paragraphs and essays organized around a clear topic</li> <li>2. Organize paragraphs and essays with a standard outline</li> <li>3. Use details and examples to support the topic sentence or thesis statement</li> <li>4. Write a clear topic sentence with a controlling idea to begin a one-paragraph composition and a corresponding concluding sentence to finish the paragraph</li> <li>5. Write funnel introductions</li> <li>6. Write a clear thesis statement with a controlling idea at the end of an introductory paragraph in an essay</li> <li>7. Write concluding paragraphs appropriate to the rhetorical style of the essay: transition signal, restatement and/or summary, and final thought and/or implications</li> <li>8. Use appropriate transition signals and pronouns to produce a coherent text</li> <li>9. Avoid verbatim copying from sources (plagiarizing)</li> <li>10. Cite at least one outside source per essay to add relevant supporting details either by quoting or paraphrasing</li> </ol>
<b>Process Approach</b>	<ol style="list-style-type: none"> <li>11. Organize a paragraph or an essay with an outline or other graphic organizer</li> <li>12. Edit his/her own work</li> <li>13. Write multiple drafts to generate a successful text</li> <li>14. Recognize and avoid fragments, run-on sentences, and comma splices</li> </ol>
<b>Mechanics &amp; Formatting</b>	<ol style="list-style-type: none"> <li>15. Use correct and accepted conventions of formatting in hand-written and word-processed texts: write on the line, use margins, use correct side of the paper, write a name, skip every other line, and indent</li> <li>16. Use correct capitalization, punctuation and spelling most of the time</li> </ol>
<b>Fluency &amp; Integration</b>	<ol style="list-style-type: none"> <li>17. Use appropriate vocabulary and word forms</li> <li>18. Write more fluently by completing journals that increase in length and complexity (from 18 to 21 word-processed lines by the end of the course, or 343-401 words).</li> <li>19. Use grammatical structures appropriate to the rhetorical style of the writing (simple past for narrative, adjectives for descriptions, etc.)</li> </ol>
<b>Write original sentences with grammar structures taught in previous levels.</b>	Refer to Writing 4 outcomes.
<b>Grammar structures in this level</b>	<ol style="list-style-type: none"> <li>20. Identify and produce correct original sentences using the following structures: The present perfect and the present perfect progressive; the present perfect vs. the simple past; the future and future progressive; the past perfect and the past perfect progressive in all their forms; the passive in all its forms and the passive causative; reported speech; indirect speech (moved down from Writing 6); noun clauses with questions (embedded questions); noun clauses – question words followed by infinitives (embedded questions); adjective clauses: subjects and objects; additions and responses: <i>So, Too, Neither, Not either, and But</i>; phrasal verbs: separable and inseparable; modals: advisability in the past and speculations and conclusions in the past</li> <li>21. Recognize and correct usage errors.</li> </ol>

## WRITING LEVEL 6

### Course Goal

Students will advance their writing, critical thinking, and research skills through five-paragraph essays in different rhetorical styles, and summaries of academic tests.

## Course Objective

Students will employ the process approach to practice writing essays integrating proper mechanics and formatting along with a more refined funnel introduction with thesis, supporting body paragraphs, a unified concluding paragraph, and properly-cited outside sources. Students will also practice writing summaries of researched academic articles, improve critical thinking skills by developing and supporting arguments and opinions, and expand fluency through weekly journals.

## Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Content &amp; Organization</b>	<ol style="list-style-type: none"> <li>1. Write 5-paragraph essays in several rhetorical styles</li> <li>2. Write unified body paragraphs and essays organized around a clear topic (Unity)</li> <li>3. Write paragraphs with clear topic sentences and controlling ideas</li> <li>4. Organize body paragraphs and essays with a standard outline</li> <li>5. Use details and examples to support the topic sentence or thesis statement</li> <li>6. Write funnel introductions with an attention-getting device</li> <li>7. Write a clear thesis statement with a controlling idea at the end of an introductory paragraph in an essay</li> <li>8. Write concluding paragraphs appropriate to the rhetorical style of the essay: transition signal, restatement and/or summary, and final thought and/or implications</li> <li>9. Use appropriate transition signals and pronouns to produce a coherent text</li> <li>10. Cite outside sources to add relevant supporting details either by quoting or paraphrasing</li> <li>11. Avoid verbatim copying from sources (plagiarizing)</li> <li>12. Write a summary</li> </ol>
<b>Process Approach</b>	<ol style="list-style-type: none"> <li>13. Organize an essay with an outline or other graphic organizer</li> <li>14. Edit his/her own work</li> <li>15. Write multiple drafts to generate a successful text</li> <li>16. Recognize and avoid fragments, run-on sentences, and comma splices</li> </ol>
<b>Mechanics &amp; Formatting</b>	<ol style="list-style-type: none"> <li>17. Use correct and accepted conventions of formatting in hand-written and word-processed texts: write on the line, use margins, use correct side of the paper, write a name, skip every other line, and indent</li> <li>18. Use correct capitalization, punctuation and spelling most of the time</li> </ol>
<b>Fluency, Integration, and Reflection</b>	<ol style="list-style-type: none"> <li>19. Use appropriate vocabulary and word forms</li> <li>20. Write more fluently by completing journals that increase in length and complexity (from 22 to 25 word-processed lines by the end of the course, or 418-476 words)</li> <li>21. Write reflectively through journaling</li> <li>22. Write essay answers through journaling</li> <li>23. Use grammatical structures appropriate to the rhetorical style of the writing (simple past for narrative, adjectives for descriptions, etc.)</li> </ol>
<b>Write original sentences with grammar structures taught in previous levels.</b>	Refer to Writing 5 outcomes.

<b>Grammar structures in this level</b>	<p>24. Identify and produce correct original sentences using the following structures: Noun clauses; quoted and reported speech (direct and indirect with correct punctuation); subjunctive; parallel structure; (Supplement from... Azar?) <i>Neither ...nor; Either... or, Not only... but also</i>, and <i>Both ... and; -ever</i> words; adjective clauses (with a relative pronoun) and phrases (without a relative pronoun); adverbs for sentence focus and negative adverbs; adverb clauses, adverb phrases and all their forms; connectives to express cause/effect, conditions and contrast; conditional sentences and wishes, real and unreal; nouns as modifiers; the passive to describe situations and report opinions (good for research)</p> <p>25. Recognize and correct usage errors.</p>
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## WRITING LEVEL 7

### Course Goal

Students will advance their writing, critical thinking, and research skills through summaries, a research-based paper on general education topics, and an oral presentation on their research process.

### Course Objective

Students will employ the process approach to practice writing summaries of academic articles with reflections and a research paper with proper APA formatting. They will improve their critical thinking skills by developing and supporting arguments and opinions with academic sources obtained through library research skills, and an oral presentation of the final research paper assignment.

### Student Learning Outcomes

By the end of the course, the student will demonstrate the following skills at 73% accuracy.

Skill Area	Student Learning Outcomes
<b>Summary-reflection papers</b>	<ol style="list-style-type: none"> <li>1. Summarize a research-based <i>quantitative</i> journal article and integrate ideas gleaned from the article with personal opinion and/or experience in order to reflect on them</li> <li>2. Summarize a research-based <i>qualitative</i> journal article independently and integrate ideas gleaned from the article with personal opinion and/or experience in order to reflect on them</li> <li>3. Identify the structure of a research based journal article (e.g., abstract, references, discussion...)</li> <li>4. Cite the article being summarized in the text of the summary</li> </ol>
<b>Research Paper</b>	<ol style="list-style-type: none"> <li>5. Write a research paper with five to seven pages of text in APA style using a minimum of eight sources</li> <li>6. Write an academically acceptable thesis that contains both the writer's opinion and a guiding idea of the paper</li> <li>7. Write a funnel-style introduction leading to the thesis statement</li> <li>8. Produce a research paper beginning with a standard outline</li> <li>9. Organize a research paper logically, characterized by unity and coherence, using a recognized rhetorical structure (e.g. comparison/contrast, persuasion with counter arguments, etc.)</li> <li>10. Choose sources that clearly support the writer's arguments/opinion/point of view</li> <li>11. Integrate information from a variety of sources</li> </ol>

	Write a conclusion that restates the thesis, summarizes the main points of the argument, does not include ideas outside the scope of the paper, and reflects on the broader implications of the ideas in the paper
<b>Plagiarism</b>	<ul style="list-style-type: none"> <li>12. Define intellectual property</li> <li>13. Identify plagiarized text</li> <li>14. Avoid plagiarism by: paraphrasing information from outside sources, using correct and accepted APA conventions (e.g. accurate APA in-text citations, list of references, use of quotations), and writing in class.</li> </ul>
<b>Formatting</b>	<ul style="list-style-type: none"> <li>15. Use generally accepted conventions of formatting word-processed summaries and other short writings (e.g. line spacing, margins, fonts)</li> <li>16. Use APA conventions of formatting a research paper (e.g. line spacing, cover pages, page numbering, headers, footers, block quotes, margins, fonts)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>17. Use reported and quoted speech when reporting on the work, actions, words and ideas of others</li> <li>18. Use a variety of grammar structures appropriate to the rhetorical style and purpose of the paper</li> <li>19. Capitalize, punctuate, and spell correctly all the time</li> </ul> <p>Avoid run-on sentences, comma splices, and fragments</p>
<b>Writing as a Process</b>	<ul style="list-style-type: none"> <li>20. Critique and revise his/her own work in the drafting process to complete a successful text</li> </ul> <p>Write multiple drafts to generate a successful text</p>
<b>Library Research</b>	<ul style="list-style-type: none"> <li>21. Select appropriate, reliable, vetted, and substantive resources</li> <li>22. Conduct a search for library materials (e.g. peer-viewed journal articles, magazine articles, and books) using different browsers such as subject-specific electronic resources, the Rod Library online catalog UNISTAR, and general databases</li> <li>23. Identify and locate the full-text of paper-based journal and magazine articles</li> <li>24. Locate student-centered research areas of the Library</li> </ul> <p>Identify sources of research assistance available in the library</p>
<b>Oral Presentation</b>	<ul style="list-style-type: none"> <li>25. Follow accepted conventions of public speaking</li> <li>26. Organize a presentation that reflects his/her research process</li> </ul> <p>Attempt to capture the attention of and engage the audience</p>