

GTLI

Curriculum Handbook

Table of Contents GTLI Curriculum Handbook

| | |
|--|----|
| PURPOSE OF THE CURRICULUM HANDBOOK..... | 6 |
| VISION STATEMENT OF THE IEP..... | 6 |
| MISSION STATEMENT OF THE IEP..... | 6 |
| EXPLANATION OF THE MISSION STATEMENT OF THE IEP..... | 6 |
| CURRICULUM OVERVIEW AND MISSION STATEMENTS | 8 |
| Foundation Track Mission Statement | 8 |
| Academic Track Mission Statement | 8 |
| Specific Purposes Track Mission Statement | 8 |
| OVERVIEW OF THE CURRICULAR STRUCTURE | 9 |
| Brief Description of Curricular Goals by Level..... | 10 |
| GTLI INSTRUCTIONAL PHILOSOPHY..... | 11 |
| Communicative Language Teaching..... | 11 |
| Critical Thinking | 13 |
| Learner-Centered Teaching..... | 14 |
| GTLI PHILOSOPHY OF INSTRUCTIONAL MATERIALS..... | 16 |
| Course Goals, Objectives, and Learning Outcomes..... | 16 |
| In-House Instructional Materials & Resources | 17 |
| Procedures for Textbook Change | 19 |
| Procedures for Curriculum Revision..... | 20 |
| Procedures for Teacher Observation | 21 |
| New Faculty Review | 22 |
| GENERAL INFORMATION REGARDING ASSESSMENT & EVALUATION PRACTICES | 23 |
| FOUNDATION TRACK (FT) CURRICULUM..... | 24 |
| FT Grammar Curriculum | 27 |
| Grammar 100 | 28 |
| Grammar 200 | 29 |
| Grammar 300 | 31 |
| Grammar 400 | 33 |
| Assessment and Evaluation Guidelines for the FT Grammar Curriculum..... | 35 |

| | |
|---|----|
| FT Writing Curriculum | 37 |
| 100 Writing..... | 38 |
| 200 Writing..... | 39 |
| 300 Writing..... | 41 |
| 400 Writing..... | 42 |
| Assessment and Evaluation Guidelines for the FT Writing Curriculum | 45 |
| Pedagogical Suggestions for Writing Courses 100-400..... | 47 |
| FT Reading Curriculum | 49 |
| 100 Reading..... | 50 |
| 200 Reading..... | 51 |
| 300 Reading..... | 52 |
| 400 Reading..... | 53 |
| Assessment & Evaluation Guidelines for FT Reading Curriculum | 55 |
| FT Speaking/Listening Curriculum..... | 57 |
| 100 Speaking/Listening | 57 |
| 200 Speaking/Listening | 58 |
| 300 Speaking/Listening | 59 |
| 400 Speaking/Listening | 60 |
| Assessment & Evaluation Guidelines for FT Speaking/Listening Curriculum | 63 |
| Pedagogical Suggestions for Speaking/Listening Classes 100-400..... | 65 |
| ACADEMIC TRACK (AT) CURRICULUM | 66 |
| AT Grammar Curriculum..... | 68 |
| 500 Introduction to Academic Grammar..... | 68 |
| 600 Advanced Academic Grammar 1 | 69 |
| Assessment & Evaluation Guidelines for AT Grammar Curriculum | 71 |
| AT Reading Curriculum..... | 73 |
| 500 Introduction to Academic Reading..... | 74 |
| 600 Academic Reading & Discussion 1 | 76 |
| 700 Academic Reading & Discussion 2 | 77 |
| Assessment & Evaluation Guidelines for AT Reading Curriculum | 80 |
| AT Writing Curriculum..... | 82 |

| | |
|--|------------|
| 500 Introduction to Academic Writing..... | 83 |
| 600 Academic Writing 1..... | 84 |
| 700 Academic Writing 2..... | 85 |
| Assessment & Evaluation Guidelines for AT Writing Curriculum | 87 |
| Pedagogical Suggestions for Writing Courses 500-700..... | 89 |
| AT Speaking/Listening Curriculum..... | 91 |
| 500 Introduction to Academic Speaking & Listening..... | 91 |
| 600 Academic Speaking & Listening..... | 93 |
| 700 Advanced Academic Speaking..... | 95 |
| 700 Advanced Academic Listening & Note-taking | 96 |
| Assessment & Evaluation Guidelines for AT Speaking/Listening Curriculum..... | 98 |
| Pedagogical Suggestions for Speaking/Listening Classes 500-600..... | 101 |
| SPECIFIC PURPOSES TRACK (SPT) CURRICULUM..... | 102 |
| Service Learning Curriculum | 103 |
| American Literature Curriculum | 105 |
| Current Events Curriculum..... | 106 |
| Advanced Academic Grammar 2 Curriculum | 107 |
| TOEFL Prep Plus Curriculum | 108 |
| Business Case Analyses Curriculum | 109 |
| Cross Cultural Communication 1 Curriculum..... | 110 |
| Cross Cultural Communication 2 Curriculum..... | 111 |
| Writing More Creatively: Using Literary Devices Curriculum..... | 111 |
| American Movies Curriculum | 112 |
| Assessment & Evaluation Guidelines for All SPT Curricula | 113 |
| Appendix A..... | 115 |
| Four Types of Critical Thinking..... | 115 |
| Appendix B | 117 |
| Learner-centered Teaching..... | 117 |
| Appendix C | 119 |
| Language & Style of Course Descriptions & Goals | 119 |
| Appendix D..... | 120 |

| | |
|---|-----|
| GTLI: Verbs Used in Learning Outcomes | 120 |
| Appendix E | 123 |
| GTLI Faculty Materials Use Agreement | 123 |
| Appendix F..... | 128 |
| Faculty Curriculum Feedback Form | 128 |
| Appendix G..... | 131 |
| Teaching Observation Form | 131 |
| Appendix H..... | 135 |
| Basic Considerations for Assessments & Evaluations..... | 135 |

PURPOSE OF THE CURRICULUM HANDBOOK

Enacting a curriculum is a team project. The curriculum of the intensive English program can only be realized if every member of the faculty understands the curriculum and supports learners' progress through the curriculum in a manner that is consistent with the overall curriculum. The purpose of this curriculum handbook is to provide information that will help faculty understand and support the overall curriculum by providing information on matters including but not limited to instructional philosophy, curricular structure, curricular decision making, and the curriculum and guidelines for specific courses.

VISION STATEMENT OF THE IEP

The Georgia Tech Language Institute (GTLI) will be recognized as one of the most respected university-affiliated language institutes of the 21st century. We will be leaders in innovating pedagogical approaches, language assessment procedures, and curricular development that address critical challenges in English language instruction and learning as well as shifts in global needs for English language proficiency.

MISSION STATEMENT OF THE IEP

The mission of the GTLI intensive English program is to provide high-quality instruction in English to speakers of other languages to help them develop the linguistic and cultural competence that they need to reach their academic, professional, and personal goals.

EXPLANATION OF THE MISSION STATEMENT OF THE IEP

As the mission states, the GTLI seeks to develop linguistic and cultural *competence*. The competence reflected in the mission is similar to the idea of communicative competence first proposed by Canale and Swain (1980). In their framework, communicative competence consisted of linguistic competence, socio-linguistic competence, discourse competence, and strategic competence. Importantly, their concept of competence included the idea that within each specific competency area, language learners must both *know* information about language and language use as well as knowing how to actually *do* things with language in context-specific situations to achieve their communicative goals.

Although the GTLI has reduced the competence areas from four to two with the GTLI's "cultural competence" representing Canale and Swain's socio-linguistic, discourse, and strategic competence, the essential view that language learners must *know* a variety of information about language and language use in addition to knowing how to *do* things with language appropriately in different contexts to achieve their goals remains the same. Thus, the learning outcomes developed for all intensive English program courses at all levels include outcomes that clearly relate to *knowing* information about language and culture as well as outcomes that clearly relate to *doing* things with language that are informed by the cultural considerations of context-specific situations to achieve communicative goals.

This *knowing* and *doing* distinction has been clearly delineated in the learning outcomes that provide the instructional focus for each course. All courses include specific outcomes related to remembering, understanding, and analyzing, which are actions the GTLI associates with *knowing*. In addition, learning outcomes at all levels also include specific outcomes related to applying, evaluating, and creating, which are actions the GTLI associates with *doing*. Likewise, all courses include specific outcomes that are related to both linguistic competence and cultural competence (i.e., socio-linguistic, discourse, and strategic competence).

For more discussion of communicative competence, please refer to the following primary source:
Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.

CURRICULUM OVERVIEW AND MISSION STATEMENTS

The GTLI is primarily a seven-level skills-based program. The curriculum includes three tracks: the Foundation Track (Levels 100-400), the Academic Track (Levels 500-700), and the Specific Purposes Track (appropriate for learners who have completed courses at Level 400 and above). Please see the mission statements for each track that follows:

Foundation Track Mission Statement

The GTLI Foundation Track (FT) provides instruction in English for general purposes (EGP). The mission of the FT of GTLI is to adequately and appropriately prepare our non-native English speakers who are living/working in English-speaking contexts or interacting with English speakers on a regular basis to accomplish their daily goals. Through our innovative approaches to teaching and learning, we help our FT learners develop the linguistic, social, and cultural competence they need to communicate effectively with English speakers to achieve their daily goals and needs.

Academic Track Mission Statement

The GTLI Academic Track (AT) provides instruction in English for Academic Purposes (EAP). The mission of the AT is to adequately and appropriately prepare our learners for linguistic, academic, and cultural demands encountered by all students, particularly international students attending U.S. universities. Through our innovative, effective approaches to teaching and learning, we help our AT learners develop the linguistic, academic, and cultural competence they need to gain admission to U.S. universities and to succeed in their coursework.

Specific Purposes Track Mission Statement

The GTLI Specific Purposes Track (SPT) provides instruction in English for Specific Purposes (ESP). The mission of the SPT is to adequately and appropriately prepare our learners for the special linguistic and cultural needs they may have. Through our innovative, effective teaching and learning, we help our SPT learners develop the linguistic and cultural competence they need to achieve their individual goals.

OVERVIEW OF THE CURRICULAR STRUCTURE

The GTLI intensive English program consists of 20 hours of instruction per week over an eight-week session. Each academic year consists of five sessions: two in the fall (Fall 1 and Fall 2), two in the spring (Spring 1 and Spring 2), and one in the summer (Summer). Thus, by successfully completing the skills at each level, a student who begins in Level 100 could complete Level 500 in a twelve-month period. The skills-based courses for Levels 100-400 (FT) and 500-600 (AT) are Speaking/Listening, Reading, Grammar, and Writing. The skills-based courses for Level 700 (AT) are Reading, Writing, Speaking, and Listening.

Course offerings for SPT include but are not limited to TOEFL Prep Plus, Service Learning, Advanced Grammar 2, Business Case Analyses, Cross-Cultural Communication, American Movies, and Writing More Creatively. The GTLI develops and offers new SPT courses on a regular basis. Many, but not all of these courses, are appropriate for students who successfully complete Level 400.

The GTLI also offers 6-hour, 12-hour, and 18-hour electives. Topics for elective courses include but are not limited to TOEFL Preparation and GRE Preparation. To respond to student needs, the GTLI also develops new electives.

For more specific information, please refer to the discussion of each of the tracks offered later in this document.

Brief Description of Curricular Goals by Level

| Tracks & Levels | Basic Curricular Goals |
|----------------------------|---|
| FT: 100 | Critical survival English knowledge and skills: basic language learning strategies and classroom skills for formal language learning. |
| FT: 200 | Survival plus English knowledge and skills: basic plus language learning strategies and classroom skills for formal language learning. |
| FT: 300 | Moving beyond survival English to everyday English interaction knowledge and skills: basic academic language learning strategies and skills development. |
| FT: 400 | Everyday English interaction knowledge and skills plus: basic plus academic language learning strategies and skills development. |
| AT: 500 | Introduction to academic English language, skills, and cultural expectations using materials that are ESL simulations of authentic academic materials. |
| AT: 600 | Academic English language, skills, and cultural expectations using some limited materials that are ESL-simulations of authentic academic materials and mostly authentic (i.e., written for native speakers) academic materials; similar to advanced high school training. |
| AT: 700 | Academic English plus language, skills, and cultural expectations using authentic (i.e., written for native speakers) college-level academic materials; similar to college freshman training. |
| SPT: All | English language, skills, and cultural development in relation to specific topics, often including integrated skills development. |

GTLI INSTRUCTIONAL PHILOSOPHY

Communicative language teaching (CLT), critical thinking, and learner-centered pedagogy form the foundation of the instructional philosophy of the GTLI. Thus, faculty at all levels in all skill areas are expected and encouraged to teach in a way that reflects and implements the principles of CLT, critical thinking, and learner-centered pedagogy outlined in this handbook.

Communicative Language Teaching

Having emerged in the 1970s, CLT has evolved into the dominant approach to language teaching today. Most programs, including the GTLI, consider their fundamental approach to language teaching to be reflective of CLT.

Richards (2006) suggested that language teachers understand CLT as a set of principles providing guidance on approaches to language learning, the goals of language teaching, the types of activities that are best for language learning, and the respective roles that learners and teachers play in language classrooms.

The shared principles of CLT proposed by Richards (2006) and adopted by the GTLI include the following:

1. Languages are learned vis-à-vis active interaction.

Languages are learned by actively interacting with language-learning peers as well as target language users. Languages are learned when learners actively engage in purposeful and meaningful communication, the negotiation of meaning, and experimental approaches to language use.

2. The goal of CLT is communicative competence.

Communicative competence includes knowing how to use language for different purposes and functions, to vary language use according to the setting and

participants, to produce and understand different types of texts, and to sustain communication despite language limitations.

3. The types of activities that are best for language learning are fluency-focused, meaningful, and authentic.

The majority of activities used in classrooms should focus on increasing learners' ability to produce language in naturalistic contexts. Activities should focus on meaningful topics and allow learners to use language for meaningful purposes. The types of activities selected and the materials used should be authentic, real-world situations as much as possible.

4. The role of learners in language classrooms is one of cooperative agent in their own learning.

Learners are expected to assume ownership and responsibility for actively and cooperatively participating in their own learning. That is, to promote their own learning, they must interact with their peers and engage in CLT activities proposed by the teacher with a cooperative and collaborative spirit.

5. The role of teachers in the language classroom is one of facilitator and monitor.

Teachers are responsible for facilitating learning by creating conditions for learners to be agents of their own learning and allowing them to truly work out their communication struggles using their own resources (e.g., prior knowledge, related knowledge, peers, and so on). Teachers are also responsible for monitoring learners' progress so that they can continually provide feedback that will allow learners to naturally advance in their communication skills.

For more detailed information on CLT, please refer to the following source:

Richards, J.C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

You can find this source at the following URL:

http://www.cambridge.org/other_files/downloads/esl/booklets/Richards-Communicative-Language.pdf

Critical Thinking

The development and enhancement of innovative critical thinking abilities is viewed as a fundamental aspect of each course offered by the GTLI. Critical thinking skills are included as a stated part of the learning outcomes on every syllabus. All faculty members should strive to include critical thinking activities as a regular part of their regular classroom activities. The faculty should also include critical thinking activities in their formal assessments.

The GTLI defines “critical thinking” as any activity that requires learners to use information that they gathered or learned in one context to complete a “new” activity in another context. In other words, learners must be able to take information gathered or learned in one context and use or apply it in a meaningful way in another context. To this end, the GTLI encourages the use of application, analysis, evaluation, and creation types of activities to build and assess higher-order thinking skills. A more in-depth description of these types of activities is provided in Appendix A.

From the area of critical thinking research focusing on the cognitive domain that began with Bloom and Krathwohl (1956) and has continued with others (e.g., Anderson & Krathwohl, Eds., 2001), the GTLI developed and adopted the following principles:

6. Higher order thinking skills allow learners to transfer and apply information learned in one context to another context.

7. The transfer and application of linguistic and cultural competence acquired in a classroom context to a real-world context requires and is enhanced by activities that utilize higher order thinking skills.
8. The higher order thinking skills of application, analysis, evaluation, and creation should form part of the IEP curriculum at all levels and in all skill areas because these thinking skills imply that learners are actively developing the ability to *do* something with the knowledge that they have learned.

Please consult the following primary sources for more discussion of critical thinking:

Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*, by a committee of college and university examiners. *Handbook I: Cognitive Domain*. NY, NY: Longmans, Green.

Learner-Centered Teaching

The GTLI envisions itself as both a program that is fundamentally responsive to the needs of its stakeholders and therefore a leader in developing and using innovative pedagogical approaches and language assessment procedures. Stakeholders include learners as well as university programs and/or professional contexts for which the learners are being prepared. Accordingly, the GTLI views learner-centered instructional practices as essential for fulfilling the vision and the mission of the GTLI.

The faculty of the GTLI are encouraged and expected to approach the teaching of course objectives from a learner-centered perspective. In the event that learners themselves are resistant to the learner-centered approach because of their lack of familiarity with it, the faculty are expected to explain the benefits of such an approach and remain consistent in their use of learner-centered practices. The expectation is that learner-centered practices for delivering, developing, and assessing course content form the primary foundation for how courses function on a daily basis. Learner-centered practices form the majority of how course content is delivered, developed, and assessed.

From the area of learner-centered teaching (Weimer, 2012), the GTLI modified and adopted the following principles:

9. Language learners need to be engaged in the hard, messy work of learning.
10. Language teaching and learning requires some explicit skill instruction.
11. Language teaching methods, techniques, and activities should encourage learners to reflect on what they are learning and how they are learning it.
12. Language teaching methods, techniques, and activities motivates learners by giving them some control over learning processes.
13. Language teaching methods, techniques, and activities should encourage collaboration.

A more in-depth discussion of learner-centered instructional principles and practices is provided in Appendix B.

Also, please consult the following primary source for more discussion:

Weimer, M. (2012, August 8). Five characteristics of learner-centered teaching [Web log post]. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/five-characteristics-of-learner-centered-teaching/>.

GTLI PHILOSOPHY OF INSTRUCTIONAL MATERIALS

Most but not all courses require the purchase of some type of textbook. At times, the requirement may include the purchase of a code for access to an on-line program or audio files. The faculty are provided with textbooks for the courses they are assigned and as many ancillary materials as the publisher makes available.

Although the GTLI does expect faculty to use required textbooks in their instruction, the curriculum of the GTLI is *not* textbook-driven. On the contrary, the primary concern of the GTLI is that learners are taught in a manner that will lead to the achievement of the stated learning outcomes utilizing the three-pronged instructional philosophy that includes CLT, critical thinking, and learner-centered teaching. The GTLI chooses textbooks that contribute to the accomplishment of the learning outcomes of the courses for which they have been chosen. However, to facilitate learners' achievement, the faculty are expected to scrutinize the textbooks for shortcomings in relation to the learning outcomes and to supplement the gaps left by the textbooks with other materials.

In addition to textbooks, the GTLI provides a number of other instructional materials that are intended to support faculty in delivering the curriculum and achieving the intended learning outcomes. These materials are discussed in the following sub-sections.

Course Goals, Objectives, and Learning Outcomes

The GTLI uses the term course goal to refer to the overall purposes and general goals of a given course. The course goal for all courses is stated in the course description and goals section of each syllabus. The course goals for all courses in the IEP are standardized and should not be changed. The only exception to this standardization are SPT courses, which may modify course goals slightly according to faculty preferences. In the event that SPT course goals are modified slightly, all modifications should be discussed in advance with the Assistant Director and approved by the Director. Course goals for new SPT courses should be written according to the language guidelines specified in Appendix C.

The GTLI uses the term course objectives to refer to the specific topics, skills, strategies, and types of knowledge addressed in a course. Course objectives are mentioned in three specific areas of each syllabus—the learning outcomes, the grade breakdown, and the

weekly syllabus. The course objectives as they are stated in the learning outcomes are standardized and should not be changed. The only exception to this standardization are SPT courses, which may modify course objectives slightly according to faculty preferences. In the event that SPT course objectives are modified slightly, all modifications should be discussed in advance with the Assistant Director and approved by the Director. Course objectives may to some extent be mentioned or implied in the grade breakdown for courses. A suggested grade breakdown for each course is proposed in the syllabus template for each course. This suggested grade breakdown is typically the grade breakdown that was used in the previous session. Course objectives are specifically mentioned in the weekly syllabus for each course. As with the grade breakdown, a suggested weekly syllabus for each course is proposed in the syllabus template for each course. The weekly syllabus is typically the weekly syllabus that was used in the previous session. Faculty assigned to teach a course should meet arrange to meet during the pre-session preparation day to decide *as a group* if/how the grade breakdown and weekly syllabus will be changed. All changes must maintain alignment with the standardized learning outcomes for the course. All changes should be communicated to the Assistant Director so that they can be integrated into the official syllabus template.

The GTLI uses the term course learning outcomes to refer to the types of knowledge, skills, strategies that learners will be able to demonstrate upon successful completion of the course. Learning outcomes for all courses are stated in their own section on each syllabus. The learning outcomes for all courses in the IEP are standardized and should not be changed. The only exception to this standardization are SPT courses, which may modify learning outcomes slightly according to faculty preferences. In the event that SPT learning outcomes are modified slightly, all modifications should be discussed in advance with the Assistant Director and approved by the Director. Learning outcomes for new SPT courses should be written according to the language guidelines specified in Appendix D.

In-House Instructional Materials & Resources

The GTLI maintains an active shared folder of instructional materials on the I-drive that can be accessed through the NEW_IntensiveEnglishProgram, Materials pathway. Faculty are encouraged to share useful materials they have found, modified, or developed in the Materials folder. Faculty may also maintain useful materials in their private files. When faculty are asked to teach a new course, it is suggested that they consult both the I-drive and previous teachers of the course when seeking supplemental materials.

In addition to electronic archives, the GTLI maintains a library of useful pedagogical resource books, other textbooks (i.e., ones that are not adopted by the GTLI), CDs, and

DVDs. These resources may be found in the Director's office, the bookroom, the copy room, and in various faculty offices.

With regard to the use of materials developed by others (both for commercial use and for GTLI use), the GTLI follows the copyright policy designated by the University System of Georgia universities. The policy is as follows and can be found at <http://www.usg.edu/copyright>:

“As a system devoted to providing the highest quality undergraduate and graduate education to students; pursuing leading-edge basic and applied research, scholarly inquiry, and creative endeavors; and bringing intellectual resources to the citizenry, the University System of Georgia is committed to respecting the rights of copyright holders and complying with copyright law. The University System of Georgia recognizes that the exclusive rights of copyright holders are balanced by limitations on those rights under federal copyright law, including the right to make a fair use of copyrighted materials and the right to perform or display works in the course of face-to-face teaching activities.

The University System of Georgia facilitates compliance with copyright law and, where appropriate, the exercise in good faith of full fair use rights by faculty and staff in teaching, research, and service activities. Specifically, the University System of Georgia

- informs and educates students, faculty, and staff about copyright law, including the limited exclusive rights of copyright holders as set forth in 17 U.S.C. § 106, the application of the four fair use factors in 17 U.S.C. § 107, and other copyright exceptions;
- develops and makes available tools and resources for faculty and staff to assist in determining copyright status and ownership and determining whether use of a work in a specific situation would be a fair use and, therefore, not an infringement under copyright law;
- facilitates use of materials currently licensed by the University System of Georgia and provides information on licensing of third-party materials by the University System; and identifies individuals at the University System and member institutions who can counsel faculty and staff regarding application of copyright law.”

Faculty should visit the following website to specifically familiarize themselves with the basic copyright principles and the Fair Use Doctrine:

<http://www.oit.gatech.edu/reproduction-copyright-materials-fair-use>.

In addition, faculty should follow the GTLI's internally developed guidelines regarding attribution. The GTLI Faculty Materials Use Agreement can be found in Appendix E.

Procedures for Textbook Change

Faculty may request that a textbook for a specific course be changed by sending an e-mail to the Director and the Assistant Director stating that their desire for a change and the reasons they believe that this change is necessary. Their request and reasons will be communicated to the rest of the faculty via e-mail, and faculty who have taught the specific course with the textbook in question will be invited to share their opinion about the necessity or lack thereof for a textbook change. If the consensus is that a textbook change is needed, a textbook committee will be formed. Faculty may volunteer themselves for the committee, and/or they may be asked to be on the committee. The Assistant Director will help to organize the committee and create a schedule for identifying and evaluating potential textbooks.

The primary questions involved in textbook selection are as follows:

- Is this textbook appropriate for the level in which we intend to use it?
- Would this textbook be interesting and relevant to our learners?
- Does this textbook provide knowledge and practice (in the form of tasks or activities) that are useful for meeting *many* or *most* of the learning outcomes already established on the syllabus for this course?
- Specifically, which learning outcomes from this syllabus are *not* addressed by this textbook? Is it feasible and practical for teachers to select and/or develop instructional materials that will address those outcomes that are not addressed by this textbook?

Once the committee narrows the choice of textbooks to 2 or 3, interested faculty will be invited to offer their opinion as to which textbook should be chosen. The committee and other interested faculty will vote on the textbook that they prefer, and majority will determine which textbook is chosen. In the event that a decision cannot be reached in

this manner, the Director will decide. The process for adopting a new textbook may take 1-2 sessions.

Procedures for Curriculum Revision

Regular curriculum review will be conducted according to the following schedule:

| Track | Level | Skill(s) | Review Period |
|-------|---------|---|---------------|
| FT | 100-400 | Grammar & Writing | Fall 1 |
| FT | 100-400 | Speaking/Listening & Reading | Fall 2 |
| AT | 500-700 | Reading & Writing | Spring 1 |
| AT | 500-700 | Speaking/Listening (500-600), Speaking (700), Listening (700) & Grammar | Spring 2 |
| SPT | All | All | On-going |

For each review period, a committee of faculty reviewers will be formed by the Assistant Director through self-selection or request. The number of faculty on the committee is unlimited, so everyone may participate that desires to do so. The committee will consider feedback on the curriculum from all sources available. These sources may include student evaluations of courses or the program, experiential observations from teachers who have taught courses within the specified curriculum, learner comments and requests regarding courses and/or the program, post-program feedback from students who have finished their time in the intensive English program, and feedback from individuals or groups who sponsor groups of students that enroll in the intensive English program. All faculty who recently (i.e., in the previous session) taught the courses under review will be asked to complete the Faculty Curriculum Feedback Form (see Appendix F), and any other faculty who wish to complete the Faculty Curriculum Feedback Form will be invited to do so. The Faculty Curriculum Feedback Form will serve as one of the primary sources of feedback for the review. Based on all of the feedback available the committee will review the following: course goals, objectives, learning outcomes, instructional resources, weekly plan, grade breakdown, and assessment and evaluation guidelines. Additions, deletions, and modifications will be discussed and completed as needed. Discussions of how any changes may affect the articulation between courses or tracks

will also be considered before changes are made. All changes are subject to the approval of the Director.

In addition to this formal curriculum review process, faculty are invited at the end of every session to submit curricular concerns about the courses they teach in writing to the Assistant Director. These concerns are archived and presented at the pre-session meeting for the following session. In the pre-session meetings, the concerns that were submitted are discussed by the faculty who are assigned to teach those courses and the Assistant Director. Although the Assistant Director may participate in generating ideas for actions, the role of the Assistant Director in these discussions is to simply ensure that the decisions taken maintain alignment with the mission and the other parts of the curriculum. The faculty decide what actions if any are necessary to address the concerns and communicate their decision to the Assistant Director. The Assistant Director integrates those changes into the syllabus template for the specified course.

Procedures for Teacher Observation

Full-time and part-time lecturers will also be formally observed by the Director or by a senior faculty member once every two years. The observer will use the Teacher Observation Form (see Appendix G). After the observation, the observer will meet with the faculty member observed to discuss the observation. A written report of the observation will be provided to the lecturer. Faculty members may respond to the written report with their own written commentary. Both the observer's report and any written commentary by the faculty will form part of the overall evaluation report. A copy of the overall evaluation report will be given to the faculty member, and another copy will become part of the faculty member's file. In general, all observations will be pre-arranged and faculty members may request that observers come on an alternate day.

Temporary lecturers will be formally observed by the Director, the Assistant Director, or a senior faculty member at least one time during the first session of their employment. The procedures followed for the observation will be the same as those followed for full-time and part-time lecturers. If the observation is satisfactory and the lecturer's end-of-course student evaluations are satisfactory, the lecturer will be observed again the third

session of their employment. If the second observation is satisfactory and the lecturer's end-of-course student evaluations are satisfactory, future observations will be conducted at the request of the Director. Of course, lecturers may also request to be observed. If the observation of a Temporary Lecturer is less than satisfactory or there are student complaints or the end-of-course student evaluations are not satisfactory, the lecturer will either be observed again in the first session or be observed two times in the second session. Of course, the expectation is that the lecturer will improve.

New Faculty Review

During the first and second session a temporary or regular faculty member is teaching, the director, assistant director, or senior faculty member will do an observation of the person's class. The observer will meet with the faculty member after the observations to discuss the class and lesson plans. These observations in addition student evaluations will be used in determining whether the person will have continued employment.

GENERAL INFORMATION REGARDING ASSESSMENT & EVALUATION PRACTICES

The GTLI defines assessment as any activity (formal or informal) that provides feedback to the teacher and/or the learner on how the teaching/learning is progressing in the class. The feedback from an assessment is used by the teacher to make decisions as to how to proceed with teaching (e.g., explain again, practice more, move on to the next topic, slow down, etc.) The feedback from an assessment is used by the learner to make decisions as to how to proceed with learning (e.g., review, request extra help, manage time better, change note-taking strategies, participate more in class, etc.). Most, but not everything, that happens in a class is related to assessment.

The GTLI defines evaluation as a formally prepared activity that is intended to result in a grade. An evaluation reflects a judgment of how well the learner is doing in terms of achieving one or more of the learning outcomes for the course. A series of judgments results in a final course grade. The final course grade is a judgment of the learner's relative readiness to move forward in the program. All evaluations are assessments but not all assessments are evaluations.

The GTLI provides *specific, internal* guidelines for assessment and evaluation that correspond to each level/course. These internal guidelines are outlined in different sections of this document according to level/course. Faculty are expected to select and/or create assessments and evaluations that reflect adherence to these guidelines.

The GTLI also requests that faculty adhere to generally accepted practices of good assessment and evaluation in our field. Thus, the GTLI requests that faculty evaluate all of their assessments and evaluations with regard to the following general considerations: practicality, reliability, validity, authenticity, and washback. See Appendix H for more information on how to use these considerations when selecting or creating assessments and evaluations.

FOUNDATION TRACK (FT) CURRICULUM

As mentioned earlier, the FT curriculum focuses on providing instruction in English for general purposes (EGP). The assumptions of the FT curriculum are as follows: Learners in this track still have challenges related to everyday personal and business communication, learners in this track may lack certain basic knowledge and skills required for more specialized communication, and some but not all learners in this track desire to continue their language studies for the purposes of academic studies in their own countries or the U.S.

Given these assumptions, the curricular plan for learners in the FT is to progressively develop their knowledge base and their skills and strategies in grammar, writing, reading, and speaking/listening so that they will have sufficient communicative competence to pursue more specialized language training. Levels 100 and 200 focus on developing basic language for survival and comfort as well as basic classroom skills for learning language in formal settings. Levels 300 and 400 focus on developing language for everyday formal and informal communication as well as establishing a basic set of general academic skills in English.

Level 100 is designed for learners who have studied at least two years of high school English in their home countries. Learners are expected to have some, albeit very basic knowledge of English and ability to understand English when they begin Level 100. However, the actual knowledge and capabilities of Level 100 learners may vary from those who do not appear to have studied any English to those who have not remembered the English that they have studied prior to their arrival in the U.S. Learners who begin at this level tend to communicate in single words or memorized short phrases. In addition, they may not be very familiar with how language is taught or learned in a formal setting (i.e., classroom practices and expectations may appear to be new to them).

Level 200 is designed for learners who are high beginners. These learners have probably studied English for two to four years in their home countries, and/or they have studied English in a more rigorous high school setting. When these learners begin Level 200, they are often able to communicate their needs in very simple terms and understand basic English conversations. They are also generally more accustomed to studying English in a formal setting (i.e., they may be

better at performing classroom activities because of their prior experience) than Level 100 learners. Learners who begin at this level tend to communicate in short simple sentences as long as the topic is familiar to them, but they may revert to single words or memorized phrases when communication breaks down because of a lack of familiarity or comprehension.

Level 300 is designed for low intermediate learners who are able to communicate their needs, concerns, and ideas in English beyond the sentence level. They generally demonstrate some mastery of grammatical concepts such as tenses (e.g., present, past, future). They can respond appropriately when participating in conversations on everyday topics if other speakers simplify their English, and they can understand simple written instructions and reading passages. These learners generally possess enough formal academic experience with language study to function effectively in classroom settings, but they may be much stronger at certain skills than others. For example, they may be able to express their needs comprehensibly but unable to understand the main ideas of a recorded conversation. Learners who begin at this level generally have some basic academic skills in English, so if they are asked to write a paragraph, they will generally produce something that appears to be a paragraph even if certain aspects of structure and content are not appropriate. Learners at this level tend to communicate in multi-sentence responses. When communication breaks down, they can participate in some aspects of repair.

Level 400 is designed for intermediate learners who are able to participate fairly effectively in any type of communication that involves familiar topics or situations assuming that other speakers modify the speed and vocabulary of their speech. They generally demonstrate some ability to use more advanced sentence structures such as complex sentences. They can generally understand teachers' instructions and interactions in class without problems, and they can understand reading passages that are similar to a two- to three-page magazine article. Although these learners, like Level 300 learners, may be stronger in some skills than in others, Level 400 learners often exhibit more balance in proficiency among the skills. Learners who begin at this level generally have sufficient communicative competence to meet typical social and business demands, and they have developed some academic knowledge, skills, and strategies in English that they use consistently in their approaches to new communicative tasks. Learners at this level

tend to communicate in paragraph-like responses. When communication breaks down, they can generally work with other speakers to negotiate meaning that facilitates understanding.

FT Grammar Curriculum

The learning outcomes for FT grammar courses are divided into the following three categories: remember grammar terminology, remember and understand grammar concepts, and apply and create with grammar concepts.

The choice of the first category, “remember grammar terminology,” was based on the premise that learners at each level must learn and remember a certain amount of meta-language to follow teachers’ directions and explanations. If learners do not learn or remember any grammar meta-language, it is likely that they will misunderstand directions on tests, and their scores will then be a product of misunderstanding rather than a lack of knowledge.

The choice of the second category, “remember and understand grammar concepts,” was based on the premise that one-way learners often demonstrate their understanding of grammar by selecting among various grammatical options or by juxtaposing grammatical options in some way. Therefore, learners at each level must remember and understand certain grammatical rules, guidelines, and formulas that will allow them to select the correct option when provided with choices.

The choice of the third category, “apply and create with grammar concepts,” was based on the premise that learners at each level must demonstrate their ability to use grammar in meaningful ways to achieve communicative goals. Thus, it is not sufficient that learners simply be able to choose among grammatical options; they must be able to compose original utterances using grammar concepts to demonstrate active understanding of what they have learned.

Many grammar points are repeated from one level to another. We believe this repetition is necessary because it facilitates retention of the concept over time. We also believe that learners possess various states of readiness when grammar concepts are introduced, so while some learners on a particular level may be ready for or receptive to a grammar concept, others may be only partially ready or receptive. Because this difference in

readiness is normal, the curriculum is followed as planned even if learners are not in the same state of readiness. However, as the curriculum offers recurring contact with previously learned concepts, learners who may have lacked readiness for full comprehension of a concept the first time it was presented have repeated opportunities to build on their understanding of that concept. We believe that returning to concepts over various levels also provides learners with the opportunity to move from a general understanding to a more in-depth understanding of concepts.

A template of a syllabus that includes a sample weekly plan is provided for every course at the beginning of each new session.

The specific details of the grammar curriculum at each level are listed below.

Grammar 100

COURSE DESCRIPTION & GOALS

In this class, learners will begin to develop the ability to generate simple sentences in the simple present, past, and future tenses in English. Learners will develop the grammatical vocabulary necessary to discuss and explain simple sentence structures in English. They will also develop the ability to produce written and spoken sentences that demonstrate appropriate word order and awareness of how grammatical parts of speech such as nouns and verbs are used.

This class is paired with Writing 100. Learners will have the same teacher for both courses so that the teacher can monitor learners' grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember grammar terminology:
 - Define subject, noun, verb, article, pronouns, and adjectives in basic terms.
 - Categorize words into simple, basic sentences according to their grammatical status of subject, noun, verb, article, pronoun, and adjective.
- Remember and understand grammar concepts:
 - Recall the basic meanings and forms of high-frequency verbs in the simple present, simple past, and simple future tenses.

- Distinguish between the basic meanings and the forms of high-frequency verbs in the simple present, simple past, and simple future tenses.
- List and recognize the proper use of subject, demonstrative, and possessive adjectives in simple written situations.
- Determine the accurate use of the articles “a” and “an” in simple written situations.
- Choose appropriately between simple adjectives based on the intended meaning of simple written sentences.
- Apply and create with grammar concepts:
 - Demonstrate the ability to convert high-frequency nouns and verbs from singular to plural forms, and vice versa.
 - Re-formulate basic written sentences with nouns to include subject, demonstrative, and/or possessive pronouns.
 - Compose simple written sentences that reflect proper subject-verb agreement using high-frequency nouns and verbs.
 - Compose simple written sentences that reflect the proper use of high-frequency verbs in the simple present, simple past, and simple future tenses.
 - Compose simple written sentences that reflect the proper use of the articles “a” and “an”
 - Compose simple written sentences that reflect the proper use and the placement of high-frequency adjectives
 - Compose simple written sentences that reflect the proper use of basic capitalization and punctuation rules, specifically the use capital letters to begin sentences and periods or questions marks to end sentences

Grammar 200

COURSE DESCRIPTION& GOALS

In this class, learners will strengthen the basic skills of high beginners. They will continue to generate simple sentences in the simple present, past, and future tenses in English as well as in the present progressive tense. Learners will develop the grammatical vocabulary necessary to discuss and explain simple sentences, basic compound sentences, and complex sentences in English. They will also develop the ability to produce written and spoken sentences that demonstrate appropriate word order and awareness of grammatical parts of speech such as nouns, verbs, articles, adjectives, adverbs, pronouns, prepositions, and comparative adjectives and adverbs.

This class is paired with Writing 200. Learners will have the same teacher for both courses so that the teacher can monitor learners’ grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember grammar terminology:
 - Define subject, noun, verb, article, pronouns, adjectives, prepositions, comparative adjectives and adverbs in basic terms
 - Categorize words into simple, basic sentences according to their grammatical status of subject, noun, verb, article, pronoun, adjective, adverb, preposition, comparative adjective, and adverb

- Remember and understand grammar concepts:
 - Recall the basic meanings and the forms of high-frequency verbs in the simple present, present progressive, simple past, and simple future tenses.
 - Distinguish between the basic meanings and the forms of high-frequency verbs in the simple present, present progressive, simple past, and simple future tenses.
 - List and recognize the proper use of subject, demonstrative, possessive pronouns, possessive adjective, and object pronouns in simple written situations.
 - Determine the accurate use of the articles “a” and “an” vs “the” in simple written situations.
 - Identify meaning and form of high-frequency adverbs of manner.
 - Recall position and meaning of adverbs of frequency for positive and negative statements
 - Determine the accurate use of the articles “a” and “an” in simple written situations.
 - Distinguish between the basic meanings and the forms of high-frequency singular nouns, plural nouns, non-count nouns, and possessive nouns
 - Recognize the basic meanings, the forms, and the positions of prepositions of time and place.

- Apply and create with grammar concepts:
 - Demonstrate the ability to convert high-frequency nouns and verbs from singular to plural forms, and vice-versa.
 - Re-formulate basic written sentences with nouns to include subject, demonstrative, possessive pronouns, possessive adjectives, and object pronouns.
 - Compose simple written sentences that reflect proper subject-verb agreement using high-frequency singular, plural and non-count nouns, and verbs.
 - Compose simple written sentences that reflect proper use of high-frequency verbs in the simple present, present progressive, simple past, and simple future tenses.
 - Compose simple written sentences that reflect the proper use of the articles “a” and “an” and “the” with high-frequency nouns
 - Compose simple written sentences that reflect the proper use and the placement of high-frequency adjectives, adverbs of manner, adverbs of frequency, comparative adjectives, and comparative adverbs

- Compose simple written sentences and selected compound sentences (i.e., and, so, and but) that reflect proper use of basic capitalization and punctuation rules, specifically the use of capital letters to begin sentences and periods or question marks to end sentences.
- Compose complex written sentences for selected time clauses (i.e., when/before and after) and selected adjective clauses (i.e., subject and object) that reflect proper use of basic capitalization and punctuation rules, specifically the use of capital letters to begin sentences and periods or question marks to end sentences.
- Compose simple paragraphs (e.g., five sentences) on a specified topic that reflect proper use of indentation.

Grammar 300

COURSE DESCRIPTION & GOALS

In this lower-intermediate grammar course, learners develop their understanding and usage of specific grammatical structures at the word and sentence level. Learners will focus on progressive and perfect tenses, phrasal verbs, modals, passives, gerunds, infinitives, count and non-count nouns, pronouns, articles and comparisons.

This class is paired with Writing 300. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember grammar terminology:
 - Define subject, nouns, including expressions of quantity, quantifiers, count and non-count nouns, object of preposition, verb, article, and pronouns including reflexive pronouns, adjectives, prepositions, comparative adjectives and adverbs, comparison structures, including more with nouns, superlative adjectives, superlative adverbs, basic modals, gerunds, and infinitives in basic terms
 - Categorize words into simple, basic sentences according to their grammatical status of subject, expression of quantity, quantifier, noun (count, non-count, and object of a preposition), verb, article, pronoun (including reflexive pronoun), adjective, and preposition, comparative adjective and adverb, superlative adjective and superlative adverb, basic modal, gerund, and infinitive
- Remember and understand grammar concepts:
 - Recall the basic meanings and the forms of high-frequency verbs in the simple present, present progressive, present perfect, simple past, past progressive and simple future tenses

- Distinguish between the basic meanings and the forms of high-frequency verbs in the simple present, present progressive, present perfect, simple past, past progressive and simple future tenses
 - List and recognize the proper use of subject, demonstrative and possessive pronoun, possessive adjective, object pronoun, and reflexive pronoun in simple written situations.
 - Determine the accurate use of the articles “a,” “an,” and “the” with high-frequency proper nouns
 - Identify the meaning and the form of high-frequency adverbs of manner.
 - Recall the position and the meaning of adverbs of frequency for positive and negative statements
 - Accurately select comparative adjective, comparative adverb, superlative adjective, or superlative adverb based on the intended meaning of simple written sentences.
 - Distinguish between the basic meanings and the form of high-frequency singular nouns, plural nouns, non-count nouns, possessive nouns, nouns (both count and non-count), object of prepositions, and expressions of quantity
 - Recognize the basic meanings, the forms, and the positions of prepositions of time and place
 - Recall the meaning and the form of basic modals
 - Accurately select either a proper gerund or infinitive in object position for high-frequency verbs
- Apply and create with grammar concepts
 - Demonstrate the ability to convert high-frequency nouns and verbs from singular to plural forms, and vice-versa.
 - Re-formulate basic written sentences with nouns to include subjects, demonstrative and possessive pronouns, possessive adjectives, object pronouns and reflexive pronouns.
 - Compose simple written sentences that reflect proper subject-verb agreement using high-frequency singular, plural, and non-count nouns, and verbs.
 - Compose simple written sentences that reflect the proper use of high-frequency verbs in the simple present, present progressive, present perfect, simple past, past progressive, and simple future tenses.
 - Compose simple written sentences that reflect the proper use of the articles “a,” “an,” and “the” with proper nouns as well as “the” with high-frequency nouns and expressions of quantity
 - Compose simple written sentences that reflect the proper use and placement of high-frequency adjectives, adverbs of manner, adverbs of frequency, comparative adjectives, comparative adverbs, other comparative structures (e.g., “more” with nouns, the same...as), superlative adjectives, and superlative adverbs.
 - Compose simple written sentences and selected compound sentences (i.e., and, so, and but) that reflect the proper use of basic capitalization and

punctuation rules, specifically the use of capital letters to begin sentences and periods or question marks to end sentences.

- Compose complex sentences for selected time clauses, selected adjective clauses of reason, and selected adverb clauses of contrast that reflect the proper use of basic capitalization and punctuation rules, specifically the use of capital letters to begin sentences and period or question marks to end sentence.

Grammar 400

COURSE DESCRIPTION& GOALS

This intermediate grammar course develops learners' understanding and use of specific grammatical structures on the word and sentence levels. Learners will develop the use of verb tenses in the active and passive voice. Learners will also continue developing their understanding and their ability to produce all possible sentence types.

This class is paired with Writing 400. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember grammar terminology:
 - Define subject, noun, verb (active and passive), article, pronoun, adjective, preposition, basic modals, gerund, infinitive, and conditional in basic terms
 - Categorize words into simple, basic sentences according to their grammatical status of subject, noun, verb (active and passive), article, pronoun, adjective, preposition, basic modal, gerund, infinitive, and conditional
- Remember and understand grammar concepts:
 - Recall the basic meanings and the forms of frequent verbs in the simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, future and future perfect tenses.
 - Distinguish between the basic meanings and the forms of frequent verbs in the simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, future and future perfect tenses.
 - Determine the accurate use of the articles “a,” “an,” and “the” with high-frequency proper nouns, count, and non-count nouns.
 - Recall basic subject-verb agreement rules and all other rules for subject-verb agreement.

- Recall the meanings and the forms of basic modals (i.e., those indicating polite requests, necessity, lack of necessity, prohibition, advice, and suggestion; the past form of should and be supposed to)
 - Accurately select gerunds and infinitives in the following cases: for gerunds as subject, object of preposition, common verbs followed by gerunds, go + gerund, special expressions by + ing, as common verbs followed by infinitives and common verbs with both gerunds and infinitives
 - Recall the meanings and the forms of real and unreal conditionals.
- Apply and create with grammar concepts:
 - Compose simple written sentences that reflect proper agreement for all rules for subject-verb agreement
 - Compose simple written sentences that reflect the proper use of frequent verbs in the simple present, present progressive, present perfect, present perfect progressive, simple past, past progressive, past perfect, future and future perfect tenses.
 - Compose simple written sentences that reflect the proper use of the passive voice in simple present, past, and future tenses.
 - Compose simple written sentences that reflect the proper use of the articles “a,” “an,” “the” or nothing with count nouns, non-count nouns, proper nouns in definite, indefinite, and generic cases.
 - Compose simple sentences and compound written sentences that reflect the proper use of meaning and basic capitalization and punctuation rules, specifically the use of capital letters to begin sentences and periods or questions marks to end sentences.
 - Compose complex and compound-complex (compound-complex not on syllabus) sentences for adverb clauses, adjective clauses, and noun clauses that reflect the proper use of basic capitalization and punctuation rules, specifically the use of capital letters to begin sentences and periods or questions marks to end sentences.
 - Produce both oral and written sentences that contain real and unreal conditionals.

Assessment and Evaluation Guidelines for the FT Grammar Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the FT grammar curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to collaborate when creating major assessments.

A major assessment or assignment is defined as any task that accounts for 20% or more of the final grade. (Even if an instructor refers to an assignment as a “quiz,” if it accounts for 20% or more of the final grade, then it is considered a major assignment.)

2. The categories and percentages that determine the final grade for a particular course on the same level should be the same. In other words, if the categories in one course are “Quizzes 30%,” “Homework 20%,” “Test 1 25%,” and “Final 25%,” then all of the faculty members teaching that course should grade according to the same categories and percentages.

A faculty member is permitted to administer four quizzes while another administers three as long as the overall percentage of the category “Quizzes” remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. Failing the final exam by an extreme margin (not by a few points) should indicate non-mastery of the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to different aspects of an assignment should be clearly delineated on the test/assignment rubric.
5. The manner in which faculty grade an assignment should be clearly explained to learners. Learners should understand how many points they have earned or lost on each assignment and why they have earned or lost the points.
6. To the extent possible, final grades should not come as a “shock” to learners. Those in danger of failing should have access to their grades before they take the

final exam or do a final assignment. A learners whose final grade could be seriously damaged by a poor mark on the final exam or assignment should understand the impact that poor performance could have on the final grade.

7. At least 50% of the points of any major grammar assessment or assignment should require written production. No more than 50% of the points of any major grammar assessment or assignment should be dedicated to multiple choice, fill-in-the-blank, or true or false questions.
8. Final grammar exams are typically scheduled for the Thursday of Week 8. They should be given on the day scheduled at the time scheduled. We prefer that instructors give a comprehensive final that learners can complete during their scheduled final exam time; that is, we prefer that the faculty not give multi-day exams.

Because learners are taking other scheduled finals on the Wednesday of Week 8, they should not be asked to participate in any formal grammar assessments on that Wednesday.

FT Writing Curriculum

The learning outcomes for FT writing courses are divided into the following three categories: remember writing terminology; remember and understand writing concepts; and apply and create with writing concepts.

The choice of the first category, “remember writing terminology,” was based on the premise that learners at each level must learn and remember a certain amount of meta-language to be able to follow teachers’ directions and explanations. If learners do not learn or remember some writing meta-language, it is likely that they will misunderstand directions on assignments or tests, and their scores will then be a product of misunderstanding rather than a lack of knowledge.

The choice of the second category, “remember and understand writing concepts,” was based on the premise that one way learners demonstrate that they understand writing is by analyzing written sentences or texts and parsing them into their component parts. Therefore, learners at each level must remember and understand certain writing rules, guidelines, and formulas that allow them to analyze written sentences or texts to extract their patterns.

The choice of the third category, “apply and create with writing concepts,” was based on the premise that learners at each level must demonstrate that they are able to use writing concepts in meaningful ways to achieve communicative goals. Thus, it is not sufficient that learners simply be able to identify the parts of a written sentence or texts; they must be able to compose original texts using writing concepts to express active understanding of what they have learned.

As with grammar, many writing points are repeated from one level to another. We believe this repetition is necessary because it facilitates the retention of concepts over time. We also believe that learners possess different states of readiness when writing concepts are introduced, so while some learners on a particular level may be ready for or receptive to a writing concept, others may be only partially ready or receptive. Because

this difference in readiness is normal, the curriculum is followed as planned even if learners are not in the same state of readiness. However, as the curriculum offers recurring contact with previously learned concepts, learners who may have lacked readiness for full comprehension of a concept the first time it was presented have repeated opportunities to build on their understanding of that concept. We believe that returning to concepts from level to level also provides learners with the opportunity to move from a general understanding to a more in-depth understanding of concepts.

A template of a syllabus that includes a sample weekly plan is provided for every course at the beginning of each new session.

Specific details of the writing curriculum at each level are listed below:

100 Writing

COURSE DESCRIPTION& GOALS

In this class, learners will begin to develop the ability to generate simple and compound sentences. Learners will develop the ability to write short coherent paragraphs (i.e., 5-7 sentences) about familiar topics. Learners will also develop a basic understanding of writing mechanics such as capitalization, punctuation, and indentation.

This class is paired with Grammar 100. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember writing terminology:
 - Recall and respond appropriately to instructions that include the following terms: simple sentence, compound sentence, statement, question, subject, verb, paragraph, prewrite, first draft, revise, edit, new draft, peer review, feedback, self-assessment, complete sentence, incomplete sentence, off-topic, on-topic, topic, main idea, controlling idea, supporting sentences, evidence, capital letters, period, question mark, comma, heading, title, double space, margins, and indent.
- Remember and understand writing concepts:

- Recall and recognize four basic simple sentence patterns (i.e., subject + 1 verb, subjects + 1 verb, subject +2 verbs, subjects + 2 verbs).
 - Identify the words in basic simple and compound sentences according to their function as subject, verb, coordinating conjunction (i.e., and, but, so), time expressions, and location expressions.
 - Determine the topic and controlling idea of simple paragraphs.
 - Distinguish between simple and compound sentences, statements and questions, complete and incomplete sentences, topic sentences and supporting sentences, off-topic and on-topic sentences.
- Apply and create with writing concepts:
 - Compose logical simple sentences using high-frequency vocabulary that follow four basic sentence patterns (i.e., subject + 1 verb, subjects + 1 verb, subject +2 verbs, subjects + 2 verbs) in the present, present progressive, and past tenses.
 - Compose logical compound sentences using high-frequency vocabulary using the coordinating conjunctions “and,””but,” and “so” in the present tense.
 - Compose logical simple sentences using high-frequency vocabulary that includes simple prepositional phrases of time and location.
 - Compose logical simple sentences using high-frequency vocabulary and including the appropriate use of capital letters for the first word of a sentence and familiar proper nouns.
 - Compose logical simple statements and questions using high-frequency vocabulary and including appropriate end punctuation.
 - Demonstrate the ability to follow a writing process that includes the following steps: pre-writing, first draft, peer review, edit, new draft, and self-assessment.
 - Compose simple five- to seven-sentence paragraphs that include a topic sentence and on-topic supporting sentences using high-frequency vocabulary on topics including but not limited to describing oneself, everyday routines, and one’s hometown.
 - Compose simple five- to seven-sentence paragraphs that include a topic sentence and on-topic supporting sentences using high-frequency vocabulary including the appropriate use of time-order words.

200 Writing

COURSE DESCRIPTION& GOALS

In this class, learners will continue developing the ability to generate simple and compound sentences. Learners will develop the ability to add information to sentences and to combine sentences and to compose texts related to social writing such as letters, postcards, and e-mails. Learners will continue to develop the ability to compose short coherent paragraphs (i.e., 5-7 sentences) about familiar topics. They will also develop a basic understanding of writing mechanics and formatting such as capitalization, punctuation, indentation, and margins.

This class is paired with Grammar 200. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember writing terminology:
 - Recall and respond appropriately to instructions that include the following terms in relation to sentences: simple sentence, compound sentence, statement, question, subject, verb, action verb, linking verb, subject-verb agreement, word order, object, complement, personal pronouns, possessive adjectives, subject pronoun, object pronoun, adjective, adverb, prepositional phrase, complete sentence, incomplete sentence, capital letter, small letter, period, question mark, comma, and exclamation point
 - Recall and respond appropriately to instructions that include the following terms in relation to social writing (e.g., letters, postcards, e-mails, blogs, journals): heading, greeting, body, closing, signature, contraction, and abbreviation
 - Recall and respond appropriately to instructions that include the following terms in relation to paragraphs: indent, margin, title, topic sentence, topic, body, concluding sentence, main idea, supporting sentence, irrelevant sentence, example, time order, imperative sentence
- Remember and understand writing concepts:
 - Recall and recognize five basic simple sentence patterns (i.e., subject + 1 verb, subjects + 1 verb, subject + 2 verbs, subjects + 2 verbs, subject + verb + complement/object).
 - Identify the words in basic simple and compound sentences according to their function as subject, verb, coordinating conjunction (i.e., and, but, so), object, complement, prepositional phrase of time or place, adjective, adverb
 - Identify the parts of various types of social writing (e.g., letters, postcards, e-mails, blogs, journals).
 - Determine the topic and main idea of simple paragraphs.
 - Distinguish relevant supporting sentences from irrelevant supporting sentences
 - Distinguish between descriptive versus listing versus time-order paragraphs
- Apply and create with writing concepts:
 - Compose logical simple sentences using high-frequency vocabulary that follow five basic sentence patterns (i.e., subject + 1 verb, subjects + 1 verb, subject + 2 verbs, subjects + 2 verbs, subject + verb + object/complement) in the present, present progressive, and past tenses.

- Compose logical compound sentences using high-frequency vocabulary using the coordinating conjunctions “and,” “but,” and “so” in the present or past tense.
- Compose logical simple sentences using high-frequency vocabulary and including simple prepositional phrases of time and location.
- Compose logical simple sentences using high-frequency vocabulary and including the appropriate use of capital letters for the first word of sentences and familiar proper nouns.
- Compose logical simple statements and questions using high-frequency vocabulary that include appropriate end punctuation.
- Compose simple informal letters, postcards, e-mails, blogs, and journal entries that are appropriately formatted.
- Compose simple five- to seven-sentence paragraphs that include a topic sentence, multiple on-topic supporting sentences, and a concluding sentence using high-frequency vocabulary on topics including but not limited to describing one’s favorite things or writing a recipe
- Compose simple five- to seven-sentence paragraphs that include a topic sentence and on-topic supporting sentences using high-frequency vocabulary including the appropriate use of time-order words and some simple transitions.

300 Writing

COURSE DESCRIPTION & GOALS

In this class, learners will develop the ability to compose various types of paragraphs (i.e., process, descriptive, narrative, and opinion) using simple, compound, and complex sentences. Learners will develop the ability to add information to sentences, to combine sentences, and to create linking inside of their paragraphs using transition words and dependent clauses. They will also improve their understanding of writing mechanics and formatting such as capitalization, punctuation, indentation, and margins. In addition, learners will begin to develop an understanding of the steps involved in the writing process.

This class is paired with Grammar 300. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember writing terminology:
 - Recall and respond appropriately to instructions that include the following terms related to sentences: simple sentence, compound sentence, complex sentence, statement, question, subject, verb, action verb, linking verb,

- subject-verb agreement, word order, object, complement, personal pronouns, possessive adjectives, subject pronouns, object pronouns, adjective, adverb, prepositional phrase, complete sentence, incomplete sentence, capital letters, lower-case letters, period, question mark, comma, exclamation point, restrictive adjective clauses, non-restrictive adjective clauses, sentence fragments, comma splice, and run-on sentence
 - Recall and respond appropriately to instructions that include the following terms in relation to paragraphs: indentation/ indent, margin, title, topic sentence, topic, body, concluding sentence, main idea, supporting ideas, on-topic sentences, off-topic sentences, examples, time order, imperative sentences (commands), brainstorming, peer editing, revising, outlining
- Remember and understand writing concepts:
 - Identify the parts of paragraphs and explain how they function together to achieve a single purpose
 - Identify the words in simple, compound, and complex sentences according to their function as subject, verb, conjunction, object, complement, prepositional phrase of time or place, adjective, adverb, dependent clause, and independent clause
 - Distinguish various types of paragraphs
 - Determine the topic and main idea of paragraphs.
 - Distinguish on-topic supporting ideas from off-topic supporting sentences
- Apply and create with writing concepts:
 - Compose a variety of sentence types using appropriate punctuation
 - Compose five- to nine-sentence paragraphs that include a topic sentence, multiple on-topic supporting sentences (e.g., examples, descriptions, and explanations), and a concluding sentence
 - Compose five- to nine-sentence paragraphs that include a variety of sentence types
 - Compose five- to nine-sentence paragraphs that demonstrate the ability to create coherence and cohesion through the use of transitions, introductory phrases, and dependent clauses

400 Writing

COURSE DESCRIPTION & GOALS

In this class, learners will continue to improve their ability to compose various types of unified, coherent types of paragraphs (e.g., opinion, descriptive, comparison, and cause-effect) using a variety of sentence types. Learners will develop an understanding and an ability to compose a classification essay. Learners will also improve their understanding of writing mechanics and formatting such as capitalization, punctuation, indentation, and margins for both paragraphs and essays. In addition, learners will improve their ability to follow the steps involved in the writing process.

This class is paired with Grammar 400. Learners will have the same teacher for both courses so that the teacher can monitor their grammar development as their writing skills develop.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass the course will be able to do the following:

- Remember writing terminology:
 - Recall and respond appropriately to instructions that include the following terms related to sentences: simple sentence, compound sentence, complex sentence, compound-complex sentence, statement, question, subject, verb, action verb, linking verb, subject-verb agreement, word order, object, complement, personal pronouns, possessive adjectives, subject pronouns, object pronouns, articles, adjective, adverb, prepositional phrase, complete sentence, incomplete sentence, capital letter, small letter, period, question mark, comma, exclamation point, restrictive adjective clause, non-restrictive adjective clause, noun clause, adverb clause, sentence fragment, comma splice, run-on sentence, coordinating conjunction, purpose, audience, clarity, unity, coherence, and paraphrase
 - Recall and respond appropriately to instructions that include the following terms related to paragraphs: indent, margin, heading, format, title, topic sentence, topic, body, concluding sentence, main idea, supporting ideas (i.e., explanation, description, fact, reasons, examples), on-topic sentences, off-topic sentences, examples, time order, brainstorming, peer editing, self-editing, first draft, final draft, revising, outlining, cause-effect, comparison, proof reading, and linear
 - Recall and respond appropriately to instructions that include the following terms related to essays: hook, thesis statement, introduction, body, conclusion, final thought, re-statement, transitions, and development
- Remember and understand writing concepts:
 - Identify the parts of paragraphs/essays and explain how they function together to achieve a single purpose
 - Identify the words in simple, compound, and complex sentences according to their function as subject, verb, conjunction, object, complement, prepositional phrase of time or place, adjective, adverb, dependent clause, and independent clause
 - Distinguish various types of paragraphs
 - Determine the topic and main idea of paragraphs.
 - Distinguish on-topic supporting ideas from off-topic supporting ideas
- Apply and create with writing concepts:
 - Compose a variety of sentence types using appropriate punctuation

- Compose seven- to eleven-sentence paragraphs that include a topic sentence, multiple on-topic supporting sentences (e.g., examples, facts, reasons, descriptions, and explanations), and a concluding sentence
- Compose seven- to eleven-sentence paragraphs that include a variety of sentence types
- Compose seven- to eleven-sentence paragraphs that demonstrate the ability to create coherence and cohesion through the use of transitions, introductory phrases, and dependent clauses
- Compose a four- to five paragraph essay that includes an introduction, body, and a conclusion that is coherent, cohesive, linear, and unified

Assessment and Evaluation Guidelines for the FT Writing Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the FT writing curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise that they collaborate when creating major assessments.

A major assessment or assignment is defined as any task that accounts for 20% or more of the final grade. (Even if an instructor refers to an assignment as a “quiz,” if it accounts for 20% or more of the final grade, then it is considered a major assignment.)

2. The categories and percentages that determine the final grade for a particular course on the same level should be the same. In other words, if the categories in one course are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all of the faculty members teaching that course should grade according to the same categories and percentages.

A faculty member is permitted to administer four quizzes while another administers three as long as the overall percentage of the category “Quizzes” remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. Failing the final exam by an extreme margin (not by a few points) should indicate non-mastery of the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to the various aspects of an assignment should be clearly delineated on the test/assignment rubric.
5. The manner in which faculty grade an assignment should be clearly explained to learners. Learners should understand how many points they have earned or lost on each assignment and why they have earned or lost the points.
6. To the extent possible, final grades should not come as a “shock” to learners. Those in danger of failing should have access to their grades before they take the final exam or do a final assignment. A learner whose final grade could be seriously damaged by a poor mark on the final exam or assignment should understand the impact that poor performance could have on the final grade.

7. Major writing assignments should include both in-class timed writing assignments and at-home writing assignments.

The majority of the points on rubrics should be dedicated to writing skills, specifically those that lead to the learning outcomes intended for the assignment. Rubrics should not dedicate a large number of points (e.g., 30 out of 100 points) to topics such as formatting.

8. Writing teachers should provide feedback on writing versus editing feedback on grammar. Writing teachers should collect at least two drafts of assignments. For the first draft of an assignment, writing teachers should provide *only* writing feedback (e.g., commentary on the quality or the type of information used, organization, cohesion). On the second draft, writing teachers should continue to provide writing feedback; they could also provide grammar commentary, but they are advised to point out only one to three grammar mistakes common in the writing of a particular learner instead of commenting or marking every grammar mistake.
9. Final writing exams are typically scheduled for the Wednesday of Week 8. They should be administered on the day scheduled at the time scheduled. We prefer that the faculty give a comprehensive final that learners can complete during their scheduled final exam time, which means that we prefer that they not give multi-day exams.

Pedagogical Suggestions for Writing Courses 100-400

The GTLI does not allow students to turn in work copied from the work of others (whoever the others may be). The GTLI also does not condone students' receiving excessive outside help on their writing assignments.

One of the cultural lessons that all writing classes should strive to convey is the avoidance of plagiarism. This concept must be taught and discussed in various ways on the different levels. GTLI encourages the faculty to recognize that plagiarism is often the result of a lack of understanding, not willfulness. In many cultures, copying the work of others is a form of flattery or respect, and teachers in these cultures may expect them to copy.

Periodically, we have cases of students' turning in work that is clearly not their own. Sometimes the work has even been produced inside the classroom. In such a case, for example, the student may have worked with a tutor outside of class to prepare for an in-class writing assignment, and then in the in-class assignment, the student produces writing that greatly exceeds the ability and the level of work that the student has independently exhibited.

Episodes of plagiarism or cases of excessive outside help often lead to confrontations that create difficult situations. Because such cases are a result of lack of understanding, the GTLI feels responsible for ensuring that students at all levels are aware of the seriousness and ramifications of plagiarism.

Our suggestions for dealing with this issue follow:

1. In a level-appropriate manner, faculty members should explain the rules regarding plagiarism and outside help.
2. In a level-appropriate manner, faculty should explain the policy and the penalty for committing plagiarism, or turning in work that is not one's own. That is, the instructor must explain the policy in clear terms on the syllabus. The penalty should be a grade of "zero" on an assignment. However, the instructor has the option to allow the student to re-do the assignment.

Because students may not understand why what they did was unacceptable, we recommend that instructors allow first-time offenders to re-do assignments or to do an alternative assignment. If a student, however, is a repeat offender (i.e., the problem has been explained to that student before), an instructor can and should simply assign a "zero" grade along with an explanation.

3. Faculty should enforce the plagiarism policy written in the syllabus consistently and uniformly. That is, an instructor should not selectively punish or negotiate with some students and not others.
4. At the beginning of the session, faculty should inform the students of all in-class writing that they will review and grade throughout the session. (Instructors do not have to grade all work.) Throughout the session, instructors should have a clear idea of what their students are capable of when they have no outside assistance. Therefore, they should attempt to keep samples of student work. After all, arguing that particular students are writing beyond their capabilities is difficult without proof in the form of previous sample assignments.

FT Reading Curriculum

The learning outcomes for FT reading courses are divided into the following three categories: apply pre-reading strategies; apply during-reading strategies; and apply post-reading strategies.

The choice of the first category, “apply pre-reading strategies,” was based on the premise that students at each level must learn to apply specific pre-reading strategies that will activate their background knowledge and improve their comprehension. If learners do not learn to independently and consistently use pre-reading strategies, they will struggle when they encounter new reading text, even when the text covers a familiar topic.

The selection of the second category, “apply during-reading strategies,” was based on the premise that learners have to build the meaning of a text as they read. As they work their way through a text, they must use strategies such as prediction, confirmation, and modification to ensure their understanding of important ideas in the text and the extraction of appropriate meaning.

The choice of the third category, “apply post-reading strategies,” was based on the premise that learners at each level must demonstrate an ability to use the information that they have learned through reading. Reading should be a meaningful activity that leads to other communicative tasks. We believe that by using information they learned through reading, learners should be able to demonstrate some higher order critical thinking skills at every level.

Many reading strategies and skills are repeated from one level to another. We believe this repetition is necessary because it facilitates automaticity and fluency with the strategies and skills over time. Also, the same skills and strategies are generally used at every level of reading, it is generally the difficulty of the reading text that changes.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's reading curriculum are as follows:

100 Reading

COURSE DESCRIPTION& GOALS

In this class, learners will begin to develop the ability to read for general purposes. Learners will develop the strategies, skills, and vocabulary necessary to read and understand ESL beginner passages of approximately 200-300 words on a variety of topics.

In this course, learners will develop skills including but not limited to comprehending ESL beginner passages, understanding and using vocabulary presented in reading passages, and responding to questions about the important ideas of reading passages. Learners will also develop skills related to thinking about and expressing ideas or opinions about topics discussed in reading passages.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass this course will be able to do the following when reading ESL beginner passages:

- apply pre-reading strategies
 - identify the number of paragraphs in passages.
 - predict the topic or content of passages using pictures.
- apply during-reading strategies
 - identify the main ideas of passages.
 - differentiate the main ideas from the details of passages.
 - recognize vocabulary words in passages that have been previously presented.
- apply post-reading strategies
 - correctly interpret the meaning and type of answer necessary for simple reading test questions of various types (e.g., multiple choice, true-false, matching, open-ended, etc.).
 - Respond to simple open-ended questions about the content of passages in writing (e.g., with 1-2 simple sentences or a simple list) and in speaking (e.g., with a simple phrase or sentence).
 - recall and select basic definitions or descriptions for important content words that are important for understanding the main ideas in passages.
 - produce simple written or spoken sentences using important content words from passages in a way that demonstrates an accurate understanding of the words' meanings.
 - produce in written and spoken language simple opinions about topics discussed in passages and explain those opinions in simple terms.

200 Reading

COURSE DESCRIPTION & GOALS:

In this class, learners will enhance the ability to read for general purposes. Learners will develop the strategies, skills, and vocabulary necessary to read and understand ESL high-beginner passages of approximately 200-300 words on a variety of topics.

In this course, learners will develop skills including but not limited to the following: making and applying predictions before reading; identifying the topic, main idea, and major details of a reading passage; and using pictures and context to understand unknown vocabulary. Learners will also expand skills including but not limited to responding to questions about passages, generating sentences using vocabulary presented in reading passages, and expressing opinions about topics discussed in passages.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following when reading ESL high-beginner passages:

- apply pre-reading strategies
 - predict topic(s) and main idea of passages using the title of the passage and pictures.
 - use predictions to activate background knowledge of identified topic(s).
- apply during-reading strategies
 - identify the main idea (i.e., topic and controlling idea) and key details of passages.
 - recognize high-frequency words and content words that were encountered during pre-reading vocabulary activities or previously studied passages.
 - use pictures and context clues to understand important-for-overall-meaning vocabulary in passages.
- apply post-reading strategies
 - respond to open-ended questions about the content of passages in writing (e.g., with 2-3 simple sentences or a simple list) and in speaking (e.g., with simple phrases or sentences).
 - recall basic definitions or descriptions of important content words that are essential for understanding the main ideas of passages.
 - compose simple written or spoken sentences using important content words from passages in a way that demonstrates an accurate understanding of the words' meanings.
 - produce in written and spoken language opinions about topics discussed in passages and explain those opinions in simple terms.
 - utilize pre-, during, and post-reading strategies to determine the meaning of passages when asked to read new passages in timed situations.

- select appropriate answers to standardized questions (e.g., multiple choice, matching) about new passages in timed situations.
- identify and state orally and/or in writing the main points of passages in their own words (i.e., they can express the main points without repeating memorized sentences from the reading passage).

300 Reading

COURSE DESCRIPTION & GOALS

In this class, learners will expand their ability to read for general purposes. Learners will develop and enhance the strategies, skills, and vocabulary necessary to read and understand ESL low-intermediate passages of approximately 400-600 words on a variety of topics.

In this course, learners will enhance skills including but not limited to making and applying predictions before reading, identifying the topic, main idea, and major details of a passage, and understanding vocabulary in context. Learners will also develop skills including but not limited to the following: identifying signal words and using them to identify common organizational structures of passages; providing simple summaries of reading passages; and comparing two ideas about the same topic.

LEARNING OUTCOMES

By the end of this course, learners who successfully pass this course will be able to do the following when reading ESL low-intermediate passages:

- apply pre-reading strategies
 - use skimming to predict main ideas of passages using title, visual clues, and key sentences (e.g., first sentence of each paragraph).
 - use title, visual clues, and key sentences (e.g., first sentence of each paragraph) to generate questions that may be answered during reading.
 - utilize predictions to activate background knowledge of identified topic(s).
- apply during-reading strategies
 - determine if questions generated during pre-reading can be answered by the passage..
 - identify the main idea (i.e., topic and controlling idea), key details, and purpose of passages.
 - recognize high-frequency words and content words that were encountered during pre-reading vocabulary activities in passages.
 - utilize visual and context clues to understand important-for-overall-meaning vocabulary in passages.
 - recognize words parts (prefixes, root words, suffixes) and utilize them to understand unknown vocabulary in passages.

- recognize rhetorical signal words and use them to identify common organizational structures of passages (specifically, chronological, listing, and compare/contrast rhetorical structures).
- interpret simple inferences.
- apply post-reading strategies
 - respond to open-ended questions about the content of passages in writing (e.g., with 3-5 sentences as in a short answer of 3-5 sentences, a list, or a simple paragraph of 4-5 sentences) and in speaking (e.g., with phrases or sentences).
 - compose written or spoken sentences using important content words from in a way that demonstrates an accurate understanding of the words' meanings.
 - formulate in written and spoken language opinions about topics discussed in passages and explain those opinions.
 - express in written or spoken language the main idea and key details of passages in their own words.
 - compare in written and spoken language two ideas about the same topic presented in a passage or passages.
 - utilize pre-, during, and post-reading strategies to determine the meaning of ESL low-intermediate passages when asked to read new passages in timed situations.
 - select appropriate answers to standardized questions (e.g., multiple choice, matching) about new passages in timed situations.

400 Reading

COURSE DESCRIPTION & GOALS:

In this class, learners will enhance the ability to read for general purposes. Learners will develop and expand the strategies, skills, and vocabulary necessary to read and understand ESL intermediate passages and non-simplified passages of approximately 500-700 words on a variety of topics.

In this course, learners will enhance skills including but not limited to making and applying prediction before reading; identifying the topic, main idea, details of a passage; and using context to understand unknown vocabulary. Learners will also develop skills including but not limited to using signal words to identify additional organization patterns, making inferences, and understanding pronoun-reference.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following when reading ESL intermediate passages and non-simplified passages:

- apply pre-reading strategies
 - use skimming to predict main ideas and major details of passages using title, visual clues, headings, and key sentences (e.g., first sentence of each paragraph).

- use title, visual clues, headings, and key sentences (e.g., first sentence of each paragraph) to generate questions that may be answered during reading.
- utilize predictions to activate background knowledge of identified topic(s).
- apply during-reading strategies
 - determine if questions generated during pre-reading can be answered by the passage .identify the main idea (i.e., topic and controlling idea), major and minor details, and purpose of passages.
 - utilize visual clues, context clues, and word analysis (word parts, grammatical form) to understand unknown vocabulary in passages.
 - recognize rhetorical signal words and use them along with key details to identify common organizational structures of passages, including chronological, listing, compare/contrast, cause/effect, and problem-solution rhetorical structures.
 - distinguish between primary rhetorical structure (i.e., structure of the passage) and secondary rhetorical structures (i.e., structure used to connect two or more sentences or structure of a paragraph or section of passage.
 - interpret inferences.
 - identify the noun that a pronoun refers to.
- apply post-reading strategies
 - respond to open-ended questions about the content of passages in writing (e.g., with 4-6 sentences as in a short answer of 4-6 sentences, a list, or a simple paragraph of 5-6 sentences) and in speaking (e.g., with phrases or sentences).
 - compose written or spoken sentences using important content words from passages in a way that demonstrates an accurate understanding of the words' meanings.
 - formulate in written and spoken language opinions about topics discussed in passages and explain those opinions.
 - express in written or spoken language the main idea and key details of passages in their own words.
 - compare in written and spoken language two ideas about the same topic presented in a passage or passages.
 - utilize pre-, during, and post-reading strategies to determine the meaning of passages when asked to read new passages in timed situations.
 - select appropriate answers to standardized questions (e.g., multiple choice, matching) about new passages in timed situations.

Assessment & Evaluation Guidelines for FT Reading Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the FT reading curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.
5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.
6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they

take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor mark on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. Every in-class major reading assessment should include at least one “new” reading text that students have not read before.
8. At least 25% of the points of any in-class major assessment or assignment should require written production. No more than 75% of the points of any in-class major assessment or assignment should be dedicated to multiple choice/fill-in-the-blank/true or false types of questions.
9. If in-class major assessments or assignments include testing learners’ recall and comprehension of past information, ask them questions that focus on important ideas that would be reasonable to recall like main ideas, definitions, and important explanations or critical thinking questions that ask them to “do” something “new” with something they recall from a previous reading text.
10. Reading final exams are typically scheduled for the Thursday of Week 8. Reading final exams should be given on the day scheduled at the time scheduled. We prefer that you give a comprehensive final that learners can complete during their scheduled final exam time, which means that we prefer that you do not give multi-day exams.

Because learners are taking other scheduled finals on the Wednesday of Week 8, they should not be asked to participate in any formal reading assessments on that Wednesday.

FT Speaking/Listening Curriculum

The learning outcomes for FT speaking/listening courses are divided into the following three categories: speaking skills; listening skills; and pronunciation skills.

The three categories for this curriculum were chosen in accordance with the three interrelated aural goals of the courses. We believe that in order to achieve oral communicative competence learners must develop knowledge, skills, and strategy in all three areas.

Many speaking/listening strategies and skills are repeated from one level to another. We believe this repetition is necessary because it facilitates automaticity and fluency with the strategies and skills over time. Also, the same skills and strategies are generally used at every level of speaking/listening, it is generally the difficulty of the speaking/listening tasks that changes.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's speaking/listening curriculum are as follows:

100 Speaking/Listening

COURSE DESCRIPTION:

In this class, learners will be provided with speaking and listening practice related to practical everyday conversational situations.

Learners will have the opportunity to develop their speaking skills by giving simple presentations and participating in a variety of speaking tasks on simple topics like daily activities, plans, likes and dislikes, and past experiences. In addition, learners will develop basic listening strategies to improve their understanding of ESL-beginner passages on simple topics.

Learners will begin to develop their ability to express simple statements and questions using American English rhythm and intonation patterns. Learners will develop their understanding of the American English sound system for selected consonant and vowel sounds.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Orally express personal information and preferences about a variety of situations such as hobbies, daily routines, asking and giving directions, and family.
- Remember and use basic vocabulary to orally describe everyday situations and experiences.

Listening Skills

- Develop preview and predicting strategies for simple ESL in-class listening passages.
- Demonstrate comprehension of main ideas and details from simple ESL in-class listening passages.

Pronunciation Skills

- Differentiate between statements and questions in listening exercises.
- Demonstrate an understanding of rhythm and intonation for statements and yes/no questions when participating in simple conversational exchanges.
- Differentiate between selected consonant and vowel sounds in listening exercises.
- Demonstrate an understanding of selected consonant and vowel sounds when speaking.

200 Speaking/Listening

COURSE DESCRIPTION:

In this class, learners will be provided with speaking and listening practice related to practical everyday conversational situations like talking to service providers or friends. Learners will also be provided with speaking and listening practice related to simple abstract conversational situations like comparing cultures.

Learners will have the opportunity to develop their speaking skills by giving simple presentations and participating in a variety of speaking tasks on simple practical and abstract topics using the simple present, past and future tenses. In addition, learners will continue developing basic listening strategies to improve their understanding of ESL-beginner passages on simple practical and abstract topics.

Learners will continue to develop their ability to express simple statements and questions using American English rhythm and intonation patterns. Learners will also continue to develop their understanding of the American English sound system for selected consonant and vowel sounds.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Orally express personal information, preferences, and opinions about a variety of simple practical and abstract situations using simple present, past, and future tenses.
- Remember and use basic vocabulary to orally describe everyday situations and experiences as well as to offer opinions about simple practical and abstract situations.

Listening Skills

- Continue to develop previewing and predicting strategies for simple ESL in-class listening passages.
- Demonstrate comprehension of main ideas and details from simple ESL in-class listening passages.
- List main ideas and important details in a logical order from simple ESL in-class listening passages.

Pronunciation Skills

- Differentiate between statements and questions in listening exercises.
- Demonstrate an understanding of rhythm and intonation for statements, yes/no and wh-questions when speaking.
- Differentiate between selected consonant and vowel sounds in listening exercises.
- Demonstrate an understanding of selected consonant and vowel sounds when speaking.

300 Speaking/Listening

COURSE DESCRIPTION:

In this class, learners will be provided with speaking and listening practice related to practical conversational situations like talking to professors. Learners will also be provided with speaking and listening practice related to abstract and/or formal interactions like listening and responding to simple ESL lectures on academic topics.

Learners will have the opportunity to develop their speaking skills by giving 3-5 minute organized presentations and participating in a variety of speaking tasks on practical and abstract topics using the simple present, past and future tenses. In addition, learners will begin developing intermediate listening strategies to improve their understanding of ESL-intermediate passages on practical and abstract topics.

Learners will continue to develop their ability to express themselves in oral interactions

and presentations using American English word stress, simple reductions, sentence stress, rhythm, and intonation patterns. Learners will also expand their understanding of the American English sound system for selected consonant and vowel sounds.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Orally express personal information, preferences, and opinions in practical and abstract interactions using simple present, past, and future tenses.
- Remember and use practical and abstract vocabulary related to listening topics in impromptu and scripted situational role-plays, presentations and discussions of intermediate ESL listening passages.

Listening Skills

- Expand previewing and predicting strategies for low-intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Demonstrate comprehension of main ideas and details from low-intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Apply note-taking strategies for interpreting the relationships (e.g., cause and effect, comparison/contrast, chronological order, etc.) between ideas in low-intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.

Pronunciation Skills

- Identify word stress, simple reductions, sentence stress, rhythm and intonation patterns in listening exercises.
- Demonstrate an understanding of word stress, simple reductions, sentence stress, rhythm and intonation when speaking on familiar topics.
- Differentiate between selected consonant and vowel sounds in listening exercises.
- Demonstrate an understanding of selected consonant and vowel sounds when speaking.

400 Speaking/Listening

COURSE DESCRIPTION:

In this class, learners will be provided with speaking and listening practice related to practical and academic conversational situations like talking to peers about assignments. Learners will also be provided with speaking and listening practice related to abstract and/or formal interactions like listening and responding to simple ESL lectures on academic topics.

Learners will have the opportunity to develop their speaking skills by giving 4-6 minute organized presentations and participating in a variety of speaking tasks on practical and abstract topics using the simple present, past and future tenses. In addition, learners will continue to develop intermediate listening strategies to improve their understanding of intermediate ESL passages on practical and abstract topics.

Learners will continue to develop their ability to express themselves in oral interactions and presentations using American English word stress, simple reductions, sentence stress, rhythm, intonation patterns and thought groups. Learners will also expand their understanding of the American English sound system for selected consonant and vowel sounds.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Orally express personal information, preferences, and opinions in practical and abstract interactions using simple present, past, and future tenses.
- Remember and use practical and abstract vocabulary related to listening topics in impromptu and scripted situational role-plays, presentations and discussions of intermediate ESL listening passages.

Listening Skills

- Continue to expand previewing and predicting strategies for intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Apply note-taking strategies for interpreting the relationships (e.g., cause and effect, comparison/contrast, chronological order, etc.) between ideas in intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Demonstrate comprehension of main ideas and details from intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Identify speaker's purpose, method, and attitude in intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.
- Analyze and categorize information in order to complete summaries and charts based on intermediate ESL in-class and out-of-class listening passages on practical and abstract topics.

Pronunciation Skills

- Identify word stress, simple reductions, sentence stress, rhythm, intonation patterns, and thought groups in listening exercises.

- Demonstrate an understanding of word stress, simple reductions, sentence stress, rhythm, intonation and thought groups when speaking on familiar topics.
- Differentiate between selected consonant and vowel sounds in listening exercises.
- Demonstrate an understanding of selected consonant and vowel sounds when speaking.

Assessment & Evaluation Guidelines for FT Speaking/Listening Curriculum

Faculty should assess and evaluate learners in accordance with the learning outcomes established for each course. To assist in ensuring that assessment and evaluation practices are consistently applied throughout the GTLI's FT speaking/listening curriculum, the following guidelines should be followed:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a "quiz," if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member's categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.

4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.

5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.

6. To the extent that it is possible, final grades should not come as a "shock" to learners. Learners who are in danger of failing should know this before they take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor mark

on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. In Speaking/Listening, learners must pass both the speaking and the listening portion of the course in order to pass the course. If they pass one part but not the other, they should receive a D. This likely means that the numerical grade and the letter grade awarded will not match. You will need to include a note to the Director in your excel spreadsheet that explains why the numerical grade and the letter grade do not match. If they fail both parts of the course, obviously they should receive an F.

8. Every major in-class listening assessment should include at least one “new” listening text that students have not heard before.

9. If in-class major listening assessments or assignments include testing learners’ recall and comprehension of past information, ask them questions that focus on important ideas that would be reasonable to recall like main ideas, definitions, and important explanations or critical thinking questions that ask them to “do” something “new” with something they recall from a previous listening passages.

10. With regard to major speaking assessments or assignments, at least 50% of major assignments should involve learners being evaluated for interactions like conversations, debates or the like. Presentations should not be used for more than 50% of the major speaking assignments at these levels.

The basic issue with only using presentations as major speaking assessments is that we want learners to leave with interaction/conversational skills as well as presentation skills. It seems that many of our learners are satisfied that they “learned” presentation skills, but they are not as satisfied that they “learned” interaction/conversational skills based on a survey of post-IEP learners.

11. Speaking/Listening final exams are typically scheduled for the Wednesday of Week 8. Speaking/Listening final exams should be given on the day scheduled at the time scheduled. We understand that due to the dual nature of this course, faculty may have to give either the speaking or the listening assessment on the Monday or Tuesday of Week 8 as it may be impossible to give both during the scheduled final exam period. Thus, faculty should plan accordingly and make sure that learners are informed of when their final speaking assessment and their final listening assessments will be administered (either the speaking or the listening must be during the scheduled final exam period). Also, Speaking/Listening faculty should coordinate with the faculty that teach other sections of the same course to ensure that all faculty give their final listening and final speaking assessments on the same days (e.g., all SL300 faculty give the listening final exam during the final exam period and the final speaking assessment on the Tuesday of Week 8).

Pedagogical Suggestions for Speaking/Listening Classes 100-400

We understand that in SL classes, faculty have to manage the teaching of different skills (e.g., listening, speaking, pronunciation) as well as different topics.

Occasionally, learner feedback has indicated that teachers may prioritize the different skills in terms of the time that they receive in class in a noticeably different manner. For example, learners have complained that their teacher spent 75% of the time on listening. The learners who complained were under the impression that their peers in other courses were receiving more time dedicated to speaking.

Please remember that in 100-400 SL classes, Speaking is 50% and Listening is 50%. A learners must pass both to pass the course.

To help the time distribution seem more “equal” to learners, teachers might consider establishing a pattern for how much time each skill receives in class. For example, teachers might decide before the course begins and communicate to the learners something like the following:

5-day week Course:

MF: We will work on speaking.

W: We will work on pronunciation.

TTh: We will work on listening.

4-day week Course:

M: We will work on speaking.

T: We will work on listening including pronunciation.

W: We will work on speaking including pronunciation.

Th: We will work on listening.

Obviously, you can set up whatever pattern you wish. However, we do advise that you establish a systematic pattern to ensure that learners do understand that the three skills are receiving equal attention.

Also, it goes without saying that learners will use all three skills in all aspects of the course. This suggestion is simply based on establishing the primary focus of each lesson.

ACADEMIC TRACK (AT) CURRICULUM

As mentioned earlier the AT curriculum is focused on providing instruction in English for Academic Purposes (EAP). The assumptions of the AT curriculum are as follows: learners in this track have the basic skills to manage everyday formal and informal interactions; learners in this track have basic pre-academic knowledge, strategies, and skills, including a general understanding of and ability to use meta-language to discuss language learning; and learners in this track desire to continue their language studies for the purposes of university academic studies in the U.S., or they desire to receive academic training to have the possibility of deciding if university academic studies in the U.S. is their goal.

Given these assumptions the curricular plan for learners in the AT is to progressively develop their knowledge-base, skills and strategies in grammar, writing, reading, and speaking/listening from an academic perspective so that they will have sufficient communicative competence to pursue academic goals at the university level. In addition, the AT seeks to develop accurate expectations and appropriate behaviors with regard to U.S. university environments.

Level 500 focuses on transitioning learners from an EGP to an EAP approach and seeks to equip learners with basic academic cultural and linguistic training using ESL materials that simulate authentic academic materials. Thus, learners are introduced to pure academic training but with mostly ESL-modified materials in grammar, writing, reading, and speaking/listening.

Level 600 focuses on transitioning learners from developing their academic skills using mostly ESL-modified materials to developing their academic skills using mostly authentic at or near college-level materials. Thus, learners' pure academic training is now paired with a mostly exclusive use of authentic materials in grammar, writing, reading, and speaking/listening.

Level 700 focuses on transitioning learners from developing their academic skills as IEP learners to developing their academic skills as future U.S. university-level learners using authentic college-level materials. Thus, learners are now given simulated college-level assignments using college-level materials, and they receive academic training in how to meet the expectations of those assignments in a manner that would be considered acceptable for a U.S. college freshman.

Level 500 is designed for learners who have the basic skills to manage everyday formal and informal interactions. Learners are expected to have a more or less balanced skill set between grammar, writing, reading, and speaking/listening. They should not be extremely better at any one of these skills than the others. Learners must have sufficient vocabulary and literacy to be able to engage in everyday communicative tasks without difficulty. They must be able to read and understand the equivalent of a magazine article taken from a popular magazine and write at the level of a 9th or 10th grade high school essay. Learners who begin at this level clearly demonstrate that they have received prior training in academic skills.

Level 600 is designed for learners who have completed Level 500. New learners are seldom placed in Level 600 as a starting point unless those learners have already had advanced academic training in other intensive English programs and/or have possibly already studied at U.S. high schools or universities.

Level 700 is designed for learners who have completed Level 600. New learners are almost never placed in Level 700.

AT Grammar Curriculum

The AT only requires grammar for Levels 500 and 600. An additional grammar course that would be the equivalent of Level 700 is offered as an SPT course.

The learning outcomes for AT grammar courses focus on the meaningful use of grammar knowledge in constructing academic sentences and longer texts. The outcomes also emphasize the development of self-editing abilities so that learners become more accountable for their own management of grammar in the course of their communication.

Many of the grammar points covered in Levels 500 and 600 have likely been presented before at lower levels. However, the purpose of re-presentation or review in Levels 500 and 600 is to provide learners with more in-depth, advanced knowledge of the meaningful use of grammar in academic contexts.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's grammar curriculum are as follows:

500 Introduction to Academic Grammar

COURSE DESCRIPTION:

In this course, learners will work on improving their ability to understand sentence structure and variety. Learners will also explore ways to enhance their ability to apply complex structures to their written and oral communication. Learners will begin to increase their awareness of which parts of speech are specifically problematic in their writing and speaking, and learners will enhance their ability to edit/monitor for those errors.

In this course, learners will study sophisticated structures like but not limited to adjective clauses, adverb clauses, noun clauses, reduced adjective clauses, and reduced adverb clauses. Learners will also study grammatical structures like but not limited to modals, pronouns, subject-verb agreement, and verb tense. In this course, learners will practice and be assessed on both their recognition of correct/incorrect grammar structures and their ability to edit and revise for incorrect use as well as their ability to produce new written and oral communication using sophisticated grammar structures.

Learners should expect that Level 500 will require more work and more difficult assignments than Level 400. Learners will be asked to do homework on a regular basis, and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners will be able to do the following:

- Compose (or combine sentences using) compound, complex, and compound-complex sentence structure with minimal errors in regards to sentence structure and order at a sentence and paragraph level
 - Specifically, compose or combine sentences using adjective, adverb, and noun clauses as well as reduced adverb and adjective clauses with minimal errors in regards to clause/phrase structure and order
 - Combining of sentences using fanboys, transitions, adverb clauses, adverb phrases /prepositional phrases and reduction of adverb clauses with minimal errors in regards to phrase structure and order
- Understand and use each of the three dependent clauses: adverb, adjective and noun clauses
- Understand and use different tenses as well as vocabulary associated with those tenses
- Construct sentences with minimal errors in tense form and meaning
- Explain the more complex reasons for subject-verb agreement and continue to edit for subject-verb agreement errors
- Edit written texts and student generated writing for pronoun agreement with some errors
- Construct sentences using appropriate modal form and meaning in guided situations
- Produce simple passive in sentences and paragraphs in controlled contexts.

600 Advanced Academic Grammar 1

COURSE DESCRIPTION:

This advanced grammar course focuses on applying the grammar studied in the course to learners' writing and speaking. Learners develop an understanding of what structures are considered more sophisticated grammatically and learn how to apply those primarily to the grammar of their writing. Learners also develop an understanding of what their individual problems are in both speaking and writing and learn how to monitor or edit for those problems.

Learners should expect that Level 600 will require more work and more difficult assignments than Level 500. Learners will be asked to do homework on a regular basis, and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners will be able to do the following:

- Compose (or combine sentences using) accurate compound, complex and compound-complex sentence structure in regards to sentence structure and order at a sentence and paragraph level
- Produce accurate adjective, adverb, and noun clauses as well as participle phrases in regards to clause/phrase structure and order at a sentence and paragraph level
- Generate accurate prepositional phrases/adverb phrases (because of/due to despite/in spite of) in regards to phrase structure and order at a sentence and paragraph level
- Demonstrate an ability to begin to produce real and unreal conditionals in written and spoken English and demonstrate the ability to distinguish between the two
- Generate verb phrases like result in/lead to/cause and other phrases like resulting in/leading to/causing with some errors in form
- Demonstrate the ability to begin to edit for comma and punctuation problems
- Construct sentences using appropriate modal form and meaning
- Generate sentences using appropriate real conditional form and meaning and demonstrate the ability to distinguish between the two types
- Produce gerunds as subjects, go + gerund forms, verbs of perception, and gerunds that follow common verbs with minimal errors and produce passive gerunds and gerunds as object of preposition with some errors
- Produce accurately it + infinitive form and infinitives that follow some common verbs with minimal errors and generate passive infinitives, causative verbs, and adjectives followed by infinitives with some errors
- Produce passive sentences and paragraphs with minimal errors in basic forms and some errors in more complex forms.

Assessment & Evaluation Guidelines for AT Grammar Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the AT grammar curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.

4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.

5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.

6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor mark

on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. At least $\frac{2}{3}$ of the points of any major grammar assessment or assignment should require written production. No more than $\frac{1}{3}$ of the points of any major assessment or assignment should be dedicated to multiple choice/fill-in-the-blank/true or false types of questions.

8. Grammar final exams are typically scheduled for the Thursday of Week 8. Grammar final exams should be given on the day scheduled at the time scheduled. We prefer that you give a comprehensive final that learners can complete during their scheduled final exam time, which means that we prefer that you do not give multi-day exams.

Because learners are taking other scheduled finals on the Wednesday of Week 8, they should not be asked to participate in any formal grammar assessments on that Wednesday.

AT Reading Curriculum

The AT requires reading for Levels 500-700. Because academic reading and academic writing bear a close connection in terms of how they are used in universities, the reading and writing courses are taught as paired courses (i.e., same teacher and usually same group of learners), and they share materials.

The learning outcomes for AT reading courses are divided into the following three categories: extensive reading outcomes; intensive reading outcomes; and critical thinking and communication outcomes.

The first category “extensive reading outcomes” was chosen because university reading generally requires learners to read longer texts and engage in note-taking in order to keep track of the information they read in those texts. Thus, learners need to develop skills and strategies that will allow them to keep up with the large quantity of reading that may be assigned in university courses.

The second category “intensive reading outcomes” was chosen because reading in general and standardized test reading like the TOEFL generally requires readers to understand short passages from longer texts in great detail. Thus, learners need to develop skills and strategies that will allow them to decipher information and meanings that are not directly stated to ensure that they are able to capture the more in-depth nuances and meanings of the university texts they read.

The third category “critical thinking and communication outcomes” was chosen because generally academic reading in university contexts results in either oral or written discussions. Therefore, learners need to develop skills and strategies that will allow them to use and apply the information they learn from reading academic texts to oral and written discussions on related topics. In other words, they need to learn how to use their reading texts as sources and support for meaningful academic discussions.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's reading curriculum are as follows:

500 Introduction to Academic Reading

Course Description:

In this course, learners will develop the ability to read for U.S. university undergraduate classes and admission tests by reading texts that are written in the style of U.S. academic textbooks. Learners will develop the strategies, skills, and vocabulary necessary to read and comprehend both short and long passages of academic textbook writing. Learners will also develop their summarizing, critical thinking, and written/oral discussion abilities.

In this course, learners will review and develop skills that are necessary for extensive reading and intensive reading. Extensive reading is when learners are asked to read multi-page texts like an entire chapter or several chapters. Extensive reading usually requires note-taking and reading skills and strategies that are more related to comprehending the overall ideas presented in the text. Reading for college courses requires mastery of extensive reading skills. Intensive reading is when learners are asked to read a sentence or short passage from a text. Intensive reading usually requires reading skills and strategies that are related to comprehending details or implied meanings. The TOEFL tests intensive reading skills.

Learners will enhance extensive skills including but not limited to identifying the main idea, using text organization to improve comprehension, understanding the writer's purpose, and distinguishing between major ideas and minor ideas. Learners will also improve intensive skills including but not limited to using context clues to understand unfamiliar vocabulary, using vocabulary and grammar clues to understand how writers develop their arguments within paragraphs, and making inferences using information given in texts.

Learners should expect that Level 500 will require more work and more difficult assignments than Level 400. Learners will be asked to do homework on a regular basis (approximately one hour per night), and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following when reading high intermediate to advanced-level simulated ESL texts and non-simplified texts:

- ***Extensive Reading Outcomes:***
 - Identify main idea texts.

- Recognize rhetorical signal words and use them along with the key details to identify the primary rhetorical structure (i.e., organizational structure) of a passage.
 - Identify the purpose of a text.
 - Utilize note taking strategies to produce notes or outlines that clearly distinguish between the main idea and major and minor details of a text.
- ***Intensive Reading Outcomes:***
 - Identify main idea and sub ideas of a paragraph in texts.
 - Utilize note taking strategies to produce notes or an outline that clearly distinguish between the main idea and major and minor details of a paragraph in texts.
 - Use visual clues, context clues, and word analysis (e.g., word parts, grammatical form) to understand unknown vocabulary.
 - Identify the noun that a pronoun refers to.
 - Recognize rhetorical signal words and use them along with the key details to identify secondary rhetorical structures (i.e., structure used to connect two or more sentences or structure of a paragraph or section) of texts.
 - Recognize academic vocabulary related to class texts and compose written or spoken sentences using academic vocabulary related to class texts in a way that demonstrates an accurate understanding of the words' meanings.
 - Utilize reading strategies to determine the meaning of high intermediate to advanced-level simulated ESL texts and non-simplified texts when asked to read new passages in timed situations.
 - Select appropriate answers to standardized questions (e.g., multiple choice, matching) about new texts in timed situations.
- ***Critical Thinking and Communication Outcomes:***
 - Infer meaning of indirectly stated facts
 - Produce a summary of the main ideas and major supporting details of texts or sections of texts in writing and/or orally.
 - Formulate opinions about topics discussed in texts and demonstrate ability to support those opinions by synthesizing class texts and personal experience in a one-paragraph written response and in discussions.
 - Compare two texts or points of view on the same topic by identifying common sub points, selecting appropriate supporting information from both texts, and synthesizing supporting details in a one-paragraph response or in discussions.
 - Evaluate the supporting evidence within a text to determine if the author's claim is substantiated or unsubstantiated and select appropriate supporting information or descriptions to provide evidence for position in a one-paragraph written response and in discussions.
 - Use APA style to cite sources when producing summaries or one-paragraph written responses.

600 Academic Reading & Discussion 1

COURSE DESCRIPTION:

In this course, learners will enhance the ability to read for U.S. university undergraduate classes and admissions tests by reading authentic college-level material. Learners will enhance the strategies, skills, and vocabulary necessary to read and comprehend both short and long passages of academic texts. Learners will also improve their summarizing, critical thinking, and written/oral discussion abilities.

In this course, learners will review and develop skills that are necessary for extensive reading and intensive reading. Extensive reading is when learners are asked to read multi-page texts like an entire chapter or several chapters. Extensive reading usually requires note-taking and reading skills and strategies that are more related to comprehending the overall ideas presented in the text. Reading for college courses requires mastery of extensive reading skills. Intensive reading is when learners are asked to read a sentence or short passage from a text. Intensive reading usually requires reading skills and strategies that are related to comprehending details or implied meanings. The TOEFL tests intensive reading skills.

Learners will improve extensive skills including but not limited to analysis of main ideas, text structure, purpose, and intended audience. Learners will expand intensive skills including but not limited to analyzing the details and indirect inferences in texts as well as determining the meaning of unfamiliar words from context. Learners will improve post-reading skills such as summarizing and synthesizing texts in written and oral form.

Learners should expect that Level 600 will require more work and more difficult assignments than Level 500. Learners will be asked to do homework on a regular basis (approximately 1.5 hours of homework per night), and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following when reading authentic college-level academic texts:

- ***Extensive Reading Outcomes:***
 - Identify the main idea, including implied main ideas, of native-speaker texts.
 - Distinguish between main idea and sub ideas of texts
 - Recognize rhetorical signal words and use them along with the key details to identify the primary rhetorical structure (i.e., organizational structure) of texts.
 - Produce an outline of texts demonstrating the main ideas and key details including meaningful and accurate information.
 - Determine the purpose and intended audience of texts.
 - Develop a system of note taking

- ***Intensive Reading Outcomes:***
 - Use contextual clues to understand unknown vocabulary
 - Interpret figures of speech, culturally specific references, and/or graphic information
 - Identify referents from sentence to sentence
 - Identify the main idea and sub ideas of paragraphs of texts
 - Identify support within a paragraph of a text
 - Recognize cohesion and coherence devices
 - Recognize rhetorical signal words and use them along with the key details to identify secondary rhetorical structures (i.e., structure used to connect two or more sentences or structure of a paragraph or section) of texts
 - Produce an outline of a paragraph demonstrating the main idea and sub ideas.
 - Paraphrase main idea and sub ideas of paragraphs
 - Make inferences about the text
 - Identify key information in a bibliography and in text citation

- ***Critical Thinking and Communication Outcomes:***
 - Evaluate the strengths and weaknesses of an article in terms of organization, evidence, ideas and tone of an article.
 - Respond to critical thinking questions about a text as in rhetorical structure, wh questions and yes/no questions
 - Formulate opinions by applying ideas or information in the text to real life situations like current events or personal experience.
 - Analyze controversial statements in an article and attack/defend them
 - Synthesize main ideas and sub ideas from different texts on the same theme
 - Evaluate faulty or illogical statements in an article
 - Demonstrate the ability to analyze the articles in depth by not only participating in discussions but also leading discussions
 - Utilize APA to cite sources appropriately

700 Academic Reading & Discussion 2

COURSE DESCRIPTION & GOALS:

In this course, learners will prepare for the reading demands of U.S. university undergraduate classes by reading authentic college level textbook chapters, academic research articles, and literary non-fiction texts. Learners will develop the strategies, skills, and vocabulary necessary to read, comprehend, analyze, and discuss college textbook chapters, academic research articles, and literary non-fiction texts. Learners will also develop their note-taking, critical thinking, time management, intensive reading skills, and independent library research skills as well as their knowledge of academic vocabulary.

In this course, learners will review and practice extensive and intensive reading skills. Extensive skills are those related to developing their ability to read texts of many pages (e.g., an entire chapter or article). The extensive skills learners will practice in this class include but are not limited to the following: predicting the characteristics and contents of reading texts, using text organization to improve comprehension and organize note-taking,

using sentence structure to guess the meaning of sentences or unfamiliar words, and developing the habits of an active, critical academic reader.

Intensive reading skills are those related to developing their ability to read shorter passages from a text like a few sentences or a paragraph and accurately interpret the assumptions and hidden meanings intended by the writer. The intensive skills learners will practice in this class include but are not limited to the following: making inferences, identifying the writer's purpose and tone, and critically analyzing the writer's use of information and opinion.

In addition, learners will develop the following written and oral discussion skills: evaluating or analyzing new ideas or situations from different writers' points of view, synthesizing information from multiple texts, hypothesizing writers' responses or reactions, relating information from multiple texts as well as information from texts to real-life situations or personal experience, and justifying positions using evidence and ideas from multiple texts.

Learners should expect that Level 700 will require more work and more difficult assignments than Level 600. Learners will be asked to do homework on a nightly basis (approximately 2-3 hours of homework per night), and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following when reading academic research articles, college-level textbook chapters, and literary non-fiction books:

- ***Extensive Reading Outcomes:***

- Explain and demonstrate ability to use the following extensive reading strategies when reading whole textbook chapters, research articles, and literary non-fiction: pre-reading, textual illustrations (e.g., graphs, pictures), textual organization patterns, sentence structure clues, skimming, scanning, and active reading skills like self-questioning.
- Read college level texts—textbook chapters, academic research articles, and literary non-fiction-- on familiar and unfamiliar topics increasingly faster as the course progresses.
- Produce reading notes that include accurate and meaningful information. The notes will be rhetorically organized to reflect the structure of the text. The notes will also include evidence of note-taking strategies like abbreviations, symbols, spacing, and the like.

- ***Intensive Reading Outcomes:***

- Explain and demonstrate ability to use the following intensive reading strategies when reading sentences or excerpts from whole textbook chapters, research articles, and literary non-fiction: make inferences of unstated ideas, assumptions, or conclusions, identify the author's purpose, interpret the author's tone, distinguish fact from opinion, and deduce errors in reasoning.
- ***Critical Thinking and Communication Outcomes:***
 - Compose oral and written responses to critical thinking questions based on topics and ideas presented in college level texts. Specifically, learners will be able to compose responses that demonstrate the ability to connect ideas between texts, between texts and new ideas, between texts and real-world events, and between texts and personal experience. They will also be able to use ideas from texts to solve problems, hypothesize reactions, and explain real or imagined events.
 - Develop oral and written responses to questions about reading texts that are structurally appropriate according to the norms of academic expression (i.e., position + explanation + illustration with appropriate references to sources).
 - Discuss the academic topics studied using appropriate academic vocabulary in oral and written formats.
 - Perform academic discussion skills in small and large group discussions like expressing opinions, agreeing, disagreeing, negotiating, debating, and working cooperatively in groups.
 - Develop a research question and use university library databases to locate academic sources relevant to their research question.
 - Realistically assess the quantity of time reading-related assignments will take and plan time so that assignments are completed in a timely manner.

Assessment & Evaluation Guidelines for AT Reading Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the AT reading curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.
5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.
6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they

take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor mark on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. Every in-class major reading assessment should include at least one “new” reading text that students have not read before.
8. At least 50% of the points of any in-class major assessment or assignment should require written or oral production. No more than 50% of the points of any major assessment or assignment should be dedicated to multiple choice/fill-in-the-blank/true or false types of questions.
9. If in-class major assessments or assignments include testing learners’ recall and comprehension of past information, ask them questions that focus on important adjideas that would be reasonable to recall like main ideas, definitions, and important explanations or critical thinking questions that ask them to “do” something “new” with something they recall from a previous reading text.
10. Reading final exams are typically scheduled for the Thursday of Week 8. Reading final exams should be given on the day scheduled at the time scheduled. We prefer that you give a comprehensive final that learners can complete during their scheduled final exam time, which means that we prefer that you do not give multi-day exams.

Because learners are taking other scheduled finals on the Wednesday of Week 8, they should not be asked to participate in any formal reading assessments on that Wednesday.

AT Writing Curriculum

The AT requires writing for Levels 500-700. Because academic reading and academic writing bear a close connection in terms of how they are used in universities, the reading and writing courses are taught as paired courses (i.e., same teacher and usually same group of learners), and they share materials.

The learning outcomes for AT writing courses are progressively sequenced so that learners are developing knowledge, skills, and strategies at each level that help them to accomplish the writing of specific product types that are common in either the university admission process or in university classrooms. Each level progressively builds knowledge, skills, and strategies that are re-used in an expanded manner in accomplishing the writing of specific product types at the next level.

For example, we consider the skill of summarizing using APA-style in-text citations and voice markers without plagiarizing an important academic skill for university classroom writing. Accordingly, Level 500 includes a unit on instruction and practice in summarizing information from academic reading text into paragraphs and into single-sentence summaries. The focus at this level includes selecting the proper ideas for summary, accurately representing those ideas in summaries, and learning how to summarize without copying the phrasing of the original text. Level 600 continues and expands this work on the skill of summarizing without plagiarizing by including a unit on the common university assignment of summary-response writing. In addition, Level 600 begins laying the groundwork for the integration of summary into an academic argument by having learners critically analyze the information they summarize. Level 700 further continues this work by focusing on developing learners' ability to select their own sources and information, summarize relevant ideas and accurately, and then integrate those summaries into an academic argument with appropriate explanatory framing. Thus, the development of the academic ability to summarize without plagiarizing and integrate sources into an academic argument is a skill that is progressively developed and reinforced across Levels 500-700.

In addition to skill, strategy, and knowledge development, the academic writing courses also try to instill in learners awareness of other academic behaviors that lead to more successful writing like time management and the practice of constant revision while writing.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's writing curriculum are as follows:

500 Introduction to Academic Writing

IMPORTANT CONSIDERATIONS FOR THIS COURSE:

1. If learners are taking Writing 500, they are strongly recommended to also take Reading 500 if at all possible. Some assignments and skills from Reading 500 are used in Writing 500. If learners are not in both courses, they will be expected to do the Reading assignments that are necessary for the Writing class.
2. If learners are taking Writing 500, they are required to purchase the reading textbook for Reading 500 whether they are in the reading class or not.

COURSE DESCRIPTION:

In this course, learners will prepare for the writing demands of U.S. university undergraduate classes and admission tests by developing their knowledge and abilities about writing coherent paragraphs and essays. Learners also work on the important academic skills of summarizing and writing about reading by writing about things they read in R500L.

In this course, learners will develop the knowledge, skills, and strategies necessary to write effective, coherent, and cohesive in-class and at-home essays and summaries. Learners will begin developing their abilities to refer to texts using APA style, which is a form of citation commonly used in scientific fields. Learners will develop their understanding of writing as a process that involves several steps including revision.

Learners should expect that Level 500 will require more work and more difficult assignments than Level 400. Learners will be asked to do homework on a regular basis (approximately one hour per night), and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Produce multi-paragraph essays that show unity, cohesion, and level-appropriate support from reading texts
- Use summary and cause/effect rhetorical styles to write about reading class texts
- Produce timed essays that demonstrate effective organization, coherence, and support
- Summarize the main idea and major details of a text in a paragraph and a single sentence
- Acknowledge sources using simple in-text citations using APA style
- Produce a variety of sentence structures
- Use a variety of cohesive devices

600 Academic Writing 1

IMPORTANT CONSIDERATIONS FOR THIS COURSE:

1. If learners are taking Writing 600, they are strongly recommended to also take Reading 600 if at all possible. Some assignments and skills from Reading 600 are used in Writing 600. If learners are not in both courses, they will be expected to do the Reading assignments that are necessary for the Writing class.
2. If learners are taking Writing 600, they are required to purchase the reading textbook for Reading 600 whether they are in the reading class or not.

COURSE DESCRIPTION:

In this course, learners will prepare for the writing demands of U.S. university undergraduate classes and admission tests by developing their knowledge and abilities with regard to writing integrated TOEFL-like essays, summary/response assignments, and a research-based persuasive essay.

In this course, learners will develop the knowledge, skills, and strategies necessary to write effective, coherent, cohesive in-class and at-home essays and assignments. Learners will develop and increase their ability to write in a manner that is both linguistically and conceptually sophisticated. Learners will continue developing their ability to avoid plagiarizing and to appropriately refer to texts using APA style, which is a form of citation commonly used in many different fields. Learners will develop their understanding of writing as a process that involves several steps including but limited to gathering information, analyzing information, interpreting and evaluating information as well as composing and revising.

Learners should expect that Level 600 will require more work and more difficult assignments than Level 500. Learners will be asked to do homework on a regular basis

(approximately 1-1.5 hours per night), and it is expected that they will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Compose written academic texts that demonstrate effective organization, coherence, cohesion and “adequate” support (developed/well-developed)
- Prepare outlines or plans for different types of writing in a timely and appropriate way
- Summarize academic articles using appropriate coherence, cohesion and vocabulary.
- Analyze and assess academic articles that demonstrate awareness and understanding of the expectations of an American audience in regards to organization, analysis, coherence, cohesion and tone.
- Demonstrate the ability to integrate the ideas of others into your own writing without plagiarizing
- Evaluate expert writing and imitate those patterns in your writing.
- Use appropriate APA styles in regards to in-text citations.
- Select appropriate academic information from a limited selection of sources that is relevant to the writer’s position.
- Synthesize information from multiple sources into in-class and out-of-class essays
- Explain and follow a process approach to academic writing for a variety of contexts

700 Academic Writing 2

IMPORTANT CONSIDERATIONS FOR THIS COURSE:

1. If learners are taking Writing 700, they are strongly recommended to also take Reading 700 if at all possible. Some assignments and skills from Reading 700 are used in Writing 700. If learners are not in both courses, they will be expected to do the Reading assignments that are necessary for the Writing class.
2. If learners are taking Writing 700, they are required to purchase the reading textbook for Reading 700 whether they are in the reading class or not.

COURSE DESCRIPTION:

In this course, learners will prepare for the writing demands of U.S. university undergraduate classes by developing their knowledge and abilities with regard to writing the following types of texts: academic e-mails for U.S. university contexts, stand-alone academic research paragraphs, and an analytical research paper.

In this course, learners will develop in-depth knowledge, skills, and strategies that increase their ability to write in a manner that is both linguistically and conceptually sophisticated. Learners will increase their knowledge of U.S. academic readers’ expectations as well as improve their abilities to produce texts that conform to readers’ expectations. Learners will

continue developing their ability to avoid plagiarizing and to appropriately refer to texts using APA style, which is a form of citation commonly used in many fields. Learners will develop their ability to produce academic texts that utilize information from multiple sources. Learners will enhance their editing and revision skills.

Learners should expect that Level 700 will require more work and more difficult assignments than Level 600. Learners will be asked to do homework on a nightly basis (approximately 1.5-2 hours of homework per night), and it is expected that they will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Identify and describe the basic components of academic research paragraphs and essays
- Identify and explain basic guidelines for U.S. academic writing style
- Describe and use a strategic approach when planning and writing academic research paragraphs and essays
- Generate research-based arguments that reflect an understanding of potential counter-arguments
- Provide interpretations based on arguments that are both logical and thoughtful
- Prepare coherent outlines or plans for academic research paragraphs and essays that demonstrate awareness and understanding of how ideas must relate to one another and be organized for an American audience
- Compose academic research paragraphs and essays as well as e-mails for U.S. university academic contexts that demonstrate appropriate organization, coherence, cohesion, adequate support, tone, and style
- Use strategies like repetition of key ideas, transitions, connectors, and parallel structure consistently and appropriately to create cohesion in their written texts
- Locate credible, valid sources that contain information relevant to writing topics
- Demonstrate ability to integrate the ideas of others into their writing without plagiarizing.
- Demonstrate ability to cite sources using APA style
- Identify & correct coherence and cohesion errors in their own writing and the writing of their classmates

Assessment & Evaluation Guidelines for AT Writing Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the FT writing curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.
5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.
6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor

mark on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. Major writing assignments should include both in-class timed writing assignments and at-home writing assignments.

Rubrics should dedicate the majority of the points to writing skills, specifically on whatever learning outcomes were intended for the assignment. Rubrics should not dedicate a large number of points (e.g., 30 out of 100 points) to things like formatting.

8. Writing teachers should provide feedback on writing versus editing feedback on grammar. Writing teachers should collect at least two drafts of assignments. For the first draft of an assignment, writing teachers should *only* provide writing feedback (e.g., commentary on quality or type of information used, organization, etc.). On the second draft, writing teachers should continue to provide writing feedback. However, if teachers wish to provide grammar commentary, they are advised to point out 1-3 repeated grammar mistakes that are common to each writer versus commenting or marking every grammar mistake.
9. Writing final exams are typically scheduled for the Wednesday of Week 8. Writing final exams should be given on the day scheduled at the time scheduled. We prefer that you give a comprehensive final that learners can complete during their scheduled final exam time, which means that we prefer that you do not give multi-day exams.

Pedagogical Suggestions for Writing Courses 500-700

The GTLI does not allow students to turn in work that is copied from others (whoever the others may be). The GTLI also does not condone students receiving excessive outside help on their writing assignments.

One of the cultural lessons that all writing classes should strive to convey is the avoidance of plagiarism. Obviously, this concept must be conveyed and discussed in different ways at different levels. Please remember that our students often plagiarize because they do not understand why they should not—they don't do it willfully. In many cultures, copying others is a form of flattery or respect, and teachers in those cultures may expect them to copy.

Periodically, we have cases of students turning in work that is clearly not their own. Sometimes this work is even done in class. For example, the student may work with a tutor outside of class to prepare for an in-class writing assignment, then prepare an in-class assignment that is far beyond the scope of ability for anything that this student has previously done on their own.

Often, the confrontations resulting from these episodes of plagiarism and/or too much outside help are difficult because the student really does not understand the rules.

Our suggestions are as follows:

1. In a level appropriate manner, explain the rules regarding plagiarism and outside help.
2. In a level appropriate manner, explain the penalty for committing plagiarism or turning in work that is not one's own. Your penalty should be receiving a 0 on the assignment. It is up to you whether or not you allow a re-do. Just be sure that your policies are explained clearly on the syllabus.

We do recommend that you allow a first-time offender to re-do an assignment or do an alternative assignment because they may truly not understand why what they did was unacceptable.

Obviously, if a student is a repeat offender after you have explained the problem, you can and should just award a 0 along with an explanation of why.

3. Enforce your own policy consistently. Do not selectively punish only some students and/or negotiate.
4. Assign in-class writing from the beginning of the session through the end that you actually review (you don't have to grade it all). Make sure that from the beginning through the end you have a very clear idea of what students are capable of when there is no outside help. Try to keep copies of some of this work.

It is difficult to argue that a student isn't capable of doing something alone if you do not have any proof in the form of other assignments.

AT Speaking/Listening Curriculum

The learning outcomes for Levels 500-600 AT speaking/listening courses are divided into the following three categories: speaking skills; listening skills; and pronunciation skills.

The three categories for this curriculum were chosen in accordance with the three interrelated aural goals of the courses. We believe that in order to achieve oral communicative competence learners must develop knowledge, skills, and strategy in all three areas.

In Level 700, speaking and listening are divided into separate courses so that learners can receive more intensive training in both skills in preparation for university classroom demands.

A syllabus template that includes sample weekly plan is provided for every course at the beginning of each new session.

The specifics of each level's speaking/listening curriculum are as follows:

500 Introduction to Academic Speaking & Listening

COURSE DESCRIPTION:

In this course, learners will begin to prepare for the speaking and listening demands of U.S. university undergraduate classes and admission tests. Learners will prepare by developing an understanding of the types of speaking activities and assignments that are often required in U.S. university settings and by developing their speaking skills and strategies for these settings.

Learners will also prepare by developing listening skills and note-taking strategies that would facilitate their ability to understand simulated academic lectures and interviews as well as short (not longer than 5 minutes), authentic news broadcasts and authentic lectures. In addition, learners will develop and enhance overall communicative effectiveness by improving their pronunciation skills and increasing their vocabulary.

Learners should expect that Level 500 will require more work and more difficult assignments than Level 400. Learners will be asked to do homework on a regular basis, and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Develop impromptu speaking skills
- Learn and use high frequency vocabulary related to content areas
- Display knowledge of the content areas through speaking activities
- Practice fluent speaking in class discussions
- Practice group discussion skills, including giving an opinion, agreeing and disagreeing
- Develop basic presentation skills
 - Deliver short, effective informal presentations appropriate for a general audience (2-3 minutes in length)
 - Demonstrate appropriate body language
 - Use introductions for self and topic
 - Outline three main points
 - Use correct transitions
 - Use conclusions
 - Take questions from the audience

Listening Skills

- Develop a system for taking notes on lectures, interviews and news reports and develop learner's own system for using abbreviations and symbols
- Predict what the listening will be about and what learners might be tested on
- Recognize the organization of the listening (organization of broadcast or lecture's rhetorical structure and organization inside the listening)
- Identify the type of support used (explanation, statistics, studies, quotes, examples)
- Recognize the differences in main ideas and details
- Identify the signal words used in organization, support and different types of listening (lectures, interviews and news reports)
- Recognize the tone of the speaker
- Use coherence and cohesion to listen and predict better
- Summarize and recall the main ideas and important details in the listening passages
- Recognize pacing cues (pausing, repetition, louder/longer, stress of thought groups)
- Predict vocabulary from context
- Draw inferences from listening passages

Pronunciation Skills

- For schwa in reduced syllables, recognize and produce the unstressed vowel (schwa) in words (Unit 5) and Understand how to produce stress and reduction in words (Unit 27)

- For word stress based on parts of speech, prefix and suffix, Explain the rules for predicting stress in multisyllabic words and begin to be able to produce them with some accuracy, paying attention to and producing the reduced syllable (schwa) (Unit 29)
- For content and function words, build on learner's understanding of stress and reduction in words to sentence-level rhythm stressing content words and reducing function words, continuing to monitor for the schwa (Unit 33)
- For consonant clusters and linking, develop an understanding of how English sounds are produced in clusters at beginning of words (Unit 25) and across word boundaries (linking) (Unit 26)
- For thought groups, apply principles of stress and reduction at the word and sentence level and linking taught in LESSONS 1-4, while "chunking" language into meaningful thought groups (Unit 35)
- For focus and intonation, demonstrate a rise and fall in pitch (focus) when emphasizing a key word in a thought group (Unit 34)
- For focus and intonation, know how to "mark" assertions, wh-questions, and yes/no questions with a rise and fall or rise in pitch (intonation) and be able to display the musicality of English when speaking these sentences (Unit 45)

600 Academic Speaking & Listening

COURSE DESCRIPTION:

In this course, learners will continue to prepare for the speaking and listening demands of U.S. university undergraduate classes and admission tests. They will continue to prepare by engaging in speaking activities that simulate real social and academic situations and real assignments in U.S. university undergraduate classes and/or on admission tests, such as academic discussion groups. Learners will also expand listening skills and note taking strategies by listening to simulated academic lectures and interviews as well as brief (5-15 minutes), authentic news broadcasts and lectures. In addition, learners will expand and enhance overall communicative effectiveness by improving pronunciation skills and increasing vocabulary.

Learners should expect that Level 600 will require more work and more difficult assignments than Level 500. They will be asked to do homework on a regular basis, and it is expected that they will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking Skills

- Prepare and deliver a short, effective presentation appropriate for a general audience

- Prepare and deliver a short academic presentation with introduction, body, transitions, and conclusion
- Identify structural elements of speeches and lectures, such as introduction, conclusion, etc.
- Engage in small academic discussion groups, using appropriate language (agree/disagree, introducing/referencing sources, etc.)
- Orally and in written form re-state main ideas from readings and listening passages

Listening Skills

- Develop a system for taking notes to lectures, interviews and news reports and develop learner's own system for using abbreviations and symbols
- Predict what the listening will be about and what learners might be tested on
- Recognize the organization of the listening (organization of paragraph/essay/rhetorical structure and organization inside the paragraph)
- Identify the type of support used (explanation, statistics, studies, quotes, examples)
- Identify the signal words used in organization, support and different types of listening (lectures, interviews and news reports)
- Recognize the tone of the speaker
- Use coherence and cohesion to listen and predict better
- Summarize and recall the main ideas and important details in the listening passages
- Recognize pacing cues (pausing, repetition, louder/longer, stress of thought groups)
- Predict vocabulary from context
- Synthesize information from different listening passages
- Expand the skills to longer listening passages

Pronunciation Skills

- Understand how the schwa + r is produced and learn how to produce it and other vowel + r combinations. In addition, students learn and demonstrate how to link words ending with /r/ to the following word (**Unit 7**).
- Learn the difference between producing an /r/ and /l/. Then produce consonant clusters with /r/ (**Unit 20**) and contrasts with /r/, such as /l/ and /n/ (**Unit 21**)
- Practice stress and reduction in multisyllabic words after being introduced to the way in which sounds are impacted by surrounding environments. Begin to produce “surprising” occurrences in English such as Softening /t/ to /d/ (**Unit 13**) and managing the disappearing /t/ (**Unit 23**)
- Review and increase accuracy when producing –ed endings (**Unit 13**) and –s endings (**Unit 18**) focusing on creating clear syllable stress and reduction within word boundaries.
- Review rules (**Unit 29 taught in 500-level**) to predict stress in multisyllabic words and be able to produce words in academic word list with some accuracy.
- Understand that reduction of function words and linking them to content words is essential to creating a more fluent and musical speech.

- Demonstrate this understanding by reducing articles (**Unit 37**) and prepositions (**Unit 38**), and knowing when and where to use relaxed speech such as “wanna” and “gonna.”
- Demonstrate some ability to manage the rhythm of complex sentences by “chunking” language into thought groups and using musicality to “emphasize” (focus) key words when using clauses (**Unit 41**) parentheticals, and appositives (**Unit 49**).
- Students should be reminded that they are building on rules of focus (**Unit 34**) and thought groups (**Unit 35**) taught in 500-level.
- Be able to clearly use “chunking” (thought groups) and “emphasis” (focus and intonation) to elicit agreement and check understanding (**Unit 47**) and contrast and compare information (**Unit 48**).

700 Advanced Academic Speaking

COURSE DESCRIPTION:

In this class, learners will learn how to deliver clear, well-organized, culturally appropriate academic presentations. Learners in this class will also learn how to manage and participate in small group academic discussions based upon two or more academic readings per week. The instructor will work with learners to develop awareness of aspects of their pronunciation that may affect the overall clarity and fluency of their speech. In addition, learners will develop awareness of cultural appropriate non-verbal communication in presentations and other academic oral communication, such as interactions with a professor. The final project is a formal academic presentation based upon research the learner has done or intends to do.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Speaking

- generate and answer academic questions to initiate meaningful discussion.
- prepare, lead and moderate an academic discussion about two or more texts.
- participate actively in an academic discussion about two or more texts.
- apply content-specific vocabulary accurately and effectively in an academic discussion.
- effectively use culturally appropriate non-verbal communication in group discussions and presentations.
- deliver informal and impromptu presentations
- deliver formal, prepared presentations using statistical data, graphs and other visual material.
- manage a question-and-answer session following a presentation .
- demonstrate ability to self-monitor for identified speech issues (e.g., vowel/consonant pronunciation, intonation, rhythm, stress, pausing and linking)
- appropriately and effectively communicate about personal academic concerns (deadline extensions, absence from class, etc.)

Pronunciation

- Practice and demonstrate their knowledge and sophisticated understanding of the “rhythm” and intonation of English acquired in 500 and 600-levels.
- Display somewhat consistently a “musicality” and clarity in their speech when talking about academic ideas, participating in seminar discussions, and giving presentations.
- Begin to display their emotions using their knowledge of English intonation.

700 Advanced Academic Listening & Note-taking

COURSE DESCRIPTION:

In this course, learners will continue to prepare for the listening demands of U.S. university undergraduate classes. Learners will also expand listening skills and note taking strategies by listening to academic lectures, interviews, authentic news broadcasts, and documentaries on a wide range of topics. In addition, learners will expand and enhance overall communicative effectiveness by increasing vocabulary.

Learners should expect that Level 700 will require more work and more difficult assignments than Level 600. Learners will be asked to do homework on a regular basis, and it is expected that learners will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this course will be able to do the following:

Listening

- Develop a system for taking notes to in class lectures, seminars/talks, interviews, news reports and documentaries (Cornell Method and/or Evernote) and develop learner’s own system for using abbreviations and symbols
- Develop a note-taking plan that includes steps and strategies to identify main points and significant details in order to recall them in written and/or spoken form
- Predict what the listening will be about and what learners might be tested on
- Understand the importance of slides and/or other visual information in listening
- Recognize the organization of the listening (organization of paragraph/essay/rhetorical structure and organization inside the paragraph) and how organization is different in the different types of listening (in class lectures, seminar lectures/talks, interviews, news reports and documentaries)
- Identify the type of support used (explanation, statistics, studies, quotes, examples)
- Identify signal words and phrases that indicate rhetorical structure and structural vocabulary
- Recognize the tone of the speaker
- Use coherence and cohesion to listen and predict better

- Recognize pacing cues (pausing, repetition, louder/longer, stress of thought groups)
- Synthesize information from two or more listening passages in order to effectively participate in written and oral assessments
- Expand the skills to longer listening passages
- Develop metacognitive strategies (thinking about how they listen) in order to begin to self-assess one's own listening

Vocabulary and Discussion

- Apply content-specific vocabulary accurately and effectively in an academic discussion.
- Prepare, lead and moderate an academic discussion about one or more listening passages
- Participate actively in an academic discussion about one or more listening passages by recalling main ideas and important details from the listening passages

Assessment & Evaluation Guidelines for AT Speaking/Listening Curriculum

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the FT speaking/listening curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching the same level of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same level of the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.

4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.

5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.

6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor mark

on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. In Speaking/Listening, learners must pass both the speaking and the listening portion of the course in order to pass the course. If they pass one part but not the other, they should receive a D. This likely means that the numerical grade and the letter grade awarded will not match. You will need to include a note to the Director in your excel spreadsheet that explains why the numerical grade and the letter grade do not match. If they fail both parts of the course, obviously they should receive an F.

8. Every major in-class listening assessment should include at least one “new” listening text that students have not heard before.

9. If in-class major listening assessments or assignments include testing learners’ recall and comprehension of past information, ask them questions that focus on important ideas that would be reasonable to recall like main ideas, definitions, and important explanations or critical thinking questions that ask them to “do” something “new” with something they recall from a previous listening passages.

10. Academic presentations may be used as major assessments for speaking in Levels 500-700. When presentations are used as a major assessment, they should be followed by a dedicated question-answer session so that the presenters also have to interact.

The basic issue with only using presentations as major speaking assessments is that we want learners to leave with interaction/conversational skills as well as presentation skills. It seems that many of our learners are satisfied that they “learned” presentation skills, but they are not as satisfied that they “learned” interaction/conversational skills based on a survey of post-IEP learners.

Please focus your rubrics on whatever learning outcomes were intended for the assignment. For example, please do not dedicate 30 out of 100 points to things like non-verbal communication if this was not something that you taught.

11. Speaking/Listening final exams are typically scheduled for the Wednesday of Week 8. Speaking/Listening final exams should be given on the day scheduled at the time scheduled. We understand that due to the dual nature of this course, faculty may have to give either the speaking or the listening assessment on the Monday or Tuesday of Week 8 as it may be impossible to give both during the scheduled final exam period. Thus, faculty should plan accordingly and make sure that learners are informed of when their final speaking assessment and their final listening assessments will be administered (either the speaking or the listening must be during the scheduled final exam period). Also, Speaking/Listening faculty should coordinate with the faculty that teach other sections of the same course to ensure that all faculty give their final listening and final speaking assessments on the same days (e.g., all

SL600 faculty give the listening final exam during the final exam period and the final speaking assessment on the Tuesday of Week 8).

Pedagogical Suggestions for Speaking/Listening Classes 500-600

We understand that in SL classes, faculty have to manage the teaching of different skills (e.g., listening, speaking, pronunciation) as well as different topics.

Occasionally, learner feedback has indicated that teachers may prioritize the different skills in terms of the time that they receive in class in a noticeably different manner. For example, learners have complained that their teacher spent 75% of the time on listening. The learners who complained were under the impression that their peers in other courses were receiving more time dedicated to speaking.

Please remember that in 500-600 SL classes, Speaking is 50% and Listening is 50%. A learners must pass both to pass the course.

To help the time distribution seem more “equal” to learners, teachers might consider establishing a pattern for how much time each skill receives in class. For example, teachers might decide before the course begins and communicate to the learners something like the following:

5-day week Course:

MF: We will work on speaking.

W: We will work on pronunciation.

TTh: We will work on listening.

4-day week Course:

M: We will work on speaking.

T: We will work on listening including pronunciation.

W: We will work on speaking including pronunciation.

Th: We will work on listening.

Obviously, you can set up whatever pattern you wish. However, we do advise that you establish a systematic pattern to ensure that learners do understand that the three skills are receiving equal attention.

Also, it goes without saying that learners will use all three skills in all aspects of the course. This suggestion is simply based on establishing the primary focus of each lesson.

SPECIFIC PURPOSES TRACK (SPT) CURRICULUM

As mentioned earlier the SPT curriculum is focused on providing instruction in English for Specific Purposes (ESP). The assumptions of the SPT curriculum vary according to the courses offered. Some SPT courses may be appropriate for learners who have successfully completed Level 400, while others require learners to successfully complete course work at higher levels.

At a minimum, all SPT courses assume the following: learners in this track have the basic skills to manage everyday formal and informal interactions; learners in this track have basic pre-academic knowledge, strategies, and skills, including a general understanding of and ability to use meta-language to discuss language learning; and learners in this track desire to continue their language studies by pursuing specialized interests. Many SPT courses assume that learners also have from introductory to advanced academic skills.

The required/suggested levels of learners for specific SPT courses are detailed in the following chart:

| CRN | Course | Appropriate for... |
|------|--|---|
| AA01 | Service Learning | Learners who have finished 400 or above <i>but may be difficult for those who have not finished 500</i> |
| AA02 | American Literature | Learners who have finished 500 or above |
| AA03 | Current Events | Learners who have finished 400 or above |
| AA04 | Advanced Academic Grammar 2 | Learners who have finished G600 |
| AA05 | Creative Writing | Depends on who the teacher is & how the course is set up |
| AA06 | TOEFL Prep Plus | Learners who have finished 400 or above |
| AA07 | Verbal & Writing Skills for Standardized Tests | Depends on how the course is set up |
| AA08 | Business Case Analyses | Learners who have finished 500 or above |
| AA09 | Improviseational Speaking | Learners who have finished 500 or above |
| AA12 | Blogging for a World Audience | Learners who have finished 500 or above |
| AA13 | Cross Cultural Communication 1 | Learners who have finished 500 or above |

| | | |
|------|---|---|
| AA14 | Cross Cultural Communication 2 | Learners who have finished 500 or above |
| AA15 | Writing More Creatively: Using Literary Devices | Learners who have finished 400 or above |
| AA16 | American Movies | Learners who have finished 500 or above <i>but may be difficult for those who have not finished 500</i> |

Service Learning Curriculum

COURSE DESCRIPTION

In this course, learners will improve their academic and social English skills through working with children at a local community center. This is an upper-level service-learning English course. Service-learning is a highly respected university method that combines classroom learning with community work in order to enhance student learning while meeting a local need. Other examples of service-learning at GaTech include the following: a technical communication class that created a media strategy for a local food organization and a bio-medical class that contributed to surgical equipment design.

In this class, learners will apply their language skills both in classroom and workplace settings. In addition to developing their language skills, learners will develop a more intimate knowledge and appreciation of a local Atlanta community and its residents.

Learners will enhance their academic reading, writing, listening, and speaking skills in a classroom setting for half of the class time. Learners will be in the classroom two hours and ten minutes a week. The class meets once per week. In the classroom, learners will learn about social issues related to the volunteer work by reading articles, watching videos, and participating in oral and written discussions and reflections. Preparing for class time will require two to three hours of homework a week and include activities such as reading texts and taking notes, maintaining a blog, reading and commenting on classmates' blogs, planning and preparing for presentations, and writing a summary-response.

Learners will improve their social English skills by volunteering at the Fuqua Center Boys and Girls club for at least one and a half hours a week (As a class period is two hours and ten minutes, this allows learners forty minutes to travel to the center, sign-in, and put away their things so that learners can spend one and a half hours actively volunteering.) At the center, learners will have the option of helping students with homework or spending time with them during recreational activities. Learners will also present one group cultural presentation to the students at some point during the session.

LEARNING OUTCOMES

By the end of the course, learners who successfully pass this course will be able to do the following:

English Reading and Writing

- Produce notes or annotate articles to identify main ideas and key details as well as personal reactions to ideas presented by the author.
- Explain main ideas and key details of advanced-level articles about social issues related to the volunteer work.
- Create a blog that reflects on service experiences and how they connect to related social issues studied in class.
- Compose blog entries that demonstrate unity, logical support, and emerging personal style.
- Produce comment on other students' blogs by agreeing and adding an additional point, disagreeing and stating why, providing advice, or providing a different perspective about a particular situation.
- Compose a summary/response (two-paragraphs) about one of the articles read in class.

English Speaking and Listening

- Recall vocabulary and demonstrate confidence in speaking and listening comprehension with local children and adults.
- Plan and demonstrate a short, effective group presentation synthesizing service experience and social issues studied in class appropriate for a general audience.
- Plan and present an interactive, child-centered group presentation on some aspect of culture of the student's native culture.
- Demonstrate participation in class discussions.
 1. Restate main ideas and details from class listening (videos) or reading activities
 2. Develop opinions and share personal experience
 3. Demonstrate increasing fluency while participating in class discussions
 4. Demonstrate group discussion skills, including giving an opinion, agreeing and disagreeing

Service-Learning

- Identify several causes and effects of poverty for children in the U.S.
- Recognize the context and assets of Boy's and Girls' Clubs USA.
- Develop positive relationships with children and staff in a multi-cultural urban U.S. setting.
- Identify and support the learning goals of a summer/after-school learning program for children.
- Demonstrate teamwork, using English to communicate.
- Develop awareness of AND/OR evaluate and shift one's own attitudes or values related to race, class, or poverty.

American Literature Curriculum

COURSE DESCRIPTION:

In this course, learners will enhance their understanding of U.S. culture by reading samples of classic and contemporary North American short stories, poems, plays, and novel excerpts. Learners will develop their ability to read, discuss, and analyze the settings, plots, and characters of various works while identifying the use of literary terms and devices. By independently and conscientiously completing at least three hours of weekly reading and vocabulary homework, learners will increase both their active and passive vocabulary that may be encountered on standardized tests, in university classes, and in casual conversations. Learners will also see how some works of famous American literature have been brought to life on TV, in films, and on the stage.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this class will be able to do the following when reading non-simplified works of literature by U.S. writers:

- *Apply pre-reading strategies*
 - Identify and describe the author of the story, play, or poem
 - Discuss critical thinking questions related to major plot lines and themes
 - Recognize the style, tone, and form of the work by reading the first few lines or paragraphs
 - Scan and understand any glossary or list of terms provided by the author or instructor
- *Apply during-reading strategies*
 - Recognize the setting and atmosphere, including time and location
 - Understand the plot and the actions and motivations of the characters by reading continuously without using a dictionary
 - Interpret the meanings of unfamiliar words by context
 - Identify and analyze literary themes and stylistic devices such as symbolism, metaphor, simile, and narrative voice
- *Apply post-reading strategies*
 - Summarize, both orally and in writing, the plot and themes of a literary selection
 - Compare and contrast the styles and themes of representative U.S. authors from a diversity of backgrounds
 - Use visual cues, context clues, and word analysis (e.g., word parts, grammatical form) to understand additional unknown vocabulary (including idioms and colloquial speech) that might not be found in a glossary or dictionary

- Identify the noun that a pronoun refers to
 - Differentiate between academic and literary writing by citing examples of poetic license (e.g., the use of sentence fragments in fiction)
 - Create, research, and organize a group presentation that synthesizes and dramatizes the life and work of one poet
- *Critical thinking and communication outcomes*
 - Formulate opinions about themes and issues discussed in texts and demonstrate ability to support those opinions by synthesizing literary works and personal experience in one-paragraph written responses and in discussions
 - Infer meaning of indirectly stated thoughts and facts
 - Critique the author's plot development and style of writing both orally in one-paragraph book reviews
 - Evaluate the effect of a writer's biography on his or her work

Current Events Curriculum

COURSE DESCRIPTION:

Are you interested in what's going on in Atlanta? The U.S.? Around the world? If you are, this class will help you to improve all your language skills—reading, speaking, listening, and writing—by concentrating on one or more current topics, including ones selected by you and your classmates. You will read newspaper and magazine stories on these topics as well as listen to and watch news reports and also visit web sites. You will participate in an online discussion forum on the topics that will be used to guide classroom discussion and your projects. As part of the course, you will also learn how to interview and report news events (video), as well as write opinion columns, reviews and feature articles.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Demonstrate reading skills, such as skimming and scanning, to find main ideas and specific information
- Determine main ideas and specific information from listening passages
- Determine vocabulary meaning through context analysis
- Lead class discussions on current topics in the news
- Summarize main ideas in written and spoken English
- Express opinions in written and spoken English
- Draw conclusions from reading and listening passages
- Determine and express implications of reading passages
- Speak with native English speakers and take notes to write one or more news or feature articles

- Integrate information from several sources in written and spoken English and cite sources appropriately

Advanced Academic Grammar 2 Curriculum

COURSE DESCRIPTION:

In this course, learners will do the following:

- Review and improve the use of complex grammar structures, including sentence patterns, pronoun use, adverb placement, adjective and noun clauses, phrasal modifiers, subjunctive forms, and conditionals.
- Develop the use of complex grammar structures such as reverse word order structures, advanced parallel structures, and advanced phrasal modifiers.
- Enhance the use of these structures in written and spoken assignments.
- Review and improve the rules of mechanics and capitalization.
- Improve specific forms commonly found on the GMAT and the SAT.

LEARNING OUTCOMES:

By the end of this course, learners who successfully pass this class will be able to do the following

- Recognize and apply the following structures in both structured and spontaneous writing contexts:

| | |
|--|-----------------------------|
| o Parallel structures | o Pronouns |
| o Adverb placement | o Word order changes |
| o Adjective clauses | o Phrasal modifiers |
| o Subjunctive forms (e.g., conjunctions) | o Conditionals |
| o Articles | o “Wish” and “hope” clauses |
- Demonstrate an understanding of the grammar of conjunctive adverbs, correlative conjunctions, and adverb conjunctions and their meanings in structured contexts.
- Employ the proper use of mechanics in English sentences.
- Identify the differences between the tone of written/academic (formal) and spoken/non-academic (informal) forms of English.

TOEFL Prep Plus Curriculum

COURSE DESCRIPTION:

In this course, learners will develop skills that help learners analyze and answer test questions on the TOEFL iBT. Learners will develop strategies to help them make the best use of their time on the reading, listening, speaking, and writing portions of the exam in order to achieve the best scores possible given their current knowledge of and fluency with English within the time the test allows.

In this course, learners will develop skills to answer reading questions on the TOEFL iBT. These skills include reading questions carefully for what they are asking and not asking. They include learning how to rephrase questions in order to make them more accessible and clear. They include closely analyzing the various kinds of reading questions, including vocabulary, reference, inference, fact, non-fact, and organizational questions.

In this course, learners will learn how to analyze TOEFL iBT listening questions and how to take effective notes on listening segments in order to capture as much content and organizational information as possible in the time allowed. Learners will improve their ability to recognize key words or phrases that signal false answer choices.

Learners will learn the six basic speaking tasks on the TOEFL iBT and how to take brief notes to prepare for a spoken response of less than one minute. Learners will develop techniques that enable them to continue speaking in a regular flow without awkward hesitations or long pauses.

Learners will also learn strategies of note taking, brainstorming and outlining that will help them analyze and respond to written prompts for the two written portions of the TOEFL iBT, the independent writing and the integrated writing. Learners will learn how to apply classic academic writing techniques to a condensed time frame of 20 or 30 minutes.

LEARNING OUTCOMES:

By the end of this course, when presented with TOEFL iBT questions in the four skill areas, learners who successfully complete this course will be able to do the following:

- *Reading Portion Outcomes*
 - Understand the format of the TOEFL iBT and how to navigate between questions
 - Recognize how to save time by answering questions in an efficient order
 - Identify questions as specific, factual, non-factual, inference, main idea, organizational
 - Identify worse answer choice options from a “least good” to least bad” perspective

- *Listening Portion Outcomes*
 - Arrange information from listening material in an effective way on paper
 - Identify questions as specific, factual, non-factual, inference, main idea, organizational
 - Recognize computer test features, both visual and auditory
 - Identify worse answer choice options from a “least good” to least bad” perspective
- *Speaking Portion Outcomes*
 - Understand the time constraints of the speaking tasks
 - Understand the goal (or prompt) of each speaking activity
 - Apply outlining techniques to create useful visual cues for speaking
 - Create 45-60 second speech segments with minimal pausing and silence
 - Use standard or near standard English pronunciation
 - Paraphrase read or heard information in your own words
- *Writing Portion Outcomes*
 - Create effective outlines to respond to independent writing prompts
 - Utilize outlines to create well-organized multi-paragraph 20 or 30-minute response
 - Create paragraphs that move from general to specific information
 - Create introduction paragraphs that refer to the writing prompt and state a thesis in only two sentences
 - Write a coherent relevant essay of at least 300 words in thirty minutes
 - Accurately paraphrase both written and spoken information
 - Conclude a written response with an appropriate sentence or paragraph
- *Critical Thinking and Communication Outcomes*
 - Evaluate questions for their intent
 - Recognize the difference between general and specific meaning
 - Identify organizational relationships in texts or spoken information
 - Recognize key words or word parts that may significantly alter meaning
 - Apply principles of coherence in written and spoken responses

Business Case Analyses Curriculum

COURSE DESCRIPTION:

In this course for advanced learners of English, learners will develop business English analysis, project work and business vocabulary. As an introductory course to business, no prior business experience or education is required although it would be helpful.

In this course, learners will develop an understanding of the process of analysis for business cases by working individually and in learning teams.

Learners will not only develop the process of case analysis but develop the ability to initiate continually in a competitive classroom on case analysis. Learners will also

develop vocabulary from the cases, the textbook and general business terms. They will also develop one of the following projects: a field project, a design thinking project, an interview project or a written case project.

Learners should expect that this course will require more work and more difficult assignments than a non-academic track course. Learners will be asked to do homework on a regular basis (approximately thirty minutes per night), and it is expected that they will complete these assignments in a timely and thorough manner before they are due.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Determine the type of situation for the case whether the case be a problem, decision, evaluation or rule.
- Recall and apply each step for cases to real cases
- Analyze and evaluate the case in order to form a logical opinion about the case
- Understand the business principle taught in each case
- Identify evidence in assigned articles and propose how that evidence can be used to support the student's position in the case analysis
- Define vocabulary for each case, vocabulary for general business and vocabulary for steps to case discussion
- Successfully implement one of the following: 1) Create, manage and implement a field project successfully; 2) recall the steps in design thinking and create a new project to propose for future field projects 3) Find interviewees, set-up interview through email, create questions for interview and recall information from interview and report to instructor or 4) Construct case paper with appropriate organizational structure, evidence and vocabulary.

Cross Cultural Communication 1 Curriculum

COURSE DESCRIPTION:

This eight-week integrated skills course focuses on the cross-cultural communication skills necessary for professional and academic success. Communication skills that learners will develop or improve in this course include academic discussion, academic writing, and oral presentations. Learners will work together with Georgia Tech undergraduates to hone these skills in the context of analyzing, speaking, and writing about chosen problems of an international scope. This course is the first in a sequence of two cross-cultural communication courses.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Apply what they learn about content, organization, cohesion, tone, and grammar to write an effective technical report
- Develop group projects through collaboration with native English-speaking peers
- Prepare and deliver oral presentations clearly and with appropriate content, structure, and tone

Cross Cultural Communication 2 Curriculum

COURSE DESCRIPTION:

This eight-week integrated skills course focuses on the cross-cultural communication skills necessary for professional and academic success. Communication skills that learners will develop or improve in this course include academic discussion, academic writing, and oral presentations. Learners will work together with Georgia Tech undergraduates to hone these skills in the context of analyzing, speaking, and writing about solutions to problems of an international scope. This course is the second in a sequence of two cross-cultural communication courses. Expect up to three hours of homework per week in this course.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Apply what they learn about content, organization, cohesion, tone, and grammar to write an effective technical report
- Develop group projects through collaboration with native English-speaking peers
- Prepare and deliver oral presentations clearly and with appropriate content, structure, and tone

Writing More Creatively: Using Literary Devices Curriculum

COURSE DESCRIPTION:

The purpose of this course will be to develop skills for how to be a more creative writer. Learners will first learn to define and identify literary devices. Learners will work on identifying them in various contexts, such as in poems, songs, short stories, news articles, research papers, and more. After successfully identifying and understanding each device, learners will work on using them. Learners will apply these devices to all different types of writing, from developing creative writing (like poems) all the way to enhancing introductions for academic papers. This course is considered an integrated skills course; learners will be expected to listen, speak, read, and write.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Determine meaning of various poems and prose genres.

- Define and identify the following literary devices in many different outlets:
 - Idioms
 - Onomatopoeia
 - Rhyme Scheme
 - Personification
 - Consonance
 - Assonance
 - Alliteration
 - Simile
 - Metaphor
 - Imagery
 - Symbolism
 - Hyperbole
- Apply rhyme scheme, consonance, assonance, and alliteration by creating poetry.
- Apply idioms, onomatopoeia, hyperbole, imagery, and personification by creating short stories.
- Apply previously stated literary devices, focusing on symbolism, by creating essay questions.
- Apply similes and metaphors by creating enhanced introduction and conclusion paragraphs.

American Movies Curriculum

COURSE DESCRIPTION:

In this alternative track course, learners will look at the American contribution to several film genres. Learners will start by learning several of the essential elements of film, and then they will move on to a close consideration of four film genres. At the end of the class, learners and members of their group will remake a scene from a movie to interpret how a particular film uses the elements of a particular genre.

LEARNING OUTCOMES:

By the end of this course, learners who successfully complete this course will be able to do the following:

- Recognize the basic elements of film
- Analyze how a film uses these basic elements
- Summarize the characteristics of **FOUR** film genres
- Recognize these characteristics when they are present in a film

Assessment & Evaluation Guidelines for All SPT Curricula

Faculty should assess and evaluate learners according to the learning outcomes established for each course. To assist in ensuring that instructors consistently apply assessment and evaluation practices governed by the SPT curriculum, the GTLI has developed the following guidelines:

1. Faculty should communicate and collaborate regularly with others teaching another section of the same course. For example, we advise faculty to communicate weekly via e-mail with regard to the pacing of the course, and we advise faculty to create major assessments in collaboration.

A major assessment or assignment will be defined as any task that accounts for 20% or more of the final grade. (Even if you refer to an assignment as a “quiz,” if that quiz actually accounts for 20% or more of the final grade, then it is a major assignment.)

2. The categories and percentages that determine the final grade for each course should be the same for all faculty members teaching the same course. In other words, if one faculty member’s categories are Quizzes 30%, Homework 20%, Test 1 25% and Final 25%, then all faculty members teaching that course should have the same categories and same percentages.

It is permissible that one faculty member may give 4 quizzes while another gives 3 so long as the overall percentage of the category Quizzes remains the same.

3. The final exam of every course should be cumulative/comprehensive, or faculty may choose to think of it as simply the most difficult exam. In one way or another, the final exam should directly and/or indirectly ask learners to demonstrate their mastery of the majority of the learning outcomes of the course. If a learner fails the final exam by an extreme margin (not by a few points), this should be an indication that he/she has not mastered the majority of the learning outcomes of the course.
4. The number of points dedicated to each question on a test or to different aspect of an assignment should be clearly spelled out on the test/assignment/rubric.
5. The manner in which faculty grade any assignment should be clearly explained to learners. Learners should understand how many points they earned/lost on assignments, and they should understand why they earned/lost those points.
6. To the extent that it is possible, final grades should not come as a “shock” to learners. Learners who are in danger of failing should know this before they take/do the final exam/assignment. Learners whose final grade could be seriously damaged by a poor

mark on the final exam/assignment should understand the impact that a poor performance could have on their final grade.

7. If the overall final grade can be impacted by failure on one or more critical assignments, the syllabus should explain this fact. For example, if failing the final project even if the learner passed all other assignments will result in final grade of D or F, this information should be clearly stated on the syllabus.
8. SPT final exams are typically scheduled for the Wednesday of Week 8. SPT final exams should be given on the day scheduled at the time scheduled.

Appendix A

Four Types of Critical Thinking

1. Application

Learners use information that they learned in one or more contexts to make an application to the current context or to another context.

Gather/Learn Information in one context:

Learners read a brief news article that offers advice on how to get into college.
Learners also look up more advice on the web.

Apply Information in another context:

Learners pretend to be parents. They write a short e-mail explaining to their son/daughter who is currently in high school in the learners' home country what he/she should be doing to improve their chances of getting into college in the U.S. Their advice should be based on and related to the information they gathered/learned.

Verbs that are related to the skill of application: Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

2. Analysis

Learners use specific information that they learned in one or more contexts as a point of comparison for information they learned in a different or new context.

Gather/Learn Information in one context:

Learners listen to a discussion between a teacher and a parent.

Learners listen to a discussion between the same parent and their child.

Apply Information in another context:

Learners complete a chart comparing the topics discussed in each conversation.

For each similar topic, learners compare the conversational outcome.

For each different topic, learners offer logical explanations of why the topic occurred in one conversation but not in the other conversation.

Verbs that are related to the skill of analysis: Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate

3. Synthesis

Learners use information gathered/learned in one or more contexts to produce something new in another context.

Gather/Learn Information in one context:

Learners watch a movie like *To Kill a Mockingbird*.

Synthesize Information in another context:

Learners pretend to be characters from the movie 10 years after the events of the movie. The town is facing a new trial that is very similar to the one given in the movie. Each character is being interviewed on *Oprah* with regard to what they think about the new accused person's innocence or guilt and the outcome of the trial. Learners must "stay" in character while offering answers and explanations that seem logical given the character's personality and the outcome of the events in the movie.

Verbs that are related to the skill of synthesis: Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

4. Evaluation

Learners evaluate the quality of an argument *or* apply an argument to a new or larger context.

Gather/Learn Information in one context:

Learners read an essay that argues that television is bad for children and one that argues that television is good for children.

Evaluate Information in another context:

Learners prepare a presentation arguing for or against the use of television as an educational tool. They must refer to both essays in their presentation. The goal of their presentation is to convince school districts to either install a television in every classroom or to ban televisions entirely from schools.

Verbs that are related to the skill of evaluation: Appraise, Argue, Assess, Choose, Conclude, Critique, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

Appendix B

Learner-centered Teaching

1. Learner-centered teaching engages students in the hard, messy work of learning. I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

2. Learner-centered teaching includes explicit skill instruction. Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it. Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

4. Learner-centered teaching motivates students by giving them some control over learning processes. I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

5. Learner-centered teaching encourages collaboration. It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They

see learning individually and collectively as the most important goal of any educational experience.

How do learner-models differ from teacher centered models?

The following chart compiled by Roger Drury details the differences:

| Comparison of Teacher-centered and Learner-centered Models | |
|---|--|
| Teacher-Centered Model | Learner-Centered Model |
| Knowledge is transmitted from professor to students | Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on |
| Students passively receive information | Students are actively involved |
| Knowledge doesn't have context | Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts |
| Professor's role is information giver and evaluator | Professor's role is to coach and facilitate Professor and students evaluate learning together |
| Teaching and assessing are separate | Teaching and assessing are intertwined |
| Assessment is used to monitor learning | Assessment is used to promote and diagnose learning |
| Emphasis is on right answers | Emphasis is on generating better questions and learning from errors |
| Desired learning is assessed indirectly through the use of objectively scored tests | Desired learning is assessed directly through papers, projects, performances, portfolios, and the like |
| Focus is on a single subject | Approach is compatible with interdisciplinary investigation |
| Culture is competitive and individualistic | Culture is cooperative, collaborative, and supportive |
| Only students are viewed as learners | Professor and students learn together |

Adapted from: Keeping Learners at the Center. Betsy Parrish: Hamline University
bparrish@hamline.edu, 3/15/2006 TESOL Event #3723 by Roger Drury, Georgia Tech
 Language Institute, Summer 2013

Appendix C

Language & Style of Course Descriptions & Goals

The course description should be written to the student using the pronoun “you.”

The course description should provide a general comprehensible description of what the course is about, what the student will do, and how much homework is required

The course description should use the following verbs in the following manners:

| | | |
|-------------------|---|---|
| Develop | = | expose students to an idea or skill for the “first” time |
| Improve / Enhance | = | work with an idea or skill that students’ have probably learned before in previous levels to add additional information or understanding to that idea/skill |
| Review | = | go over ideas/skills students have learned before to remind them of the ideas/skills |
| Increase | = | numerically increase the quantity of students’ knowledge (e.g., passive and active technical vocabulary) |

Appendix D

GTLI: Verbs Used in Learning Outcomes

| Learning Category | Description of Learning Category | Measurable Verbs Used with Learning Category | | | Examples of Appropriate Assessments for Learning Category |
|-------------------|---|---|---|---|---|
| Remember | Ability to recall previously learned material. | Define Identify List Name | Recall Recognize Record | Relate Repeat Underline | Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to: <ul style="list-style-type: none"> recall or recognize terms, facts, and concepts |
| Understand | Ability to grasp meaning, explain, restate ideas. | Choose Cite examples of Demonstrate use of Describe Determine Differentiate between Discriminate | Discuss Explain Express Give in own words Identify Interpret Locate Pick Report | Restate Review Recognize Select Tell Translate Respond Practice Simulates | Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to: <ul style="list-style-type: none"> summarize readings, films, or speeches compare and contrast two or more theories, events, or processes classify or categorize cases, elements, or events using established criteria paraphrase documents or speeches find or identify examples or illustrations of a concept or principles |

| | | | | | |
|----------------|---|---|--|---|---|
| Apply | Ability to use learned material in new situations. | Apply Demonstrate Dramatize Employ Generalize Illustrate | Interpret Operate Operationalize Practice Relate | Schedule Shop Use Utilize Initiate | Activities such as problem sets, performances, labs, prototyping, or simulations that require students to: <ul style="list-style-type: none"> • use procedures to solve or complete familiar or unfamiliar tasks • determine which procedure(s) are most appropriate for a given task |
| Analyze | Ability to separate material into component parts and show relationships between parts. | Analyze Appraise Calculate Categorize Compare Conclude Contrast Correlate Criticize Deduce Debate | Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Evaluate Examine Experiment | Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose | Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to: <ul style="list-style-type: none"> • discriminate or select relevant and irrelevant parts • determine how elements function together • determine bias, values, or underlying intent in presented material |

| | | | | | |
|-----------------|--|---|---|--|--|
| Evaluate | Ability to judge the worth of material against stated criteria. | Appraise Assess Choose Compare Critique Estimate | Evaluate Judge Measure Rate Revise | Score Select Validate Value Test | Activities such as journals, diaries, critiques, problem sets, product reviews, or studies that require students to: <ul style="list-style-type: none"> test, monitor, judge, or critique readings, performances, or products against established criteria or standards |
| Create | Ability to put together the separate ideas to form new whole, establish new relationships. | Arrange Assemble Collect Compose Construct Create Design Develop | Formulate Manage Modify Organize Plan Prepare Produce | Propose Predict Reconstruct Set-up Synthesize Systematize Devise | Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to: <ul style="list-style-type: none"> make, build, design or generate something new |

Sources:

<http://www.personal.psu.edu/bxb11/Objectives/ActionVerbsforObjectives.pdf>

<http://www.cmu.edu/teaching/assessment/basics/alignment.html>

Also see:

Anderson, L.W., & Krathwohl (Eds.). (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.

Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals, by a committee of college and university examiners. Handbook I: Cognitive Domain*. NY, NY: Longmans, Green.

Appendix E

GTLI Faculty Materials Use Agreement

The Language Institute over the past few years has developed a large collection of materials. Many of these materials have been created for our special programs including short courses, evening, online and pre-MBA. We have stored these materials on our I-drive. There is a growing need for programs like ours to have ethical guidelines that protect our teachers and our program. In an effort to meet this need, the following guidelines for faculty and staff at the Language Institute have been established for use of materials in classes.

1. If you create a document or activity that you believe is a UNIQUE understanding or presentation of an idea, please include a footer on your document that says the following:

Created by George Purdell of the Georgia Tech Language Institute
Short Course: American Studies

2. If you are paid for course development time to create a document or activity that you believe is a UNIQUE understanding or presentation of an idea, please include a footer on your document that says the following:

Developed by George Purdell for the Georgia Tech Language Institute
Evening Course: Developing the Art of Conversation

3. If you use materials in a document that you obtained from BOOKS or ON-LINE sources, please include the source of the document in close proximity to the information you used.

**Source: Bell, Arthur H. *Tools for Technical and Professional Communication*.
Lincolnwood: NTC Publishing Group, 1996. Print.
IEP: W700L**

**Source: <http://www.talkenglish.com/Grammar/prepositions-of-to-for.aspx>
IEP: G600L**

4. If you use materials in a document that you obtained from BOOKS or ON-LINE sources but you SIGNIFICANTLY MODIFIED the materials in some way, please include the source of the document in close proximity to the information you used.

Modified by George Purdell of the Georgia Tech Language Institute from:
**Source: Bell, Arthur H. *Tools for Technical and Professional Communication*.
Lincolnwood: NTC Publishing Group, 1996. Print.
IEP: W700L**

5. If you use materials that another teacher created, do NOT remove that teacher's name from those documents. In other words, retain the original footer that gave the original creator's name.
6. If you use materials that another teacher created and you SIGNIFICANTLY MODIFY them, please do

the following in the footer:

**Created by George Purdell and modified by Harry Potter of the Georgia Tech
Language Institute
Pre-MBA Program: Reading Seminar**

7. If you use materials that another teacher created and you do NOT significantly modify them, please just leave the name of the original creator and do NOT add your name.
8. Materials that are created or developed for a particular course are intended for use in that course. Be careful in using material for other courses in your course. Do not use materials (textbooks or otherwise) from different IEP courses in your IEP classes. In a multi-level program, it is important not to use the same materials in different levels.

If you are NOT the original creator of a set of materials, do not use those materials in a course different than the one for which they were created.

If you ARE the original creator of a set of materials, you may use them as you choose. However, please be aware that others may be using them in the level for which you created them, so you may be unintentionally giving students the exact same materials in different classes/levels.

9. You may **NOT** use materials that are made by teachers other than yourself or materials that you were paid to develop in any classes you may teach outside of The Georgia Tech Language Institute. The use of materials that were not created by you or that you were paid to develop for the Language Institute in any courses outside Georgia Tech Language Institute's programs is prohibited.

Frequently Asked Questions

a. Why are we following these guidelines?

-Ethical use of materials is part of any educator's professional obligation.

-We will be using a new filing system in the future on the I-drive, and part of the future naming conventions will include knowing the creator/modifier of documents.

-Acknowledging one another's work and creativity in the creation of documents is important. When people receive credit for their work (i.e., their name is on it), they feel appreciated.

b. What if the original creator forgot to put their name on the document?

If you know who the original creator was, kindly add their name following the guidelines presented.

c. What if there isn't an original creator's name, and I don't know who created the document?

Label the document as anonymous and indicate the course in which the document is used.

Created by Anonymous of the Georgia Tech Language Institute

IEP: W300L

d. What if I'm modifying a document that someone else modified? Retain the original creator's name and the first modifier's name + add your name.

Created by George Purdell and modified by Harry Potter & Jennifer Lawrence of the Georgia Tech Language Institute

Pre-MBA Program: Reading Seminar

e. What is "significant modification"?

Significant modification is NOT editing for grammar, changing the order of questions, changing the points, or making small word choice changes to an activity.

Significant modification is adding meaningful expansion to an activity by adding new steps or new questions to an activity. For example, you might want to use a reading comprehension activity that someone created, but you want to add a section of critical thinking questions to it.

If you are not certain whether or not your modification is significant, please see the original creator if possible and ask that person for his/her opinion.

It would be a sign of professional courtesy to let the original creator know that you are modifying their activity.

- f. What if I use materials that I created when I taught in a different place or I want to use materials that I created while working here in other places?

Anything created by you that you were not specifically paid to develop for the Georgia Tech Language Institute may be used as you wish. However, you may not use things created by other people who work at the Georgia Tech Language Institute in teaching contexts outside of the Georgia Tech Language Institute.

- g. Do I have to go back and put footers on my old documents?

This is entirely up to you. We suggest that you do put footers on things that you feel are unique understandings or presentations of ideas. However, if you do not wish to do so on old documents, this is your choice. Please know that if you share documents without footers, they may eventually be labeled anonymous.

- h. What if I'm using students' work as part of my document?

Technically, you should not be using students' work without permission unless they are currently in the course in which you are using the document. In other words, you cannot

use students' work from Fall 1 in a Fall 2 class unless you have the student's permission even if the work is anonymous.

If you are using the work of students who are currently in your course as part of an activity that is unique, please do the following in the footer:

Created by Tom Smith of the Georgia Tech Language Institute

Source: Student Assignments Fall 2 2013

IEP: W300L

Appendix F

Faculty Curriculum Feedback Form

Session: _____

Skill, Level, Section: _____ (e.g., G200A)

Faculty Name: _____

Course Description & Goals

1. Do you feel that the course description accurately describes this course? If no, what needs to be changed?

Do you feel that this course description is written in a level appropriate manner? (Of course, they might need teacher assistance if they are in Levels 100-200.) If no, what needs to be changed?

Course Objectives & Learning Outcomes

2. Do you feel that the learning outcomes are reasonable (i.e., level appropriate) for this course? If no, specify WHICH outcomes need to change and specify HOW they need to change.

Do you feel that your instruction this session allowed students to achieve all of these learning outcomes? If no, specify WHICH learning outcomes you feel that you were not as successful at meeting and WHY these outcomes caused problems for you.

Grade Breakdown

3. At the beginning of the session, your colleagues and you agreed upon certain grading components and percentages. Do you feel that these components and percentages allowed you to fairly and accurately evaluate your students? Explain.

Should we use these same components and percentages for the next session? If no, specify what should be changed.

Weekly Plan & Course Objectives

4. Did you cover all of the material indicated on the weekly plan? If no, explain what you missed and why?

Do you think there are any items that should be deleted from this weekly plan? Please specify.

Do you think there are any items that should be added to this weekly plan? Please specify.

Instructional Materials & Resources

5. Do you feel that the textbook for the course provided you with ample and helpful material in terms of achieving the learning outcomes? Explain. (Note: We do not expect

the textbook to provide you with 100% of the materials you need – just ample and helpful.)

6. Do you feel that it was relatively easy to find and/or create new materials when you needed materials that were *not* provided by the textbook? Explain.

Assessment & Evaluation

7. Did your major assessments/assignments (i.e., those that counted for 20% or more of the grade) follow the assessment guidelines? Explain.
8. Did you collaborate with your colleagues in developing major assessments/assignments? Explain.

Overall

9. Do you feel confident that the students who passed your course with a C or better are adequately prepared for the next level in the same course? Explain.

Appendix G

Teaching Observation Form

Observer:

Date:

Teacher Observed:

Class & Level:

Place & Time:

Follow-up Meeting:

1. Draw a diagram of how students seated in class. Keep track using hash marks of who participates and how often each student participates.

2. Keep track of how often the teacher speaks and how long each teacher speaking moment lasts.

- 3. Does the instructor begin the course with an opening and end the course with a closing that suggests continuity? Is the presentation of materials/instructions clear? Does the instructor use multiple resources (e.g., whiteboard, docucam, etc. in the lesson)? How is the instructor's time management? Explain.**
- 4. How do the students respond to the materials/instructions? Are the students engaged? Do the students behave as if this is a "normal" lesson? Explain.**
- 5. Does the teacher explain why the students are doing a particular lesson or how this lesson may relate to their language problems or development? Explain.**
- 6. Did the teacher recognize and take advantage of "teachable moments"? Explain.**

7. **Given the time and limitations of the topic, how would you evaluate this teacher in the following categories (1-10):**

Classroom Management of People:

Classroom Management of Time:

Clarity of Communication:

Student Rapport:

Lesson Design:

8. **Compliments for this teacher.**

9. **Growing edges for this teacher.**

By signing this form, you are indicating that you received a copy of this Teaching Observation Form and that you are aware that a copy of this form will be kept in your personnel file. If you have any comments that you would like to include in this form, please write them on the adjoining page and return them to the observer.

Teacher's Signature

Date

Observer's Signature

Date

10. Please use this page to write any comments that you wish to be included in your observation. This page will be attached and archived as part of your overall teaching observation.

Appendix H

Basic Considerations for Assessments & Evaluations

Practicality

Is this assessment/evaluation reasonable from an administrative point of view?

Cost, Materials

Time & Ease of Designing the Evaluation

Time & Ease of Giving the Evaluation

Time & Ease of Scoring the Evaluation

Is this evaluation reasonable from a test-taker's point of view?

Cost, Materials

Amount & Type of Preparation

Time Allowed

Reliability

Is this evaluation *consistent* and *reliable*?

Would this evaluation yield similar results if given to matched Ss on different occasions?

Considerations

Are the scoring specifications clearly indicated for Ss and Tt?

Are the instructions clear and level appropriate?

Are the questions (and answers in the case of multiple choice) clear and level appropriate?

Validity

Does this evaluation specifically measure learning outcomes for this course?

Does this evaluation measure learning outcomes for this course using tasks that are familiar to Ss?

Does this evaluation include content that is appropriate for considering the learning outcomes and what was covered in class?

Authenticity

Are the language and tasks of this evaluation reflective of "real-world" situations/events?

Washback

Will the results of this evaluation provide useful “washback” for the teacher?

Will the results of this evaluation *and* the way in which those results are shared with learners provide useful “washback” for learners?