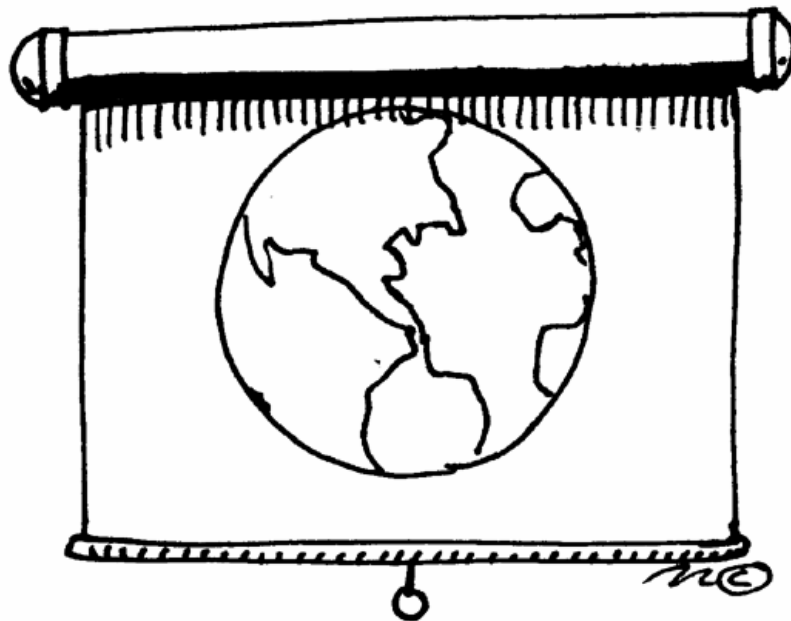


# ***Intensive English Program***

**Department of Applied Linguistics/ESL  
Georgia State University**

## **Curriculum Description**



# **IEP MISSION**

*(revised October 2007)*

The mission of the Intensive English Program (IEP) at Georgia State University (GSU) is to provide non-native English speakers with opportunities to develop the language and cultural competence necessary to make their success at an American university an achievable goal. As one of a family of programs within the Department of Applied Linguistics/ESL, the IEP is uniquely positioned to deliver a high quality research-based curriculum to move students along a continuum of language acquisition in preparation for academic study in English. To this end, the program relies upon the scholarship and expertise of faculty, staff and graduate students within the department who contribute to the formulation, evaluation and delivery of a dynamic educational and social experience in a multicultural environment, and who acknowledge IEP students as valuable informants in an ongoing process of refining ESL pedagogy. To ensure that this process continues to enhance the IEP students' learning experience, the program is committed to providing professional development opportunities to both faculty and staff. The IEP is dedicated to fostering an international perspective within the Georgia State University community as well within the communities from which its learners come.

**Curriculum Description**  
 (Revised July 11, 2008)  
**Intensive English Program**  
**Department of Applied Linguistics/ESL**

The IEP curriculum at GSU is based on research (e.g., Carson, Chase & Gibson, 1993) that shows that students preparing for university academic study learn best when what they are taught closely resembles the academic demands of regular university classes. Because this concept is directly applicable to non-native English speakers, the English for Academic Purposes (EAP) curriculum for pre-matriculated ESL students can be defined as an academic task-based curriculum using authentic academic content. The curriculum includes academic tasks (such as essay exams and research papers) parallel to those found in GSU university classes as well as pedagogic tasks (such as note-taking and test-taking skills) that assist students in developing their language and study skills.

The IEP curriculum at Georgia State University offers academic English courses from beginning to advanced levels of proficiency. The lowest level is for students who possess a basic knowledge of English. The highest level is for students who are almost ready to begin their degree study.\* Five courses are offered at each level of the IEP (a total of 18 hours in class each week). The Structure and Composition courses meet for six (6) hours/weekly; all other courses meet for three (3) hours/weekly.

Level 1	Introductory Structure and Composition	Oral Communication	Oral Fluency	Reading Skills	Extensive Reading
Level 2	Introductory Structure and Composition	Oral Communication	Oral Fluency	Reading Skills	Extensive Reading
Level 3	Structure and Composition	Oral Communication for Academic Purposes	Academic Writing for University Exams	Reading & Listening for Academic Purposes	Extensive Reading
Level 4	Structure and Composition	Oral Communication for Academic Purposes	Academic Writing for University Exams	Reading & Listening for Academic Purposes	Extensive Reading
Level 5*	Structure and Composition	Oral Communication for Academic Purposes	Academic Writing for University Exams	Reading & Listening for Academic Purposes	Extensive Reading

\*In some cases, students who have been accepted to a degree program at Georgia State may combine upper-level IEP courses and regular academic course work.

## Introductory Structure & Writing

These courses help high-beginning and low-intermediate students build and use their knowledge of English grammar using a communicative approach. Students complete a variety of writing activities to develop both fluency and accuracy. These courses prepare students for the more academic writing tasks studied at higher levels of proficiency.

Course	Learning Outcomes
<b><u>Level 1</u></b> <b><u>(IEP 0610)</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, and brainstorming</li> <li>• Produce paragraphs (5 sentence minimum) with topic sentences, supporting details, and conclusion sentences through a process of drafting and revision</li> <li>• Use the language of narration, exemplification, or description</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, and synonyms</li> <li>• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments</li> <li>• Evaluate and edit writing for content, organization, and grammar</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to the high beginning level*</li> </ul>
<b><u>Level 2</u></b> <b><u>(IEP 0620)</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming</li> <li>• Demonstrate organization of ideas using clustering or graphic organizers</li> <li>• Produce organized paragraphs (7 sentence minimum) with topic sentences, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of narration, exemplification, process, comparison/contrast or description</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, and signal words</li> <li>• Demonstrate fluency by communicating ideas in journal writing and 1-paragraph timed writing assignments</li> <li>• Evaluate and edit writing for content, organization, and grammar</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to low intermediate level*</li> </ul>

## Structure & Composition

In these courses, intermediate/high-intermediate, and advanced students learn about different types of academic writing and about the grammar of academic writing. Through writing, revising, and editing of academic papers, students will practice the features that make for successful writing in university courses.

Course	Learning Outcomes
<b><u>Level 3</u></b> <b><u>(IEP 0630)</u></b>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through interviews/group discussion, graphic organizers, brainstorming, and freewriting</li> <li>• Demonstrate organization of ideas using graphic organizers or basic outlines</li> <li>• Produce organized paragraphs (8 sentence minimum) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition</li> <li>• Develop supporting ideas with examples, explanations, or facts</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Evaluate and edit writing for content, organization, grammar, and academic vocabulary</li> <li>• Refer to teacher-chosen published sources appropriately</li> </ul>

	<ul style="list-style-type: none"> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to intermediate level*</li> </ul>
<p><b><u>Level 4</u></b> <b><u>(IEP 0640)</u></b></p>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through brainstorming, freewriting, or group discussion</li> <li>• Demonstrate organization of ideas using graphic organizers or detailed outlines</li> <li>• Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly</li> <li>• Develop supporting ideas with examples, explanations, facts, or analysis</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas through paragraph and multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Write multi-paragraph expository, analytical, evaluative, objective, or summary assignments</li> <li>• Summarize, paraphrase, and synthesize a variety of credible (instructor-selected) Internet and library sources into multi-paragraph essay</li> <li>• Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary</li> <li>• Use attribution language and APA citation skills for limited library or Internet sources</li> <li>• Perform instructor-guided Internet and library searches to find credible sources of research</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-intermediate level*</li> </ul>
<p><b><u>Level 5</u></b> <b><u>(IEP 0650)</u></b></p>	<ul style="list-style-type: none"> <li>• Demonstrate idea invention through freewriting or group discussion</li> <li>• Demonstrate organization of ideas using graphic organizers or detailed outlines</li> <li>• Produce organized paragraphs (minimum 10 sentences) with topic sentences, main ideas, supporting details, and concluding sentences through a process of drafting and revision</li> <li>• Use the language of description, process, comparison/contrast, cause/effect, classification, and definition jointly</li> <li>• Develop supporting ideas with examples, explanations, facts, or analysis</li> <li>• Demonstrate coherence using repetition of keywords, pronouns, synonyms, signal words, and transitions</li> <li>• Demonstrate fluency by communicating ideas in multi-paragraph timed writing assignments</li> <li>• Express ideas in multi-paragraph academic essay assignments with an introductory paragraph, body paragraphs, and a concluding paragraph through a process of drafting and revision</li> <li>• Write multi-paragraph expository, analytical, evaluative, objective, persuasive, argumentative or summary assignments</li> <li>• Summarize, paraphrase, and synthesize a variety of credible (self-selected) Internet and library sources into multi-paragraph essay</li> <li>• Evaluate and edit writing for content, organization, grammar, register, and academic vocabulary</li> <li>• Use attribution language and APA citation skills for a variety of library and Internet sources</li> <li>• Perform independent Internet and library searches to find credible sources of research</li> <li>• Detect problems with, correct, and express ideas with structures, editing, and grammar corresponding to high-advanced level*</li> </ul>

\*Refer to Structure, Grammar, and Editing Chart

## Writing for University Exams

University students must be able to respond appropriately to exam questions based on course material. In these courses, students learn how to manage extensive academic reading, take reading notes, and understand and answer test questions (e.g., identification, short answer, and essay). Students also learn academic vocabulary needed to cite, compare, classify, define, exemplify, and show cause and effect to demonstrate comprehension.

Level	Learning Outcomes
<p style="text-align: center;"><b><u>Level 3</u></b> <b><u>(IEP 0930)</u></b> Academic content material from environmental science</p>	<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters from a high school textbook</li> <li>• Write organized reading notes which include key terms, main ideas, explanations, examples, and graphic organizers</li> <li>• Predict test questions based on readings, class discussion, and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned text; use conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (8-15 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> </ul>
<p style="text-align: center;"><b><u>Level 4</u></b> <b><u>(IEP 0940)</u></b> Academic content material from anthropology</p>	<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples parts of chapters from high school and college level textbooks</li> <li>• Write organized reading notes which include key terms, main ideas, explanations, examples, graphic organizers, and summaries</li> <li>• Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (1-2 sentences), short-answers (5-8 sentences; ½ page), and short essays (15-20 sentences, up to 1 page) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Paraphrase information with some reliance on the original text when writing test answers</li> </ul>
<p style="text-align: center;"><b><u>Level 5</u></b> <b><u>(IEP 0950)</u></b> Academic content material from U.S. history</p>	<ul style="list-style-type: none"> <li>• Locate content-specific key terms and their definitions and differentiate between main ideas, explanations, and examples in parts of chapters of college level textbooks</li> <li>• Write organized reading notes which include key terms, main ideas, paraphrased explanations, examples, graphic organizers, and summaries</li> <li>• Predict test questions based on readings, class discussion and textbook clues, and analyze the language of test questions to determine what information is being requested and how to answer the question appropriately</li> <li>• Locate examples of academic vocabulary in the assigned texts; increase the complexity of the conventional vocabulary for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Write answers to different types of questions such as definitions and identifications (2-3 sentences), short-answers (5-8 sentences; ½ page), and short essays (20-25 sentences, or 1-1 ½ pages) for in-class university exams that respond to the level and content of the reading and use the appropriate language for signaling attribution, causes, comparisons, classification, definitions, examples, and effects</li> <li>• Paraphrase information with minimal reliance on the original text when writing test answers</li> </ul>

## Reading Skills

These courses help high-beginning and low-intermediate students develop their reading skills to be effective learners. In addition to developing their reading skills, students work on developing awareness of their personal learning styles and reading progress, building their vocabulary, recognizing main ideas and supporting details from written texts, and test-taking strategies.

Course Level	Learning Outcomes
<b><u>Level 1 (IEP 0810)</u></b>	<ul style="list-style-type: none"> <li>• Employ vocabulary acquisition strategies including               <ul style="list-style-type: none"> <li>○ developing a vocabulary learning system (notebook, flashcards, etc.)</li> <li>○ classifying vocabulary by meaning groups</li> <li>○ recognizing words belonging to the same word family</li> </ul> </li> <li>• Apply strategies for pronouncing new words and using dictionary tools including               <ul style="list-style-type: none"> <li>○ recognizing spelling patterns for short vowels and some long vowels</li> <li>○ dividing syllables between double letters or compound words</li> <li>○ using a dictionary to assist with pronunciation</li> </ul> </li> <li>• Relate material from course readings to individual experiences</li> <li>• Demonstrate reading strategies with beginning level texts including               <ul style="list-style-type: none"> <li>○ understanding pronoun referents</li> <li>○ skimming</li> <li>○ scanning</li> </ul> </li> <li>• Identify the main ideas of course readings through               <ul style="list-style-type: none"> <li>○ distinguishing the chronological order of sentences</li> <li>○ analyzing patterns of organization</li> </ul> </li> <li>• Identify details that support the main idea of a paragraph</li> <li>• Apply test taking strategies to unit tests when:               <ul style="list-style-type: none"> <li>○ predicting test questions</li> <li>○ correctly interpreting directions on a test</li> </ul> </li> </ul>
<b><u>Level 2 (IEP 0820)</u></b>	<ul style="list-style-type: none"> <li>• Employ vocabulary acquisition strategies including               <ul style="list-style-type: none"> <li>○ development a vocabulary learning system (notebook, flashcards, etc.)</li> <li>○ classifying vocabulary by meaning groups</li> </ul> </li> <li>• Apply strategies for reading and pronouncing new words and using dictionary tools including               <ul style="list-style-type: none"> <li>○ recognizing spelling patterns for short vowels and some long vowels</li> <li>○ using syllable division and word stress rules</li> <li>○ using an English -English learner's dictionary for pronunciation and meaning</li> </ul> </li> <li>• Relate material from course readings to individual experiences</li> <li>• Demonstrate reading strategies with low-intermediate level texts including:               <ul style="list-style-type: none"> <li>○ understanding pronoun referents</li> <li>○ skimming</li> <li>○ scanning</li> <li>○ guessing word meaning from context by using appositives or examples</li> </ul> </li> <li>• Identify and analyze the main ideas of course readings through:               <ul style="list-style-type: none"> <li>○ distinguishing the chronological order of sentences</li> <li>○ analyzing patterns of organization</li> </ul> </li> <li>• Identify details that support the main idea of a paragraph</li> <li>• Apply test taking strategies to unit tests when:               <ul style="list-style-type: none"> <li>○ predicting test questions</li> <li>○ answering multiple choice and true/false questions</li> </ul> </li> </ul>

## **Reading & Listening for Academic Purposes**

Students in university courses generally obtain information through both written and spoken text. These courses assist intermediate/high-intermediate/advanced students in developing their reading and listening skills to be effective learners. Students focus on improving their skills and knowledge in extensive academic reading, understanding academic lectures, taking reading and lecture notes, and understanding and answering test questions (matching, true and false, multiple choice, and short answer).

<p style="text-align: center;"><b><u>Level 3 (IEP 0830)</u></b></p> <p>The course uses the academic content material of intercultural communication.</p>	<ul style="list-style-type: none"> <li>• Apply reading strategies with intermediate ESL texts including:             <ul style="list-style-type: none"> <li>○ using headings and subheadings in a text to make outlines for notes and make predictions about content</li> <li>○ recognizing key words and phrases in a text</li> <li>○ identifying main ideas</li> </ul> </li> <li>• Record adequate notes while listening to a 5-10 minute lecture based on course content by listening for verbal and non-verbal cues</li> <li>• Recognize and recall general academic and subject specific vocabulary</li> <li>• Relate content material to personal experiences or other knowledge</li> <li>• Apply note-taking strategies to reading and lecture notes including:             <ul style="list-style-type: none"> <li>○ using a 2-column note-taking system</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recognize and recall content from intermediate-level ESL texts</li> <li>• Apply test-taking strategies to chapter tests:             <ul style="list-style-type: none"> <li>○ analyzing the structure of multiple choice and true-false questions to determine type of information requested</li> <li>○ constructing clear, relevant responses of 3-5 sentences in length to short answer questions</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Level 4 (IEP 0840)</u></b></p> <p>The course uses the academic content material of sociology.</p>	<ul style="list-style-type: none"> <li>• Apply reading strategies to high intermediate texts including:             <ul style="list-style-type: none"> <li>○ developing questions before reading a text</li> <li>○ using headings and subheadings in a text to make outlines for notes and make predictions about content</li> <li>○ recording reading notes</li> <li>○ reviewing reading content after completing the reading</li> </ul> </li> <li>• Record notes while listening to a 15-minute academic lecture based on course content while listening for common verbal and non-verbal cues</li> <li>• Relate content material to personal experience or other knowledge</li> <li>• Recognize, recall, analyze, and utilize general academic and subject specific vocabulary</li> <li>• Apply note-taking strategies to reading and lecture notes including:             <ul style="list-style-type: none"> <li>○ experimenting with a variety of note-taking systems such as a 2-column note-taking system; an outlining system; and mapping or charting notes</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recognize, recall, and summarize content from carrier topic readings from a high school or undergraduate academic text</li> <li>• Apply test-taking strategies to chapter tests, including:             <ul style="list-style-type: none"> <li>○ predicting potential test questions to use in preparation for chapter tests</li> <li>○ analyzing the structure of multiple choice and true-false questions to determine what type of information is being requested</li> <li>○ constructing clear, relevant responses of 4-6 sentences in length to short answer questions</li> </ul> </li> </ul>

<p><b><u>Level 5 (IEP 0850)</u></b> This course uses the academic content material of psychology.</p>	<ul style="list-style-type: none"> <li>• Apply reading strategies in order to synthesize, record, and report the main ideas from an undergraduate academic text</li> <li>• Record notes while listening to a 15-20 minute academic lecture based on course content while listening for common verbal and non-verbal cues</li> <li>• Relate content material to personal experience or other knowledge</li> <li>• Recognize, recall, analyze, and utilize academic and subject specific vocabulary</li> <li>• Apply note-taking strategies to reading and lecture notes including: <ul style="list-style-type: none"> <li>○ paraphrasing techniques</li> <li>○ using abbreviations and symbols</li> <li>○ indenting</li> <li>○ leaving white space</li> <li>○ highlighting key words and concepts</li> <li>○ writing phrases instead of complete sentences</li> </ul> </li> <li>• Recall, synthesize, and summarize content from carrier topic readings from an undergraduate academic text</li> <li>• Apply test-taking strategies to chapter tests including: <ul style="list-style-type: none"> <li>○ predicting potential test questions to use in preparation for chapter tests</li> <li>○ analyzing the structure of multiple choice and true-false questions to determine type of information requested</li> <li>○ constructing clear, relevant responses of 4-8 sentences in length to short answer questions</li> </ul> </li> </ul>
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<p><b>Extensive Reading</b></p> <p>In these courses, students independently read two texts at the appropriate level (see below). Instruction focuses on developing both reading and critical thinking skills to help students become more effective readers. Although the overall goal is to develop independence and enjoyment in reading outside of class, classroom activities will focus on helping students develop skills such as summarizing, identifying main ideas, describing characters and themes, relating ideas to students' own lives, and exploring aspects of various cultures.</p>	
<b>Course</b>	<b>Learning Outcomes</b>
<p><b><u>Level 1 (IEP 510)</u></b></p>	<ul style="list-style-type: none"> <li>• Read 2 extended, guided ESL readers independently at the 1200 word level</li> <li>• Summarize events of 5-8 pages</li> <li>• Identify main ideas from passages (approximately 5-8 pages)</li> <li>• Describe characters and their roles in the text</li> <li>• Identify major themes</li> <li>• Expand vocabulary</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> <li>• Make inferences about characters and relationships within the context of the reading</li> </ul>
<p><b><u>Level 2 (IEP 520)</u></b></p>	<ul style="list-style-type: none"> <li>• Read 2 extended texts independently (1 simplified text of intermediate level of about 1700 words and one authentic text at the Flesch-Kincaid grade level of 4-6)</li> <li>• Summarize events of 5-10 pages</li> <li>• Identify main ideas from passages (1-2 chapters in length)</li> <li>• Make inferences about characters and relationships within the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in Level 2 texts</li> <li>• Expand vocabulary</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>

<p><b><u>Level 3 (IEP 530)</u></b></p>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 6-8, approximately 180-200 pages per text</li> <li>• Summarize events of 10-20 pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>
<p><b><u>Level 4 (IEP 540)</u></b></p>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 8-10, approximately 175-300 pages per text</li> <li>• Summarize events of 20-30 pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within and beyond the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in works</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>
<p><b><u>Level 5 (IEP 550)</u></b></p>	<ul style="list-style-type: none"> <li>• Read two authentic extended texts independently at the Flesch-Kincaid grade level 10-12, approximately 300 pages per text</li> <li>• Summarize events of 25+ pages</li> <li>• Identify main ideas from passages</li> <li>• Make inferences about characters and relationships within and beyond the context of the reading</li> <li>• Describe characters and their roles</li> <li>• Identify major themes in works</li> <li>• Relate main ideas/events/themes of the text to own life experience</li> <li>• Examine ideas, events, themes, characterizations as representative of various cultures</li> </ul>

## Oral Communication

These high-beginning and low-intermediate courses focus on improving listening and pronunciation with additional attention to improving conversation skills and developing basic vocabulary.

Course	Learning Outcomes
<p><b><u>Level 1</u></b> <b><u>(IEP 0710)</u></b></p>	<p><b><i>Listening</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate perception of accurate vowel and consonant sounds</li> <li>• Demonstrate awareness of word endings in English</li> <li>• Identify word stress in multi syllabic words</li> <li>• Identify focal stress in sentence-level rhythm.</li> <li>• Identify content words versus function words in written and aural contexts</li> <li>• Recognize the content of verbal requests for information about the specific topics and vocabulary discussed in class</li> </ul> <p><b><i>Pronunciation: Focused Production</i></b></p> <ul style="list-style-type: none"> <li>• Use accurate word stress in multi-syllabic words and focal stress in sentence-level rhythm in discrete sentences</li> <li>• Use word endings in English accurately in discrete words and phrases (highly controlled speaking situation)                             <ul style="list-style-type: none"> <li>○ Use the phonetic alphabet as a tool for focused perception and production</li> </ul> </li> </ul>
<p><b><u>Level 2</u></b> <b><u>(IEP 0720)</u></b></p>	<p><b><i>Listening</i></b></p> <ul style="list-style-type: none"> <li>• Demonstrate perception of accurate vowel and consonant sounds</li> <li>• Identify reduced forms and common contractions in spoken conversation</li> <li>• Identify the important ideas of a 2-3 minute oral discourse about topics and vocabulary discussed in class</li> <li>• Recognize the content of verbal requests for information (wh- questions)</li> </ul> <p><b><i>Pronunciation: Focused Production</i></b></p> <ul style="list-style-type: none"> <li>• Use accurate word stress in multi-syllabic words. Use focal stress in sentence-level rhythm and in short strings of sentences</li> <li>• Use word endings in English accurately in words, phrases, and short strings of sentences (highly controlled speaking situation)                             <ul style="list-style-type: none"> <li>○ Use the phonetic alphabet as a tool for focused perception and production of consonants and vowels</li> </ul> </li> </ul>
<p><b>Oral Communication for Academic Purposes</b></p> <p>These intermediate/high-intermediate/advanced courses focus on communicating orally for academic purposes and highlight the connections between speaking, listening, and pronunciation in academic settings. Students learn how to ask questions in class, respond to instructors' questions, and contribute during group work activities. Students also learn how to improve interaction with instructors and classmates in academic situations.</p>	
<p><b><u>Level 3</u></b> <b><u>(IEP 0730)</u></b> The course incorporates content material on American government.</p>	<p><b><i>Presentation Skills</i></b></p> <ul style="list-style-type: none"> <li>• Organize two individual 3-5 minute presentations</li> <li>• Maintain overall comprehensibility during presentations.</li> </ul> <p><b><i>Speaking and Listening Fluency &amp; Usage in Academic Settings</i></b></p> <ul style="list-style-type: none"> <li>• Participate in conversations/discussions and reach group decisions</li> <li>• Describe and narrate academic content in most informal (discussion) and some formal (presentation) settings</li> <li>• Use polite disagreement and interruption strategies during discussions</li> <li>• Demonstrate comprehension of the academic content (American government) given in 5-10 minute lectures</li> <li>• Fulfill tasks that require students to take the initiative to speak English outside the classroom</li> </ul> <p><b><i>Pronunciation</i></b></p> <ul style="list-style-type: none"> <li>• Identify the rhythm patterns (focus words) of phrases, sentences, and longer speech events</li> <li>• Use accurate word stress in multi-syllabic words. Use focal stress in paragraph discourse</li> <li>• Use the phonetic alphabet as a tool for focused perception and production of</li> </ul>

	<p>consonants and vowels</p> <ul style="list-style-type: none"> <li>o Use word endings in English accurately in paragraph discourse</li> </ul>
<p><b>Level 4</b> <b>(IEP 0740)</b> The course incorporates content material on media &amp; entertainment.</p>	<p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>• Organize one two-part presentation (pairs or groups) and one group presentation in which each student speaks for 3-5 minutes</li> </ul> <p><b>Speaking and Listening Fluency &amp; Usage in Academic Settings</b></p> <ul style="list-style-type: none"> <li>• Participate in conversations/discussions and reach group decisions</li> <li>• Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions.</li> <li>• Demonstrate comprehension of the academic content given in 10-15 minute lectures</li> <li>• Fulfill tasks that require students to take the initiative to speak English outside the classroom</li> </ul> <p><b>Pronunciation</b></p> <ul style="list-style-type: none"> <li>• Identify and produce intonation patterns during discussions and presentations</li> <li>o Use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations</li> </ul>
<p><b>Level 5</b> <b>(IEP 0750)</b> The course uses the content material of business &amp; economy.</p>	<p><b>Presentation Skills</b></p> <ul style="list-style-type: none"> <li>o Organize one two-part presentation (pairs or groups) and one individual presentation in which each student speaks for 5-7 minutes.</li> <li>o Organize and lead a whole class discussion in a small group.</li> </ul> <p><b>Speaking and Listening Fluency &amp; Usage in Academic Settings</b></p> <ul style="list-style-type: none"> <li>o Use fixed phrases to support opinions, hypothesize, agree and disagree, and interrupt politely during discussions.</li> <li>o Participate in conversations &amp; discussions and reach group decisions</li> <li>o Demonstrate comprehension of the academic content given in 15-20 minute lectures</li> <li>o Fulfill tasks that require students to take the initiative to speak English outside the classroom</li> </ul>

<b>Oral Fluency</b>	
<p>These high beginning and low-intermediate courses focus on activities that will help students develop with ability to speak fluently and comprehensibly, without emphasis on grammatical accuracy. Class activities help students building their speaking and listening vocabulary. Building students' confidence in order to participate in everyday conversations is emphasized.</p>	
<b>Course</b>	<b>Learning Outcomes</b>
<p><b>Level 1</b> <b>(IEP 0410)</b></p>	<p><b>Fluency and Vocabulary Building (general clarity &amp; appropriate use of new vocabulary)</b></p> <ul style="list-style-type: none"> <li>• Comprehensibly speak about common conversational topics including oneself, family, country, daily activities, food, and health</li> <li>• Use target vocabulary accurately</li> <li>• Express understanding of language commonly used on a daily basis</li> <li>• Give appropriate responses to verbal requests for information about the topics and vocabulary discussed in class</li> <li>• Make appropriate and comprehensible verbal requests for information of instructor and classmates</li> </ul> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>• Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues</li> <li>• Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class</li> </ul> <p><b>Confidence</b></p> <ul style="list-style-type: none"> <li>• Recognize and use specific negotiation strategies to clarify communication</li> <li>• Fulfill English-speaking tasks outside of the classroom</li> </ul>

<p><b><u>Level 2</u></b> <b><u>(IEP 0420)</u></b></p>	<p><b><i>Fluency and Vocabulary Building (general clarity &amp; appropriate use of new vocabulary)</i></b></p> <ul style="list-style-type: none"> <li>• Increase variety and comprehensibility of learner’s vocabulary related to the common conversational topics addressed in the course</li> <li>• Maintain simple face-to-face conversations by asking and responding to simple questions in some informal settings and in a limited number of public settings</li> <li>• Respond to questions regarding topics related primarily to oneself and the immediate environment</li> <li>• Make appropriate and comprehensible verbal requests for information of teacher and classmates</li> </ul> <p><b><i>Listening Skills</i></b></p> <ul style="list-style-type: none"> <li>• Identify and apply basic listening comprehension strategies to understand main ideas of oral dialogues</li> <li>• Recognize the pronunciation of vocabulary and functions related to the conversational topics of the class</li> </ul> <p><b><i>Confidence</i></b></p> <ul style="list-style-type: none"> <li>• Fulfill English speaking tasks outside of the classroom</li> </ul>
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