

Middlebury Institute of International Studies

Intensive English as a Second Language Program Interpretation of Achievement Scale

Writing and Grammar SLOs

Low intermediate Writing and Grammar

Goals: The goal of this course is to help students develop the ability to write paragraphs evaluating and applying information such as comparing/contrasting, predicting the future, or giving reasons for a decision or preference.	
Academic Domain	Students will be able to do the following:
Content and Genre And Formatting	<ol style="list-style-type: none"> 1. When given time students can write a paragraph of at least 15 sentences on a topic that they are familiar with. 2. Student can analyze the features of a genre selected by the teacher using model texts, like a sample paragraph. 3. Can digitally compose a well-formatted paragraph with appropriate indentation, title, margins, double spacing, and font size
Academic Literacy Skills	<ol style="list-style-type: none"> 1. Can brainstorm, outline, and edit based on feedback. 2. Can communicate effectively by email with a teacher asking basic questions about assignments and requests to meet.

Sentence Structure	<ol style="list-style-type: none"> 1. Can use transition words to add cohesion. 2. Can write using simple, compound, and complex sentences.
Writing Fluency	<ol style="list-style-type: none"> 1. Can write at least 12 to 15 sentences in 30 minutes. Topics are related to personal experiences and likes and dislikes 2. Demonstrates progress in terms of the number of sentences and complexity/accuracy words/characters written in each writing fluency activity during the session.
Vocabulary	<ol style="list-style-type: none"> 1. Can use words from the top 2,000 frequently used words list accurately
Grammar	<ol style="list-style-type: none"> 1. Can use the simple present to express habits and facts 2. Can distinguish between when to use present simple and present progressive, including stative versus active verbs 3. Can use the simple past tense to express past events from their lives 4. Can use modals such as will, might, may, be going to, ability, requests, necessity 5. Can use basic gerunds and infinitives to express likes/dislikes, stop/start, and hopes/plans for the future 6. Can use comparatives and superlatives to compare one or more things, people, places, events, and actions 7. Can use a, an, and the accurately to describe concrete people, places, and things NOT under a timed condition 8. Can use quantifiers to express the amount of something 9. Can use there is/are, there was/were, and there will be/won't be 10. Can use future tense, including will, might, may, be going to along with adverbs of probability, including probably, maybe, and perhaps.

Suggestions:

- Potential discourse functions for paragraphs: descriptive, comparison, narrative, process, persuasive
- Email writing functions: info request, intro, apology, request (others)

- Have students chart fluency progress by recording the number of words written in a specific time frame.
- Have students write in a journal or blog about their personal experiences and preferences.
- Have students brainstorm, outline, and write multiple drafts based on feedback

Intermediate

Goals: The goal of this course is to write a multiple paragraph text about personal experiences and opinions. Students will be able to analyze and evaluate information based on personal experience.	
Content and Genre and Formatting	<ol style="list-style-type: none"> 1. Can write a multi-paragraph essay (with basic intro and conclusion of at least 1.5 pages) expressing their personal opinion on various topics, using personal experience and general knowledge as support. 2. Can appropriately use patterns of cause/effect, comparison/contrast, descriptive, process, and/or narrative language to support opinion 3. Can analyze the features of a genre selected by the teacher using a model texts and incorporate features of that genre in their own writing 4. Can digitally format a formal essay with appropriate indentation, title, margins, double-spacing, and font size
Academic Literacy Skills	<ol style="list-style-type: none"> 1. Can effectively communicate through email with a teacher and can communicate with strangers 2. Can brainstorm and develop an outline that can then lead to a first draft
Sentence Structure	<ol style="list-style-type: none"> 1. Can use punctuation necessary for the clause combination listed in the grammar section 2. Can combine clauses using coordinating and subordinating conjunctions

Writing Fluency	<ol style="list-style-type: none"> 1. Can build to writing at least one page 350 words journal entries in 30 minutes on topics related to personal experiences and feelings. 2. Demonstrates progress in terms of the number of sentences and complexity/accuracy written in each writing fluency activity during the session.
Vocabulary	<ol style="list-style-type: none"> 1. Can use appropriate word forms and transform parts of speech of common head words 2. Able to research appropriate collocations for vocabulary words and use them in their writing 3. First 2,000 from general service list and teacher selected words from first AWL sublist
Grammar	<ol style="list-style-type: none"> 1. Can use simple past and past progressive including in adverbial clauses with when, while, after, before, once, and until. 2. Can begin to use the present perfect, but likely will only use it with “since/for”, “not yet”, “ever” 3. Can use coordinating conjunctions (FANBOYS) in compound sentences and subordinating conjunctions (when, while, because, if) in adverbial clauses 4. Can form sentences with conjunctive adverbs/transitions such as however, therefore 5. Can combine clauses with subject and object relative clauses, but do not learn restrictive/non-restrictive 6. Can use the passive voice 7. Can use “used to” 8. Can use real conditionals 9. Models of necessity, certainty, obligation, advice 10. Can use articles

Suggested activities:

- Have students create a journal/blog to practice writing fluency
- Have students compose an authentic text based on model texts (e.g. opinion letter, restaurant review)
- Have students compose emails to strangers using example texts and teacher guided revisions.
- Have students brainstorm, outline, and write multiple drafts based on feedback

High intermediate Writing and Grammar

Goals: The goal of this course is to write a multiple paragraph text about non-personal experiences and opinions. Students will be able to use text to express patterns that they observe in information and behaviors in society.	
Content Genre and Formatting	<ol style="list-style-type: none"> 1. Can write a well-developed essay expressing their personal opinion on various topics of at least 2 pages, moving away from personal (e.g. why did you struggle in a class) to abstract topics (e.g. why do people get into motor vehicle accidents, why do people drop out of school). 2. Can produce patterns of cause/effect, comparison/contrast, descriptive, problem solution, persuasion, classification, process, or narrative language to support opinion. 3. Can analyze the features of a genre selected by the teacher using a model texts and incorporate features of that genre in their own writing (e.g. letter to the editor) 4. Can maintain coherence and cohesion using a wider range of cohesive devices beyond “first, second, third”, ("another reason," "in addition to...mentioned in paragraph..." 5. Can format an email 6. Can digitally format a formal essay with appropriate indentation, title, margins, double- spacing, and font size
Academic Literacy Skills	<ol style="list-style-type: none"> 1. Can develop an outline and thesis that can guide a small amount of research (2 - 3 articles) 2. Can correct teacher identified word form errors and grammar errors based on what has been covered. 3. Can revise organization of a paper based peer feedback. 4. Can provide evidence of self-revision based on two or three types of errors that the student has identified (with teacher help) as being recurring

Sentence Structure	<ol style="list-style-type: none"> 1. Cohesion and coherence is attended to, though it may still rely on sentence connectors rather than old-new flow. 2. Can combine clauses with coordinating and subordinating conjunctions
Writing Fluency	<ol style="list-style-type: none"> 1. Can build to writing at least two pages (500 words) in 40 minutes about abstract topics without sources 2. Demonstrates progress in terms of the complexity and accuracy written in each writing fluency activity during the session.
Vocabulary	<ol style="list-style-type: none"> 1. Can use appropriate AWL sublist 1-5 for writing topics. 2. Can begin to shift from more informal phrasing such as replacing phrasal verbs with single word verbs (go up → increase) and words like “a lot” with more complex quantifiers.
Grammar	<ol style="list-style-type: none"> 1. Can use the present perfect and present perfect progressive when discussing past events that are relevant to the present, when discussing recent change, and when reporting on findings. 2. Can use the past perfect and past perfect progressive. 3. Can combine clauses using all connector types 4. Can maintain parallel structure 5. Can produce more complex adverbial clauses "(e.g., "Everytime I go here," "by the time I go here," "although," "so that," "in order to,") and adverbial phrases (e.g., "because of," "due to," "as a result of") 6. Can form sentences with adverbial conjunctions (e.g. nevertheless, consequently) 7. Can use restrictive/non-restrictive relative clauses. 8. Can use the unreal conditional. 9. Can use perfect modals (e.g. should have done).

Suggested:

- Letters to the editor, letters to a congress person, etc,
- Have students select a quotation from a text, write it out and compose a short personal response to the quote.

- Have students brainstorm, outline, and write multiple drafts based on feedback

Advanced Writing and Grammar

Advanced Course Goals: The goal of this course is to provide students with the skills necessary to draft an academic essay and begin to understand the academic cultural norms related to the process for composing an academic text. The course also aims to help students establish the autonomy and metacognitive skills to monitor their own learning, seek help when needed, and express their personal worldview.	
Academic Domain	Students will be able to do the following
Content and Genre and formatting	<ol style="list-style-type: none"> 1. Can compose a typed academic essay of at least 4 pages that synthesizes and responds to information from at least two textual sources 2. Can analyze the features of academic and non-academic genres selected by the teacher using exemplary student and professional texts and compose a similar version using the essential features of the genre that were identified in class. Example genres include opinion essays, research essays, journal articles, and disciplinary content articles in the popular press. 3. Can maintain cohesion through a variety devices (e.g. connectors (however, because), lexical, chains, guiding language, pronouns, demonstrative adjectives/pronoun, old-new sentence structure.) 4. Can digitally format a formal research paper with appropriate indentation, title, margins, double- spacing, font size, and APA citations and references.

Academic Literacy Skills	<ol style="list-style-type: none"> 1. Can use text to make requests using high register and politeness 2. Can successfully engage in the writing process including brainstorming, drafting, peer feedback and successful incorporation of teacher and peer feedback into texts. 4. Can review own texts for common errors, locate errors and make corrections 5. Can synthesize information from two or more texts and use texts to support an opinion
Text standards	<ol style="list-style-type: none"> 1.. Can use punctuation appropriately when required for clausal breaks and introductory phrases. 2.. Can appropriately format a formal email using appropriate high register to communicate with a person in a position of authority 3.. Can begin to use hedging devices to moderate certainty of claims (e.g might, could, likely, potentially)
Writing Fluency	<ol style="list-style-type: none"> 1. Can build to writing at least two pages of text (600 words) in 40 minutes on a more academic, complex topic
Vocabulary	<ol style="list-style-type: none"> 1. Can use vocabulary appropriate for register, including a variety of AWL lexemes, including the ability to transform common academic headwords into their appropriate parts of speech. 2. Can use a variety of more advanced signal words, including conjunctive adverbs, for essays 3. Can use academic writing collocations (e.g. an increase in) 4. Can use appropriate academic register, including decrease in phrasal verb use 5. Can use academic word forms and collocations to express cause/effect and relationship b/w ideas: reporting verbs, causal phrases,

Grammar	<ol style="list-style-type: none">1. Can use transitions and adverb clauses and phrases in order to indicate the relationship between ideas and to signal time relationships.2. Can use a variety of conditionals, such as real, unreal, implied conditionals, and conditionals with “unless/even if/only if” and lower level conditionals as needed for purposes of their texts.3. Can use the future perfect, future progressive4. Can use present perfect and present perfect progressive appropriately5. Can use noun clauses for reporting speech and embedding questions6. Can use demonstrative adjectives/pronouns for text cohesion7. Reduced relative clauses and adverbial clauses8. Can use verbs of perception (in particular to describe perception of others thoughts/actions as a type of hedging), and modals9. Can use gerunds and infinitives following common verb/adjective combinations10. Can use determiners (i.e. a, an, the, some, this) accurately and appropriately
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Suggested Activities:

- Have students compose a research paper on a problem from their home countries and a potential solution.
- Have students use an error tracking chart to help revise their own work

Low intermediate Oral Communication

1. Course Description

In this course, students will develop speaking and listening skills necessary to thrive in English-speaking communities. In general, there will be an emphasis on understanding and participating in conversations focused on topics we encounter every day. They will learn to ask and answer questions. Additionally, students will listen to 2 - 3 minute informative pieces on various topics in order to broaden their vocabulary and grammar. Students will be asked to discuss their opinions and to give short presentations on concrete topics.

2. Student Learning Outcomes: Students must be able to reach 80% mastery in the student learning outcomes as measured by the required assessments in section 4 below.

a. Speaking skills: students can speak...

- accurately based on the grammar curriculum from low intermediate
- fluently to complete the functions listed below
- by asking and answering questions without any preparation on the required topics and functions
- using enough words and phrases on the topics below to communicate in simple everyday situations
- with complexity using simple and compound statements and some subordinating conjunctions; using adjectives and adverbs to modify nouns and verbs
- organize ideas necessary to complete the required functions

b. Pronunciation skills: Students are able to...

- Accurately produce and identify all of the consonant sounds
- Accurately produce and identify all of the vowel sounds
- Accurately produce and identify common consonant clusters
- Use and identify statement and question intonation

- Produce and identify the three sounds for *-ed* and *-s* endings
- Use and identify word stress for basic nouns and verbs

c. **Listening skills:** Students are able to demonstrate...

- an understanding of main idea and details on the topics below by giving short answers to Wh- and yes/no questions
- an understanding of short dialogues and around a 2 to 5 minute informative or narrative listening such as a news report, a story, etc.

d. **Functions - Students are able to...**

- greet people with appropriate register
- describe the present (routines & facts)
- describe what is happening now (present progressive)
- describe the past
- describe the future
- describe people, places, objects, problems and events (using adjectives, adverbs, time expressions, frequency)
- understand and give directions
- give advice and suggestions (eg. "can/should/must/infinitive complements: *it's a good idea to/need to*)
- describe rules and necessity (eg., *must/have to*)
- make requests
- make and respond to invitations
- ask and answer basic questions (for the present, past, and future)
- describe quantities, distance and measurements
- explain the process for completing a task
- give and respond to opinion with reasons (eg. *enjoy/like/love + gerund/infinitives*, and using *because*)
- compare people, places, things

3. Topics

- Shopping
- Food
- Health
- Travel
- Sports
- Geography
- Jobs and careers
- Futures plans and predictions
- Appearances and personalities
- Habits and lifestyle
- Cities and neighborhoods
- Entertainment: Movies, TV Shows, and Music
- -- any other ideas to be approved by the lead teachers

4. [Example Assessments](#)

- a. **Speaking:** Choose a variety of assessment types listed below.
- role plays
 - teacher-student interviews
 - 2 - 3 minute informal presentations (poster presentations)
 - class movie project
 - interviews with class visitors
 - storytelling
 - **Pronunciation:** pronunciation quizzes (identifying sounds)
 - movie dubbing
 - recorded pronunciation

c. **Listening:** Assessments can be songs, dictation, and quizes. Assessments include a variety of the following question types:

- answer oral and written questions with short answers,
- True or False
- fill in a chart
- multiple choice

5. Recommended textbooks:

World English 1 (for all 2s or mostly 2s)

Interchange 1 (for low 2s or Level 1 & 2 combo)

Pathways 1 or 2 (for high 2s)

6. Course outline

Choose at least 3 of the following topics to cover during the session.

Topics	Functions	Grammar	Vocabulary
Greetings and Introductions	-greet someone -introduce yourself and others -describe facts about personal life (nationality, job, age) -ask/answer questions	- <i>be</i> verb - question formation	- nationalities - countries - age - jobs - subjects - majors - register
Health	- talk about health problems - ask for and give advice/suggestions - make requests	- adverbs of degree (eg, <i>very</i> , <i>extremely</i>) -modal verb for advice (<i>should</i> , <i>need to</i> , <i>must</i>) - modal verbs (<i>can</i> , <i>could</i> , <i>may</i>) for	- body parts - medicine and treatments - dosage - frequency expressions (eg, <i>two times</i> , <i>once</i>)

	<ul style="list-style-type: none"> - ask and answer questions 	<ul style="list-style-type: none"> requests - infinitive complements (eg, <i>it's a good idea to...</i>) 	
Food and restaurants	<ul style="list-style-type: none"> - explain a process - order a meal - give/respond to opinion and reasons - agree and disagree - ask and answer questions 	<ul style="list-style-type: none"> - modals for requests (<i>will</i> and <i>would</i>) - <i>so, too, neither, either</i> - imperatives - conjunctions (eg, <i>because, so</i>) 	<ul style="list-style-type: none"> - cooking methods - food - measurements
Jobs and Careers	<ul style="list-style-type: none"> - describe work and school - ask for and give opinions - agree and disagree - describe daily routines 	<ul style="list-style-type: none"> - question formation - time expressions - comparatives and superlatives - present simple - be verb 	<ul style="list-style-type: none"> - jobs and careers - daily activities (eg, <i>get up, stay up, have dinner</i>) including collocations
Shopping	<ul style="list-style-type: none"> - describe objects (shape, size, material, color) - ask/answer questions - make requests - give opinions with reasons - describe location - describe places 	<ul style="list-style-type: none"> - count/ noncount - <i>be</i> verb - question formation - modals of request (<i>can, may</i>) <i>I'd like, I want</i> - adjectives - adverbs of degree - prepositions of location 	<ul style="list-style-type: none"> - clothing - electronic items - size, shape, material, color - prices - stores - adjectives to describe objects (e.g. <i>new, beautiful</i>)
Travel and vacations	<ul style="list-style-type: none"> - talk about past events - giving opinions about 	<ul style="list-style-type: none"> - simple past - questions in the past 	<ul style="list-style-type: none"> - Travel (eg, <i>ticket, check-in</i>) - Tourist places (eg, <i>museum, aquarium</i>)

	<p>past experiences</p> <ul style="list-style-type: none"> - make requests - ask and answer questions - ask for and give advice/suggestions 	<ul style="list-style-type: none"> - past of <i>be</i> - modals (<i>can</i> and <i>should</i>) - conjunctions (eg, <i>and</i>, <i>but</i>, <i>however</i>) - adverbs of degree (eg, <i>very</i>, <i>extremely</i>) - present simple for future 	<ul style="list-style-type: none"> - Adjectives - Vocabulary for describing quality of places (eg, <i>modern</i>, <i>crowded</i>)
Sports	<ul style="list-style-type: none"> - ask about and describe routines and exercise - talk about frequency - give opinion and reasons on sports and athletes - talk about abilities - describe facts - describe necessities (rules) 	<ul style="list-style-type: none"> - modals of necessity (eg, <i>must</i>, <i>mustn't</i>, <i>have to</i>, <i>don't have to</i>) - adverbs of frequency - question formation - <i>There is/are</i> - gerunds/infinitives 	<ul style="list-style-type: none"> - Sports and exercise - <i>go/do/play</i> collocations
Future activities	<ul style="list-style-type: none"> - talk about plans and hopes for the future - predict the future - make invitations - accept and refuse invitations - give reasons - take and leave messages -make appointments 	<ul style="list-style-type: none"> - future with <i>will</i>, <i>be going to</i>, present progressive, and present simple - modals (<i>could</i>, <i>can</i>, <i>may</i>, <i>would</i>) - question formation - gerunds and infinitives (eg, <i>hope</i>, <i>want</i>, <i>plan</i>) 	<ul style="list-style-type: none"> - dates - times - excuses - leisure time activities
Entertainment	<ul style="list-style-type: none"> - give opinions with 	<ul style="list-style-type: none"> - Question formation 	<ul style="list-style-type: none"> - dates and times

t	<ul style="list-style-type: none"> reasons - make and respond to invitations - describe past events 	<ul style="list-style-type: none"> - modal verbs (<i>would</i>) - infinitives and gerunds (e.g. <i>like, enjoy, want</i>) 	<ul style="list-style-type: none"> - music - movies - tv shows
Appearances and Personality	<ul style="list-style-type: none"> - ask about and describe people's appearance and personality 	<ul style="list-style-type: none"> - question formation for describing people - adverbs of degree (<i>very, fairly, really, etc.</i>) - comparatives and superlatives 	<ul style="list-style-type: none"> - adjectives (eg, hair, height, age, looks) - adverbs of degree - clothing and clothing style (casual, formal, etc.)
Neighborhoods and Cities	<ul style="list-style-type: none"> - ask about and describe locations of place - ask about and describe places - describe quantities - describe problems in a city or neighborhood - ask for and give directions 	<ul style="list-style-type: none"> - <i>there is/are</i> - prepositions of place - question formation - count/noncount nouns - quantifiers 	<ul style="list-style-type: none"> - stores and places in a city - vocabulary to describe places (eg, <i>crime, noise, pollution</i>)
Geography of countries	<ul style="list-style-type: none"> - describe places countries - make comparisons - express opinions with reasons - talk about distances and measurements - ask/answer questions 	<ul style="list-style-type: none"> - comparatives and superlatives - question formation (eg, <i>how far, how long,</i>) 	<ul style="list-style-type: none"> - physical features (eg, <i>waterfall, desert, valley</i>) - adjectives describing physical features (eg, <i>large, crowded, high/tall</i>) - cardinal directions (eg, <i>north, south, southeast</i>)

Intermediate Oral Communication

1. Course Description

In this course, students are introduced to academic language. Students will also build on the general everyday English by adding slang and idiomatic expressions. Students will also be introduced to the skills of listening to lectures, taking notes on the lectures, and answering questions of the lectures.

Student Learning Outcomes: Students must be able to reach 80% mastery in the student learning outcomes as measured by the required assessments in section 4 below.

a. Speaking Skills: Students are able to speak...

- accurately based on the grammar curriculum for intermediate
- fluently to complete the function
 - ask and answer questions giving opinions on the academic topics below with a few minutes of preparation
 - ask and answer questions giving opinions on general everyday topics (favorite movies, what they did last weekend, etc.) without preparation or hesitation
- using reasons with examples and explanations
- using wide range of words and phrases on the topics below
- with complexity using simple, compound, and some complex statements based on the grammar and writing curriculum of intermediate
- student can organize ideas necessary to complete the required functions

b. Pronunciation skills¹: Students are able to...

- produce all of the sounds
- use statement and question intonation
- produce and identify the three sounds for *-ed* and *-s* endings

¹ Diagnose students pronunciation at the beginning of the session. Choose at least 3 of the areas, not including consonant and vowel sounds, to focus on and assess formally.

- produce and identify syllable and word stress
 - use and identify reduced speech (wanna/gonna/couldya)
 - reduce vowels in two syllable nouns and verbs
 - pronounce /t/ sound (e.g. flapped /t/, etc.)
 - identify and produce long and short vowel sounds based on spelling patterns (ee/e+consonant)
- c. **Listening Skills:** Students are able to demonstrate...
- the ability to listen to a lecture of at least 6 minutes and take notes on the lecture at the same time
 - an understanding of topic, main idea, key points, and details of a lecture
 - an understanding of the gist and key events of an American TV show or movie²
- d. **Functions: Students are able to accurately and fluently...**
- give a 5-7 minute well-organized informative presentation on a topic that is familiar to the student or that requires a student to gather material from oral interviews
 - include introduction (hook, overview, map), body with 3 main points, and conclusion (restatement of overview, summary of key points, and kicker)
 - use visual aids such as Power Point
 - use signposts to connect sections and ideas (*first, second, let's move on to, etc.*)
 - create rapport with the audience
 - use eye contact and voice
 - participate in a discussion on a required academic topic below. Choose at least 3 of the following to cover:
 - enter a discussion
 - express opinions on a topic
 - support opinions with reasons and examples
 - ask for other people's opinions
 - express agreement and disagreement
 - ask for clarification and elaboration

² This is not measured through formal assessments but through a required activity.

- connect your ideas to others
- interrupt and ask for clarification
- participate in a dialogue using phrasal verbs, slang, and idiomatic expressions³

3. Topics

- food, nutrition, and health
- marketing and business
- culture and traditions
- technology
- the media
- linguistics: slang and idioms
- gender differences
- education
- archaeology and anthropology: ancient civilizations
- earth sciences: the environment
- family issues

4. [Example Assessments](#)

a. Speaking:

- i. Ability to give **presentations**
 - individual formal presentations with/without visual aids
 - group presentations
 - poster presentations
 - presentation of classmate
 - recorded or videotaped monologue or reports

³ This may not be possible to assess given the limited amount of time.

ii. Ability to participate in **discussions**

- pair or group discussions
- interview with teacher
- simulations

b. Pronunciation

i. Pronunciation assessments during the term.

- recorded or live speech of rehearsed language
- Songs
- movie dubbing
- Identification activities (dictations, fill in the blanks) especially for reduced speech

c. Listening

i. Ability to listen and take notes at the same time on an academic lecture at their level.⁴ Assessments include a variety of the following question types:

- answer oral and written questions with short answers,
- True or False
- fill in a chart
- multiple choice
- open-ended one to two sentence response

5. Recommended Activities

- Extensive listening: students listen to songs, TV shows, or movies and show completion of task
- Use authentic and scaffolded listenings such as news clips, excerpts from documentaries, commercials, etc.
- An activity that enables students to use and listen to phrasal verbs, slang or idiomatic expressions
 - role play
 - presentation (shows examples of the use of the target expression(s))

⁴ The students do not receive the questions until after listening to the lecture twice. Use recordings at a level similar to those in *Lecture Ready 1*, *Contemporary Topics 1*, or *Listening and Notetaking 1*.

- skits
- interview

6. Suggested Textbooks and Materials

Lecture Ready 1 or 2

Contemporary Topics Intro or level 1

Pathways 2

Pathways 3 (for combined levels 3 and 4 class)

TV shows

Mastering American Accent

Whaddaya Say

High intermediate Oral Communication

1. Course description

In this course, students continue to develop their ability to communicate in an academic setting. They will expand on their ability to give presentations and participate in academic discussions. At this level, however, students will focus on topics that are not so familiar to them, which require them to do some research. They will listen to and take notes on academic topics. Students will expand on their vocabulary and use compound and complex structures.

2. Student Learning Outcomes: Students must be able to reach 80% mastery in the student learning outcomes as measured by the required assessments in section 4 below.

a. Speaking Skills: Students will be able to...

- accurately use the grammar from the high intermediate grammar curriculum
- fluently give opinion on the academic topics below with a few minutes of preparation
- express their ideas with reasons and supporting evidence
- use wide range of words and phrases on the topics below
- speak with complexity using simple, compound, and complex statements expressing cause-effect, comparison-contrast, argument, and/or classification
- organize ideas necessary to complete the required functions

b. Pronunciation skills⁵: Students are able to produce and identify...

- all of the sounds
- -ed and -s endings
- suffixes and parts of speech to predict stress
- word stress within a statement and question
- reduced speech
- pronounce /t/ sound, (e.g. using the flapped /t/, silent /t/, etc.)

⁵ Diagnose students pronunciation at the beginning of the session. Choose at least 3 of the areas, not including consonant and vowel sounds, to focus on and assess formally.

- linking sounds (*go* → *on*, *good* ↔ *day*, etc.)
 - tag question intonation
- c. **Listening Skills:** Students are able to demonstrate...
- an ability to listen and take notes on a lecture of at least 8 minutes
 - an understanding of main idea and details of a lecture or listening
 - an understanding of the gist and key events of an American TV show
 - an understanding of the stance of a speaker
- d. **Function:** Students are able to accurately and fluently...
- give a 7-9 minute organized informative presentation⁶ on a topic that is familiar to the student or that requires a student to gather material such as s from oral interviews or internet searches
 - include introduction (hook, overview, body), body with 3 main points and conclusion (restate overview, summarize key points, and kicker)
 - use visual aids such as Power Point
 - use signposts to connect sections and ideas
 - create rapport with your audience
 - describe and interpret graphs and charts
 - use good posture, eye contact, gestures, and volume
 - participate in a discussion on a required topic listed below. Choose at least 3 of the following to cover:
 - enter a discussion
 - express opinions on a topic and ask for the opinion of others
 - use more advanced formulaic expressions to make suggestions (e.g. *Have you thought about...? Why don't you...?*)
 - support opinions with reasons and examples
 - lead a discussion by asking questions and getting others to talk

⁶ Genre should be coordinated with the high intermediate writing teacher so that if they are writing a cause/effect essay than can give a cause/effect presentation.

- express agreement and disagreement politely
- ask for clarification and elaboration
- change topic and move discussion forward
- paraphrasing the ideas of others
- compromise and bring the group to a consensus
- connect their ideas to other students' ideas

3. Topics

- Business
- Media Studies
- Science
- Art
- Psychology
- Archaeology and Anthropology
- Technology
- the Environment
- Gender differences
- Immigration
- Religion
- Crime
- Education
- Government
- the Economy

Example Assessments

a. Speaking

- i. Presentation assessments

- individual formal presentations with visual aids
 - group presentations
 - poster presentations
 - presentation of classmate
 - recorded or videotaped monologue or reports
 - ii. Ability to participate in **discussions**
 - pair or group discussions
 - interview with teacher
 - simulations
- b. **Pronunciation**
 - i. Example pronunciation assessments during the term.
 - recorded or live speech of rehearsed language
 - songs
 - movie dubbing
 - identification activities (dictations, fill in the blanks) especially for reduced speech
- d. **Listening**
 - i. Example assessments that assess ability to listen and take notes at the same time on an academic lecture at their level.⁷ Assessments include a variety of the following question types:
 - answer oral and written questions with short answers,
 - True or False
 - fill in a chart
 - multiple choice
 - open-ended sentence responses of at least three sentences

5. Recommended Activities

⁷ The students do not receive the questions until after listening to the lecture twice. Use recordings at a level similar to *Lecture Ready 2 or 3*, *Contemporary Topics 1 and 2*, and *Listening and Notetaking 2*.

- Extensive listening: students listen to songs, TV shows, or movies and show completion of task
- Use authentic and scaffolded listenings such as Ted Talks, news clips, excerpts from documentaries, etc.

6. Suggested Material

Lecture Ready 2 (for combined levels 3 and 4 class)

Lecture Ready 3

Pathways 3

Academic Encounters 2 or 3

Listening and Notetaking 2

Contemporary Topics 1 or 2

Well Said

Mastering the American Accent

Ted Talks

PBS News Hour Reports

Clips from documentaries

Advanced Oral Communication

1. **Course description:** At this level students improve upon and expand their ability to participate in an undergraduate academic or professional setting. Students develop the skill of using sources in presentations to support their ideas. Additionally, students begin to develop argumentative and persuasive strategies necessary for academic discussions and persuasive speeches. Students will continue to develop their listening and note-taking skills. Finally, students will broaden their vocabulary and use more complex structures in their speaking.

2. **Student Learning Outcomes: Students must be able to reach 80% mastery in the student learning outcomes as measured by the required assessments in section 4 below.**
 - a. **Speaking Skills:** Students are able to...
 - speak accurately based on the grammar curriculum from advanced
 - rarely pause mid-sentence or hesitate to think of a word or structure
 - use a wide range of words and phrases on the topics below
 - speak with complexity using simple, compound, and complex statements expressing argumentation
 - organize ideas necessary to complete the required functions

 - b. **Pronunciation skills:** Students are able to...
 - produce and identify thought groups and focus words
 - pause for effect and emphasis
 - produce and identify syllable stress when adding suffixes
 - alter sentence stress for emphasis

 - c. **Listening Skills:** Students are able to demonstrate
 - the ability to listen and take notes on an at least a 10-minute long lecture based on a topic listed below
 - an understanding of main idea and details of a lecture or listening

- the ability to analyze a speaker's use of evidence
- the ability to analyze and make inferences
- an ability to summarize a lecture without much time to prepare
- an understanding of the news (visual or audio?)

d. Functions: Students are able to accurately and fluently...

- give a 9 - 11 minute well-organized presentation⁸ on an academic topic from the list below
 - use visual aids such as Power Point
 - include an introduction (hook, overview, map), body and conclusion
 - use complex signposting
 - use cohesive devices (this + summary noun) to link ideas
 - refer to sources with basic reporting verbs and "according to"
 - add a reference list at the end of the presentation
 - use good posture, eye contact, volume and pacing
 - create good rapport with audience
 - use emphasis and pausing
- give a 3-5 minute impromptu speech on a non-academic topic
- prepare and lead a lesson and discussion on an authentic video or audio such as a Ted Talk
 - lead a discussion
 - introduce a topic and source
 - create discussion questions
 - summarize a listening
 - respond to questions about a listening
 - transition to a new topic
 - paraphrasing and clarifying the ideas of others
 - Request clarification when necessary

⁸ Genre should be coordinated with the advanced writing teacher (if they are writing problem/solution essays, they can give problem/solution presentations).

- Request examples when necessary
- keep others on topic
- express agreement/disagreement politely in a variety of ways

3. Topics

- Psychology
- Business, economics, and finance
- Environmental Science
- Linguistics
- Social Sciences
- World Affairs
- Politics
- Economics
- Sociology

4. [Example Assessments](#)

a. Speaking:

- individual 9 to 11 minute formal presentations with visual aids and a reference list
- group presentations
- monologues or reports such as news reports
- ii. impromptu speech
- iii. assessment of the ability to lead a class in a **discussion**⁹

b. Listening

- i. Assessments include a variety of the following question types:
 - answer oral and written questions with short answers

⁹ See materials folder

- True or False
- fill in a chart
- multiple choice
- open-ended responses of several well-connected sentences

5. Recommended Activities

- Extensive listening: students listen and/or watch news stories, documentaries, Ted Talks, etc.
- In-class discussions based on listenings done in and out of class.

6. Suggested materials

Contemporary topics 3

Listening & Notetaking Skills 3

TED talks

Academic Encounters 4

Reading and Vocabulary Student Learning Outcomes (for teacher reference)

Low Intermediate Reading and Vocabulary

In order to advance to intermediate

Course description:

This course focuses on reading and vocabulary skill development. Students begin to develop skills at guessing words from context using basic context clues for finding definitions. In regards to vocabulary skills, students work on the form, meaning, and use of a word. Students study roots, prefixes, and suffixes. Students are also introduced to the concept of collocations.

Reading SLOs

In order to demonstrate comprehension of a text, students will...

- Answer Wh-questions and yes/no questions to show comprehension of a text
- Identify topic and main idea of a text
- Identify main idea and supporting details of a paragraph
- Use connectors (however, but, so, etc.) to identify relationship of ideas within a text through comprehension questions
- Identify the meaning of a word from context by finding definitions through the use of signal phrases (in other words, that is, etc.) and punctuation
- Identify the pronoun referent

Vocabulary SLOs

- Form (spelling), meaning (one definition), and use in a sentence of vocabulary appropriate for that level
- Word parts (There is a [list of required word parts](#) in the IESL Faculty folder in Google Drive. It's in the [Achievement Test and Curriculum Guides folder.](#))
- Collocations of everyday activities for *do, have, take, get* (e.g., *do laundry, take a test*)

Suggested Texts

- Texts get longer and more complex, perhaps in different time frames (ie: future) and the tasks therefore get more complex.
- More complex structures, with multiple clauses per sentence. Sentences may contain subordinate structures like “when” and “while”
- CEFR A2; readability 6-8

Recommended Activities

- Reading tests
- Vocab and Spelling tests
- Extended reading
- Pre-reading strategy development (e.g. predicting, asking questions, using headings, etc.)
- Relate readings to background knowledge in discussions
- Explicitly teach the concept of collocations and some common collocations

Suggested Activities:

- Use text features, including headings and captions to assist comprehension
- Make logical predictions
- Noticing grammar and how it affects meaning

Suggested Textbooks:

- Making Connections 1 (quite advanced for a mixed level 1 and 2 class)
- Focus 1
- Pathways 1
- Read This 1 (acceptable for a mixed level 1 and 2 class, but more appropriate for level 1)
- Read This 2
- Inside Reading Intro (quite advanced for a mixed level 1 and 2 class)

Intermediate Reading and Vocabulary

In order to advance to high intermediate

Course description:

This course focuses on reading and vocabulary skills. In this course, students are reading more academic texts. The emphasis in this course is on identifying the main idea and major and minor details of a paragraph by outlining it. In addition, the skill of using context clues to guess a word from context is developed in more depth. In regards to vocabulary, the main emphasis is on a deeper understanding of words from the Academic Word List. Students learn about the different forms of a word for different parts of speech. They also start to use an English-English dictionary to find meaning, collocations, and other significant features of a word.

Reading SLOs

In order to demonstrate comprehension of a text, students will...

- Identify main idea of paragraph
- Identify supporting details (major and minor details) of a paragraph
- Identify topic and main idea of a whole text
- Outline a paragraph to identify main idea and major and minor supporting details
- Use connectors (when, because, in addition, in contrast, etc.) to identify relationship of ideas within a text
- Scan a text for details
- Guess meaning of words from context (examples, synonyms, antonyms, general sense)

Vocabulary SLOs

- Form (spelling and word form), meaning (focus on the one meaning encountered in the text), and use of words from the academic word list (AWL)
- Word forms of a word (adjective, noun, verb, adverb)
- Word parts in more depth (prefixes, suffixes, and roots) – There is a list of required word parts in the Google Drive Folder under [Achievement Tests, Curriculum, Learner Training, Teaching Guides](#) labelled [Intermediate Word Parts](#)

- Use an English-English Learner's dictionary to understand the basic features of dictionary entries

Suggested Texts

- CEFR B1; readability 8-10
- Longer essays focused on interconnected ideas shown through cause/effect and comparison/contrast genres
- Mostly expository genres

Recommended Activities

- Reading tests
 - Comprehension Questions
 - Reverse outlining
 - Scanning for factual details
- Vocab and Spelling tests
- Extensive reading
- Pre-reading strategy development (e.g. predicting, asking questions, using headings, etc.)
- Relate readings to background knowledge in discussions

Suggested Activities

- Notice the organizational features
- Notice the grammar of a text
- Reverse outlining should be done in class, then assessed
- Skimming is activity
- Connect texts to current events, history, or world at large.
- Introduce summary skills, but only in discussions, not in writing

Suggested Textbooks

- Making Connections 2
- Focus 2

- Inside Reading 1
- Pathways 2
- Groundwork for College Reading with Phonics
- News for You
- Oxford Learner's, Longman

High intermediate Reading and Vocabulary

In order to advance to advanced

Course description:

This course focuses on developing reading and vocabulary skills. In this course, students are reading academic texts. The skills of identifying implied main idea and summarizing a paragraph are introduced and developed. There is also an emphasis identifying the relationship between ideas such as cause/effect, comparison/contrast, and classification. In regards to vocabulary, students continue to build up their knowledge of the Academic Word List with an emphasis on word forms. In addition, dictionary skills are enhanced especially in distinguishing between multiple meanings of words.

Reading SLOs

In order to demonstrate comprehension of a text, students will...

- Identify main idea of a whole reading
- Identify implied main idea of a paragraph and supporting details
- Outline a paragraph (main idea, major and minor details)
- Summarize a paragraph
- Identify the relationship of ideas (e.g. cause-effect, comparison/contrast, definition and classification) by using connecting words and phrases, nouns, and verbs.
- Interpret charts, graphs, and tables

Vocabulary SLOs

- Form (spelling, word form), meaning (multiple meanings), and use (considering register of informal/formal contexts) of words from the academic word list (AWL)
- Word parts
- English-English Dictionary Skills: to find multiple meanings along with the basic information of the word

Suggested Texts

- CEFR B2; readability 10-12
- Longer expository essays and some argumentative essays

Required Activities

- Taking notes on a text
- Reading tests
- Speed reading tests
 - Introduce speed reading strategies (chunking, content word focus, etc.)
- Scan for details under timed conditions
- Spelling/Vocab Tests
 - Include assessment of the different forms of the words

Suggested Activities

- Analyze the writer's purpose of organization & details
- Skim & Scan
- Student-led discussions; students develop questions

Suggested Textbooks and Materials

- Making Connections 3
- Focus 3
- Inside Reading 3
- Pathways 3
- Newspapers or magazines for native English speakers
- Ten Steps to Improving College Reading Skills
- Vocabulary.com
- DK Eyewitness Series
- Building Vocabulary Skills (Townsend University Press)

Advanced Reading and Vocabulary

Course Description:

This course focuses on developing reading and vocabulary skills. The focus is on reading a variety of academic texts that are at an undergraduate level. There is an emphasis on identifying implied main idea, inferences, purpose, and tone. Students will also learn how to use connecting words to identify the relationship between ideas and the organization of a text. In regards to vocabulary, students will develop their knowledge and use of word that they will need to comprehend undergraduate level texts.

Reading SLOs

In order to demonstrate comprehension of a text, students will...

- Identify main idea of a text
- Identify implied main idea of a text and major and minor supporting details
- Identify the relationship between ideas
- Identify inferences
- Identify purpose and tone
- Identify argument in a text
- Outline a text using students' own words to identify the main idea, major and minor details

Vocabulary SLOs

- Form, meaning, and use of GRE word types
- Word parts

Suggested Texts

- CEFR C1; readability 12-14
- Authentic texts of different genres, tone/register that contain complex relationships, and arguments
- Textbooks at the undergraduate level

Required Activities

- Reading tests
- Vocabulary tests
- Extensive reading

Suggested Activities

- Synthesize with graphic organizers, noticing similarities and differences
- Analyze the use of evidence of an argument
- Intro to word choice analysis
- reflecting on a text after summarizing (was this persuasive? Why?)
- paraphrasing verbally
- Annotating a text to assist with summary and response

Suggested Textbooks/Authentic Materials

- Newsweek
- Time
- Ten Steps to Advanced Reading (for a high level five or mixed with six)
- Ten Steps to Advancing College Reading Skills (for lower level)
- Improving Vocabulary Skills (Townsend University Press)
- Textbooks for undergraduate level courses (they contain definitions/explanations)
- Inside Reading 4
- [National Geographic Learning Reader Series](#)

Content Course Student Learning Outcomes (For Teacher Reference)

American Culture & Politics

Low

Description

Part of studying in the US is expanding your knowledge of American culture. American culture is tied to American politics, so having a basic knowledge of the US government will aid in your understanding of American society on a local, regional, and national level. You will work together to understand experiences and interactions that you have with native speakers. You will be required to read short texts and listen to recordings or watch videos on topics related to culture and politics. You will analyze the material, and will present your analyses in both writing and speaking activities.

Goal

You will improve reading, writing, speaking, and listening skills in addition to learning about basic American culture, customs, and politics through collaborative research and discussions.

High

Description

Part of improving your English and living in the US is learning about American culture. Much of American culture is rooted in American politics and history, so learning more about the US government and its foundation will aid in your understanding of American society on a local, regional, and national level. The class will serve as an academic lens through which you can analyze your stereotypes, assumptions, and experiences. You will be required to read texts, such as news articles or book chapters and listen to recordings or watch videos on topics related to culture and politics. You will need to use your critical thinking skills to analyze the material, and will be required to produce your analyses in both writing and speaking activities.

Goal

You will improve your reading, writing, speaking, and listening skills while gaining a deeper understanding of American culture and politics through research, reflection, and interaction with native speakers.

Objectives

Deepen your knowledge of American culture by developing your vocabulary, increasing your awareness of major aspects of American culture, history, and politics, and becoming familiar with examples of American surface and deep culture.

Enhance your critical thinking and metacognitive skills through reflection and strategy development with regards to stereotypes and communication.

Improve your reading and listening skills by developing comprehension strategies.

Improve your speaking and writing skills by building your confidence and enhancing your ability to communicate more easily and comfortably.

Competencies**Content**

Demonstrate an understanding of and apply the key concepts and issues in the field of American culture and politics, such as stereotypes, bias, and norms in social settings like shopping, work, and school.

Demonstrate an understanding of and apply the key vocabulary used in the field of American culture and politics, such as types of government and branches and offices of US government.

Objectives

Deepen your knowledge of American culture by increasing your awareness of cultural misunderstandings, stereotypes, misinformation, American social and political norms, the Bill of Rights, political parties, and social movements.

Enhance your critical thinking and metacognitive skills by analyzing and reflecting on American values.

Improve your reading and listening skills by increasing your confidence in reading and listening to topics with which you are unfamiliar.

Improve your speaking and writing skills by building your confidence in public speaking and developing your ability to synthesize sources.

Competencies**Content**

Demonstrate an understanding of and apply the key concepts and issues in the field of American culture and politics, such as freedom of speech and press, gun control, suffrage, civil rights, immigration, and women's rights.

Demonstrate an understanding of and apply the key vocabulary used in the field of American culture and politics, such as political parties, amendment, law, social movement, and values.

Critical Thinking & Metacognitive Skills
Understand and analyze information
Reflect on and connect to information
Take responsibility for learning
Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)
Use vocabulary strategies
Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering lower-order concerns, such as grammar and mechanics

Critical Thinking & Metacognitive Skills
Understand and analyze information
Reflect on and connect to information
Take responsibility for learning
Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)
Use vocabulary strategies
Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering higher-order concerns, such as coherence and cohesion

Career Exploration

Low

Description

Whether you have a career already or you starting your educational career, exploration is important. Exploration includes learning about yourself and your personality, setting goals, and planning how to achieve those goals. This is an opportunity for you to do these things with the resources on campus at MIIS and off-campus in Monterey. You will work independently to reflect on yourself and your goals. You will work together and share your goals and how you plan to achieve them. You will do this through pair and group work, reading, researching, presenting, and interacting with native speakers on and off campus.

Goal

You will improve your reading, writing, speaking, and listening skills through reflection, goal-setting, and planning for educational and/or professional improvement.

High

Description

Being an effective student or having a successful career requires you to evaluate your needs and desires, set goals, and devise a plan to achieve said goals. This class will give you multiple opportunities to reflect on yourself as a learner, communicator, and employee/employer as well as improve both your inter and intrapersonal skills by guiding your exploration through reflections, goal-setting, and research. You will take a look at your personality type and how it affects our school and work life. You will improve your English skills exposing yourself to resources both on and off campus and conducting research based on academic texts and interactions with professionals on and off campus.

Goal

You will improve your reading, writing, speaking, and listening skills through reflection, goal-setting, research, and interaction with academic and/or professional representatives.

Objectives
Further your career exploration by increasing your awareness of your own personality and goals as well as developing your awareness of the roles, relationships, and structure of the American workplace and higher education system.
Enhance your critical thinking and metacognitive skills by reflecting on past experiences and analyzing resources and opportunities.
Improve your reading and listening skills by developing your comprehension and familiarizing yourself with common vocabulary and structures.
Improve your speaking and writing skills by building your confidence in writing patterns and nonverbal cues.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of academic and professional life, such as personality types, leadership, and goal-setting.

Objectives
Further your career exploration by developing your awareness of common educational and professional pathways and requirements in the US.
Enhance your critical thinking and metacognitive skills by collaborating with your peers through goal-setting, evaluating resources and opportunities, and reflecting.
Improve your reading and listening skills by developing your summarizing skills and comprehension strategies.
Improve your speaking and writing skills by increasing your confidence in talking and writing positively about yourself.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of academic and professional life, such as personality traits, leadership qualities, and communication styles.

Demonstrate an understanding of and apply the key vocabulary used in the field of academic and professional life, such as types of professions and fields of study, application and resume terminology, and interview key phrases.

Demonstrate an understanding of and apply the key vocabulary used in the field of academic and professional life, such as buzz words, positive adjectives, and effective transitions.

Critical Thinking & Metacognitive Skills

Understand and analyze information

Reflect on and connect to information

Take responsibility for learning

Cooperate and negotiate with others

Critical Thinking & Metacognitive Skills

Understand and analyze information

Reflect on and connect to information

Take responsibility for learning

Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)

Use vocabulary strategies

Improve reading strategies and comprehension

Improve listening strategies and comprehension

Conduct monologic discourse, such as giving presentations

Participate in interactive discourse, such as conversations and discussions

Write considering lower-order concerns, such as grammar and mechanics

Language (see detailed descriptors according to core course SLOs)

Use vocabulary strategies

Improve reading strategies and comprehension

Improve listening strategies and comprehension

Conduct monologic discourse, such as giving presentations

Participate in interactive discourse, such as conversations and discussions

Write considering higher-order concerns, such as coherence and cohesion

Digital & Media Literacy

Low

Description

More and more of our lives take place online and/or are assisted in some way by technology. Due to this, it is becoming essential for all members of our society--particularly students--to develop familiarity with new technologies. In this course, you will work toward becoming more critically literate by examining, using, and evaluating a variety of communication, collaboration, and information-seeking tools.

Goal

You will improve your reading, writing, speaking, and listening skills by interacting with media and technology in such a way that promotes critical literacy and by learning about and experimenting with a variety of technology-based tools.

Objectives

High

Description

More and more of our lives take place online and/or are assisted in some way by technology. Due to this, it is becoming essential for all members of our society--particularly students--to develop familiarity with new technologies. In this course, you will work toward becoming more critically literate by examining, using, and evaluating a variety of communication, collaboration, and information-seeking tools.

Goal

You will improve your reading, writing, speaking, and listening skills by interacting with media and technology in such a way that promotes critical literacy and by learning about and experimenting with a variety of technology-based tools.

Objectives

Gain an understanding of media and digital literacy.
Increase your understanding of the benefits and drawbacks of using technology for communication.
Develop an understanding of basic online etiquette.
Improve your comfort with and ability to use a variety of communication, collaboration, and information-seeking tools.
Develop awareness of new technologies and be able to explain how they work to others.
Troubleshoot while searching the Internet for information.
Identify different points of view.

Gain an understanding of media and digital literacy.
Increase your understanding of the benefits and drawbacks of using technology for communication.
Develop an understanding of basic online etiquette.
Improve your comfort with and ability to use a variety of communication, collaboration, and information-seeking tools.
Develop awareness of new technologies and be able to explain how they work to others.
Troubleshoot while searching the Internet for information.
Identify different points of view.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of media/digital literacy.
Demonstrate an understanding of and apply the key vocabulary used in the field of media/digital literacy.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of media/digital literacy.
Demonstrate an understanding of and apply the key vocabulary used in the field of media/digital literacy.

Critical Thinking & Metacognitive Skills

Understand and analyze information
Reflect on and connect to information
Take responsibility for learning
Cooperate and negotiate with others

Critical Thinking & Metacognitive Skills

Understand and analyze information
Reflect on and connect to information
Take responsibility for learning
Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)

Use vocabulary strategies

Language (see detailed descriptors according to core course SLOs)

Use vocabulary strategies

Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering lower-order concerns, such as grammar and mechanics

Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering higher-order concerns, such as coherence and cohesion

Intercultural Communication

Low

Description

Every day our interactions include people from different cultures who approach situations in different ways. These differences can influence how we think of others, as well as how other perceive us. In this course, you will participate in discussions with classmates and community members about cultural issues and participate in experiential activities to gain more awareness about these issues. You will read research in the field of Intercultural Communication and reflect on their experiences and learning in weekly journal entries. You will choose a specific cultural variable to research and present at the end of the course. By the end of the course, you will know the basic concepts and vocabulary in the field and increase your awareness of your own culture as well as its differences from other cultures. This will provide a greater

High

Description

Cultural difference can influence how we think of others, as well as how other perceive us. In this course, you will participate in discussions with classmates and community members about cultural issues and participate in experiential activities to gain more awareness about these issues. You will read research in the field of Intercultural Communication and reflect on their experiences and learning in weekly journal entries. By the end of the course, you will know the basic concepts and vocabulary in the field and increase your awareness of your own culture as well as its differences from other cultures. This will provide a greater ability to recognize and overcome obstacles to intercultural communication in everyday life as well as in academic and professional settings.

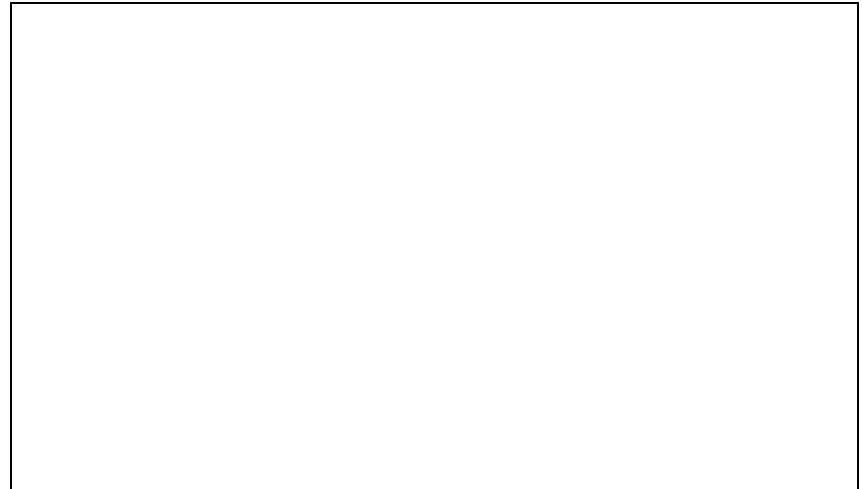
ability to recognize and overcome obstacles to intercultural communication in everyday life as well as in academic and professional settings.

Goal

You will improve your reading, writing, speaking, and listening skills by increasing your awareness of intercultural issues and your ability to communicate appropriately in multi-cultural environments.

Objectives

Gain an understanding of the main concepts and issues in the field of intercultural communication.

**Goal**

You will improve your reading, writing, speaking, and listening skills by increasing your awareness of intercultural issues and your ability to communicate appropriately in multi-cultural environments.

Objectives

Gain an understanding of the main concepts and issues in the field of intercultural communication.

Increase your awareness of, sensitivity to, and empathy for beliefs and values of other cultures.
Become more aware of your own culture and communication styles and how they are different or similar to other cultures.
Increase your confidence and competence in communicating in multicultural environments.
Recognize obstacles to effective communication and use strategies to overcome them.
Increase awareness of your own response to being in another culture and improve your ability to adjust to living and studying in a different cultural setting.
Learn to have an open, discerning, questioning, and respectful approach to your culture and other cultures.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of Intercultural Communication (for example, cultural differences, stereotypes, culture shock identity, values, cultural lenses, assumptions, and biases.)
Demonstrate an understanding of and apply the key vocabulary used in the field of ICC (for example, culture shock, saving face, direct/indirect, stereotype).

Increase your awareness of, sensitivity to, and empathy for beliefs and values of other cultures.
Become more aware of your own culture and communication styles and how they are different or similar to other cultures.
Increase your confidence and competence in communicating in multicultural environments.
Recognize obstacles to effective communication and use strategies to overcome them.
Increase awareness of your own response to being in another culture and improve your ability to adjust to living and studying in a different cultural setting.
Learn to have an open, discerning, questioning, and respectful approach to your culture and other cultures.

Competencies

Content
Demonstrate an understanding of and apply the key concepts and issues in the field of Intercultural Communication (for example, cultural differences, stereotypes, culture shock identity, values, cultural lenses, assumptions, and biases.)
Demonstrate an understanding of and apply the key vocabulary used in the field of ICC (for example, cultural lens, assumption, bias, stereotype).

Critical Thinking & Metacognitive Skills
Understand and analyze information
Reflect on and connect to information

Critical Thinking & Metacognitive Skills
Understand and analyze information
Reflect on and connect to information

Take responsibility for learning
Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)
Use vocabulary strategies
Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering lower-order concerns, such as grammar and mechanics

Take responsibility for learning
Cooperate and negotiate with others

Language (see detailed descriptors according to core course SLOs)
Use vocabulary strategies
Improve reading strategies and comprehension
Improve listening strategies and comprehension
Conduct monologic discourse, such as giving presentations
Participate in interactive discourse, such as conversations and discussions
Write considering higher-order concerns, such as coherence and cohesion