Mission Statement

The mission of the English Language Institute is to provide English language instruction to non-native speakers of English to prepare them for university study.

Course Objectives

ESL 061
- Comprehend the main idea and supporting details of short academic lectures
- Use contextual clues to understand inferred messages
- Extract vital information from the context for reiteration, reaction, and the completion of tasks in academic situations
- Use appropriate vocabulary and grammatical structures found in academic classrooms
- Use appropriate strategies and conversation management techniques for group and class discussions
- Speak spontaneously on various topics
- Take notes on brief academic lectures
- Give brief presentations on academic subjects

ESL 062
- Identify and use the following grammatical structures in speaking and writing:
  a. Present
  b. Present Progressive
  c. Past
  d. Past Progressive
  e. Future
  f. Nouns and Pronouns
  g. Yes/No and Wh-Questions
  h. Modals
  i. Present Perfect
  j. Present Perfect Progressive
  k. Past Perfect
  l. Past Perfect Progressive
  m. Count/Non-count Nouns
  n. Connecting Ideas
  o. Comparisons
- Write sentences and short paragraphs using correct verb forms, noun forms, subject verb agreement, and connectors
- Use correct noun and verb forms in spoken sentences
- Identify verb errors in writing and make corrections
ESL 063
- Improve comprehension of written English for academic study
- Enrich and expand vocabulary related to academic subjects
- Introduce reading skills: identifying topic sentence and details, finding main idea, guessing meaning from context, skimming for main ideas, scanning for details, inference meaning, distinguishing fact from opinion
- Use reading skills to comprehend short academic passages at an intermediate level
- Present a summary of short academic passages
- Write a summary of short academic passages

ESL 064
- Write paragraphs of 10-15 sentences with clear topic sentences and adequate relevant support in the following organizational styles:
  a. expository
  b. narrative
  c. descriptive
  d. comparison/contrast
- Use appropriate transition and connecting devices
- Write paragraphs that have:
  a. a clearly stated topic and a focusing comment
  b. sufficient generalizations supported
  c. transitions appropriate to the organizational style
  d. a concluding sentence
  e. appropriate capitalization and punctuation
- Know the definition and function of the parts of speech and the requirements of a sentence and paragraph

ESL 171 (to be changed to 071)
- Comprehend the main idea and supporting details of short academic lectures
- Extract vital information from context for reiteration, reaction, and the completion of tasks in academic situations
- Use appropriate vocabulary, idiomatic expressions, and grammatical constructions to fully participate in an academic classroom
- Use appropriate strategies and conversation management techniques for group and class discussions
- Give a brief presentation on an academic subject

ESL 172 (to be changed to 072)
- Identify and use the following grammatical structures accurately in speaking and writing:
  a. All verb tenses
  b. Passive Voice
c. Subject-Verb Agreement  
d. Connectors and Transitions  
e. Gerunds and Infinitives  
f. Adjective Clauses  
g. Noun Clauses  
h. Adverb Clauses  
i. Conditionals

- Write sentences and short paragraphs using correct grammatical forms  
- Use correct grammatical forms in spoken sentences  
- Identify grammar errors in writing and make corrections

**ESL 173 (to be changed to 073)**

- Improve comprehension of written English for academic study  
- Enrich and expand vocabulary related to academic subjects  
- Improve ability to use a monolingual dictionary  
- Become competent in pre-reading skills: hypothesizing about content of reading by using titles, subtitles, pictures, tables, etc.  
- Become competent in reading skills: guessing meaning from context, inferencing, skimming for main ideas, scanning for details, locating main ideas and important details, distinguishing fact from opinion  
- Use reading skills to comprehend short academic passages at a high intermediate level  
- Present a summary of short academic passages  
- Write a summary of short academic passages

**ESL 174 (to be changed to 074)**

- Write multi-paragraph expository essays in appropriate format  
- Write complex essays using the following types of organizational styles:  
  a. giving opinions  
  b. cause and effect  
  c. comparison/contrast  
- Write essays which have:  
  a. a clearly stated thesis statement in a general to specific introduction  
  b. sufficient generalizations supported by specific details  
  c. transitions appropriate to the rhetorical style  
  d. an effective conclusion  
  e. appropriate capitalization and punctuation  
- Know the definition and function of the parts of speech and the requirements of a sentence, paragraph, and essay  
- Do self-editing for subject/verb agreement, number agreement, and complete sentences  
- Give a peer review
ESL 181 (to be changed to ESL 081)
- Comprehend and use language functions such as asking for clarification, expressing an opinion, expressing agreement, disagreement, interest, or belief, managing a conversation, giving advice and suggestions, asking for confirmation, offering an explanation, and expressing concern
- Build confidence in speaking by participating in groups: discussing issues, solving problems, and working on projects. Students will also conduct surveys, discuss results, and give impromptu and formal presentations. Finally, students will identify and practice pronunciation, intonation, reductions, and stress.
- Develop and refine listening skills such as predicting, listening for main ideas, details, and inferences; listening for statistics, informal expressions, and figurative language
- Take lecture notes and focus on using abbreviations, outlining notes, recognizing various organizational styles and signal words, and recognizing digressions
- Develop thinking skills such as synthesizing information from a variety of sources; summarizing lectures; guessing meaning of vocabulary from context; understanding humor, human behavior, and stereotypes

ESL 183 (to be changed to 083)
- Guess definitions of unknown words by using context clues including semantic clues, grammar clues, and word parts such as suffixes, roots, and stems
- Skim and scan authentic and semi-authentic texts in order to determine general content and locate specific details
- Read authentic texts and answer factual recall questions, distinguish fact from opinion, recognize stated information, draw appropriate inferences, identify or determine main ideas
- Read authentic academic text selected to represent the length and depth of college assignments
- Summarize material read both orally and in writing
- Read and comprehend a variety of academic texts at college level

ESL 184 (to be changed to 084)
- Integrate information from readings to writing
- Critically read peer writing and offer constructive suggestions for improvement
- Self-edit writing passages for selected grammar errors, specifically agreement errors, fragments, run-on sentences, and verb tenses
- Write summaries of reading passages which show an understanding of the main and supporting ideas in a passage
- Write responses to reading passages
- Write 600-word comprehensive essay which has:
  a. a clearly stated thesis statement in a general to specific introduction
  b. b. sufficient generalizations supported by specific details
  c. c. transitions appropriate to the rhetorical style
  d. d. an effective conclusion
  e. e. appropriate capitalization and punctuation
  f. f. no major grammar errors
- Know the definition and function of the parts of speech and the requirements of an academic essay

Assessment Plan

- Student evaluations
- Class observations by Program Director
- Yearly curriculum and material review and revision
- Weekly meetings to discuss program issues and curriculum effectiveness
- Standard tests
- Writing Portfolio assessment by committee and English Department
- Grade and GPA review the semester following the completion of the ELI