

**American Studies Program English I-V -- Achievement Scale**

*Upon completion of a course, student will show the following level of achievement towards skills listed according to the grade received.*

A = Exceptional Achievement; B = Very Good Achievement; C = Good Achievement; D = Poor Achievement; F = Very Poor/No Achievement

**Student can:**

	Tier C TOEIC ≤ 365	Tier B TOEIC 370-545	Tier A TOEIC ≥ 550
<b>ELAS 100 Listening</b>	<p>Find important words, main ideas and some details on topics in listening exercises, at slow speed and at your level, by answering questions and by taking notes.</p> <p>Respond appropriately in conversations and in academic discussions by replying to the speaker's idea at the phrasal level, by asking one or more follow-up questions, and by asking for clarification.</p> <p>Show understanding of vocabulary and everyday expressions that were studied in class units on course topics.</p> <p>Recognize level-appropriate phonemes, stress and intonation patterns used by native speakers.</p>	<p>Identify main points, key details and some inferences in listening examples topics from speech and recordings, e.g., interviews with native speakers, at almost normal speed, by answering questions and by taking notes.</p> <p>Respond appropriately in conversations and in academic discussions by replying to the speaker's idea at the sentence level or phrasal level, by asking a few follow-up questions, and by asking for clarification when needed.</p> <p>Recognize common academic vocabulary and expressions on course topics, as well as expressions that show organizational style, in formal and informal communication.</p> <p>Recognize level-appropriate phonemes, stress and intonation patterns used by native speakers.</p>	<p>Identify main points, relevant details and inferences in level-appropriate discussions, presentations, lectures and debates, at normal speed, by answering questions and by taking notes.</p> <p>Respond appropriately in conversations, in academic discussions, and to academic talks by replying to the speaker's ideas at the sentence level, by asking several follow-up questions, and by asking for clarification as needed.</p> <p>Recognize academic vocabulary used in lectures on course topics, as well as in informal/formal speech and organizational style.</p> <p>Recognize level-appropriate phonemes, stress and intonation patterns used by native speakers.</p>
<b>ELAS 105 Speaking</b>	<p>Use vocabulary from thematic lessons and common social and academic communication.</p> <p>Use level-appropriate language for greetings, introductions, opening, and closing conversations to participate well in short conversations and simple interviews on topics of interest in class.</p> <p>Participate in small-group discussions on academic topics.</p> <p>Use level-appropriate language to begin the discussion, to keep the discussion going, to give opinions, to check your understanding, to show agreement and disagreement, and to end the discussion.</p> <p>Make a 3-5 minute presentation with a clear introduction, body, and concluding statement using notes and visual aids to help communicate the message on a topic related to course themes/activities, using information from personal</p>	<p>Use vocabulary from thematic lessons and common social and academic communication.</p> <p>Use level-appropriate language for greetings, introductions, opening, maintaining, and closing conversations to participate well in short conversations and simple interviews on topics of interest in class.</p> <p>Participate in small-group discussions on academic topics.</p> <p>Use level-appropriate language to begin the discussion, to keep the discussion going, to give opinions, to help make your opinions strong, to ask for clearer meanings, to show agreement and disagreement, and to end the discussion.</p> <p>Give a 5-7 minute presentation with a clear beginning, body, and ending statement using notes and visuals (photos, charts, posters, etc.) to help communicate the message on a topic related to course themes/activities</p>	<p>Use vocabulary from thematic lessons and common social and academic communication.</p> <p>Use level-appropriate language for greetings, introductions, opening, maintaining, and closing conversations to participate well in short conversations and interviews on topics of interest in class.</p> <p>Participate in and lead small group discussions on academic topics. Use level-appropriate language to begin discussion, to keep the discussion going, to give opinions, to support opinions, to ask for clarification, to show agreement and disagreement, and to conclude the discussion.</p> <p>Give a 7-9 minute oral presentation with an introduction, body, and conclusion using note cards and visual aids to help communicate the message on an academic topic related to course themes/activities, with information</p>

	<p>experience and/or short, interviews with native speakers and/or from other sources. Use pronunciation, stress, intonation, and pausing which are comprehensible to a native speaker used to communicating with non-native speakers while delivering presentations, role-plays, or dialogues. Use language skills through learning by doing/ learning outside of class and/or real language activities in the community.</p>	<p>using information from simple interviews with native speakers and/or from other sources. Use pronunciation, stress, intonation, and pausing which are comprehensible to a native speaker used to communicating with non-native speakers while delivering presentations, role-plays, or dialogues. Use language skills through learning by doing/ learning outside of class and/or real language activities in the community.</p>	<p>gathered from interviews with native speakers and or information gathered from other sources. Use pronunciation, stress, intonation, and pausing which are comprehensible to a native speaker used to communicating with non-native speakers while delivering presentations, role-plays, or dialogues. Use language skills through learning by doing/ learning outside of class and/or real language activities in the community.</p>
<p><b>ELAS 110</b> <b>Academic Writing</b></p>	<p>Write and revise a paragraph with a topic sentence, supporting ideas, concluding sentence, and correct punctuation. Write at least one well-developed paragraph for each of the following rhetorical styles using compound sentences: 1. description 2. compare/contrast process or cause/effect Write and revise a simple 1- page essay in one of the above styles, with an introduction, body, and conclusion. Write and revise a short summary, which includes topic, main idea, and key details of an elementary level reading.</p>	<p>Write and revise a paragraph on a given topic with a topic sentence, supporting ideas, concluding sentence, and correct punctuation. Write and revise a 1-2 page essay in the following rhetorical styles using compound and complex sentences: 1. Compare/Contrast, 2. Cause and Effect <i>or</i> Process <i>or</i> Opinion Write and revise a short summary, which includes topic, main idea, and key details of a low-intermediate level reading. Use language for basic in-text citations for information quoted or paraphrased in an essay assignment.</p>	<p>Write and revise a paragraph on a given topic with topic sentences, supporting ideas, concluding sentences, and correct punctuation. Write and revise a 2-3 page essay in the following rhetorical styles, using compound and complex sentences: 1. Compare/Contrast 2. Process <i>or</i> Cause/ Effect <i>or</i> Persuasion/Opinion. Write and revise a one-page summary which includes topic, main idea, and key details of a high-intermediate level reading. Cite sources for information summarized, quoted or paraphrased in an essay assignment.</p>
<p><b>ELAS 115</b> <b>Academic Reading &amp; Discussion</b></p>	<p>Use strategies such as previewing, skimming, scanning, finding communication markers, and finding important words to help them understand high-beginner texts. Find the meaning of new vocabulary in high-beginner texts using in-text hints such as explanations, definitions, similar and opposite words, and punctuation. Identify and give the meaning of new academic vocabulary presented in high-beginner texts. Share opinions and basic facts about a high-beginner text in a small group discussion when given questions or visual information about the reading.</p>	<p>Use strategies such as previewing, skimming, scanning, making inferences, finding communication markers, identifying fact vs opinion, finding key words, and studying graphic organizers to help them understand low-intermediate texts. Find the meaning of new vocabulary in low-intermediate texts using in-text hints such as in-text explanations, definitions, similar and opposite words, and punctuation. Identify and give the meaning for new academic vocabulary presented in low- intermediate texts. Give opinions, and ask and answer questions about a low-intermediate text in a small-group discussion.</p>	<p>Use strategies such as previewing, skimming, scanning, making inferences, identifying communication markers, separating fact from opinion, locating key words, identifying point of view, and studying graphic organizers to help in the understanding of high-intermediate texts. Find the meaning of new vocabulary in high-intermediate texts using context clues such as in text explanations, definitions, antonyms or synonyms, and punctuation. Identify and define new academic vocabulary presented in high-intermediate texts. Ask questions, respond to questions, and express opinions about a high intermediate text in a small group discussion.</p>
<p><b>ELAS 120</b> <b>Grammar</b></p>	<p>Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for structures targeted in their section (see Grammar</p>	<p>Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for structures targeted in their section (see Grammar</p>	<p>Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for structures targeted in their section (see Grammar</p>

	<p>Sequence).</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in speaking during in-class communicative activities and on formal speaking tests.</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in writing assignments and on tests using appropriate punctuation and capitalization.</p>	<p>Sequence).</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in speaking during in-class communicative activities and on formal speaking tests.</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in writing assignments and on tests using appropriate punctuation and capitalization.</p>	<p>Sequence).</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in speaking during in-class communicative activities and on formal speaking tests.</p> <p>Consistently use targeted structures (see Grammar Sequence) correctly in writing assignments and on tests using appropriate punctuation and capitalization.</p>
<p><b>ELAS 250</b>  <b>Special Topics:</b>  <b>TOEIC</b>  <b>Preparation</b></p>	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section.</p> <p>Demonstrate knowledge of listening strategies for Parts 1-4 of the TOEIC.</p> <p>Demonstrate knowledge of strategies for Parts 5-6 of the TOEIC.</p> <p>Demonstrate knowledge of reading strategies for Part 7 of the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary*</p> <p>*Tier C = approximately 15 words/week</p>	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section.</p> <p>Demonstrate knowledge of listening strategies for Parts 1-4 of the TOEIC.</p> <p>Demonstrate knowledge of strategies for Parts 5-6 of the TOEIC.</p> <p>Demonstrate knowledge of reading strategies for Part 7 of the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary*</p> <p>*Tier B = approximately 20 words/week</p>	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section.</p> <p>Demonstrate knowledge of listening strategies for Parts 1-4 of the TOEIC.</p> <p>Demonstrate knowledge of strategies for Parts 5-6 of the TOEIC.</p> <p>Demonstrate knowledge of reading strategies for Part 7 of the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary*</p> <p>*Tier A = approximately 25 words/week</p>

**Grammar Target Structure SLO Sequence**

**Tier C Grammar Target Structures**

- Review simple present
- Review simple past (regular & common irregular verbs)
- Verb “be”
- Present progressive tense
- Prepositions of place and time
- Possessive nouns and adjectives
- Adverbs of frequency
- Simple coordinating conjunctions and appropriate punctuation
- Introduction to Wh questions
- Modals for expressing ability (i.e. can/can’t); advice (i.e. should/shouldn’t)

**Tier B Grammar Target Structures**

- Review and expansion of present time: simple and progressive, simple past tense and simple future tense and adverbs of frequency.
- Independent and dependent clauses
- Past progressive
- Future time and future time clauses
- Present perfect
- Present perfect progressive
- Participial adjectives

**Tier A Grammar Target Structures**

- Review and expansion of present time: simple and progressive, simple past tense and simple future tense and adverbs of frequency.
- Present and Past perfect
- Future progressive
- Independent and dependent clauses
- Connectors: subordinating, coordinating and transitional
- Gerunds and infinitives (expansion)
- Modals
- Transitive and intransitive verbs