

American Studies Program English I-V -- Proficiency Scale

Upon completion of a course, student will show the following level of proficiency in skills listed according to the grade he/she receives.

A = Exceptionally proficient; B = Very Proficient; C = Proficient; D = Somewhat Proficient; F = Not Proficient

Student can:

	Tier C TOEIC ≤ 365	Tier B TOEIC 370-545	Tier A TOEIC ≥ 550
ELAS 100 English I Academic Listening	<p>Find important words and main ideas on topics (such as safety, health, classroom language, numbers) in listening exercises at your level.</p> <p>Show ability to check understanding of a message in a conversation by repeating the message, asking questions, writing the message, guessing etc.</p> <p>Show understanding of vocabulary, everyday expressions and grammar that was studied in class units on different topics.</p>	<p>Identify main points, key details and some inferences in listening examples of real and some abstract topics from speech and recordings, e.g., interviews with native speakers, at level at almost normal speed.</p> <p>Respond appropriately to conversations in most situations and participate in a class discussion by asking for information and/or clarification.</p> <p>Recognize common academic vocabulary and expressions, and expressions that show organizational style in formal and informal communication.</p>	<p>Identify main points and relevant details and predict outcomes in more advanced, level-appropriate discussions, presentations, lectures and debates.</p> <p>Respond appropriately to conversations and short academic talks in most situations by participating in a class discussion or by asking for information and/or clarification.</p> <p>Recognize academic vocabulary most commonly used in lectures on a variety of topics, as well as expressions that show context, informal/formal speech and organizational style.</p> <p>Recognize more advanced, level-appropriate phonetics, stress and intonation patterns and speech reductions used by native speakers.</p>
ELAS 105 English II Academic Speaking	<p>Describe people, places, objects, situations and processes using basic, everyday vocabulary and phrases.</p> <p>Communicate in short conversations on topics such as family, housing, food, shopping, travel, daily activities and personal wants. Use the correct language for greetings, introductions, opening and closing conversations.</p>	<p>Use vocabulary from topic lessons and common social and academic communication.</p> <p>Participate well in short conversations and simple interviews on topics of general interest in class.</p> <p>Participate in and lead small-group discussions on topics of general interest. Use language to begin the discussion, to</p>	<p>Use academic vocabulary from thematic units and vocabulary for academic communication.</p> <p>Interact effectively in conversations and interviews on academic topics introduced in class.</p> <p>Participate in and lead small group discussions on academic topics. Use language to begin discussion, to keep the</p>

	<p>Reply to questions about everyday topics and give simple explanations to support your opinions. Use language such as asking to check your understanding and showing agreement/disagreement on topics at the elementary level.</p> <p>Make a 3-5 minute presentation with a clear introduction, main ideas and conclusion using notes and visual aids to help communicate the message on a topic related to daily activities, using information from personal experience and/or short, interviews with native speakers and/or from other sources.</p> <p>Use pronunciation of sounds, stress & intonation and pauses that are understandable to a native speaker who is used to talking with non-native speakers in presentations, role plays, or dialogues.</p> <p>Use language skills through learning by doing/ learning outside of class and/or real language activities in the community.</p>	<p>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 note cards and visuals (photos, charts, posters, etc.) to help communicate the message on a topic of general interest using information from simple interviews with native speakers and/or from other sources.</p> <p>Use pronunciation of individual sounds, accent, intonation and pausing which is understandable to a native speaker who can talk with non-native speakers while giving presentations, acting out conversations, or in regular conversation.</p> <p>Use language skills through learning by doing/learning outside of class and/or real language activities in the community.</p>	<p>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 with information gathered from interviews with native speakers and or information gathered from other sources.</p> <p>Use pronunciation, stress, intonation, and pausing which are comprehensible to a native speaker used to dealing with non-native speakers while delivering presentations, role-plays, or dialogues.</p> <p>Use language skills through learning by doing/learning outside of class and/or real language activities in the community.</p>
<p>ELAS 110 English III Academic Writing</p>	<p>Write and revise a paragraph with a topic sentence, supporting ideas, concluding sentences, and correct punctuation.</p> <p>Write at least one well-developed paragraph for each of the following styles, using appropriate compound sentence structures:</p> <ol style="list-style-type: none"> 1. Description 2. Compare and Contrast 3. Process/Cause and Effect <p>Write and revise a simple 1-page essay with an introduction, main points, and conclusion.</p> <p>Write and revise a short summary of a reading at your level</p>	<p>Write and revise a paragraph with a topic sentence, supporting ideas, concluding sentences, and correct punctuation.</p> <p>Write and revise a simple 5-paragraph essay with an introduction, body, and conclusion.</p> <p>Write and revise a 1-2 page essay in the following styles, using appropriate compound and complex sentence structures:</p> <ol style="list-style-type: none"> 1. Compare and Contrast 2. Process <i>or</i> Cause and Effect <i>or</i> Opinion <p>Write and revise a short summary which includes the topic and key details of a low-intermediate level reading.</p>	<p>Write and revise a paragraph with a topic sentence, supporting ideas, concluding sentences, and correct punctuation.</p> <p>Write and revise a 5-paragraph essay with an introduction, thesis statement, body, and conclusion.</p> <p>Write and revise a 2-3 page essay in the following styles, using appropriate compound and complex sentence structures:</p> <ol style="list-style-type: none"> 1. Compare and Contrast 2. Process <i>or</i> Cause and Effect <i>or</i> Persuasion/Opinion <p>Write and revise a one page summary which includes the topic and key details of a high-intermediate level reading.</p>

	which includes the topic and important details.	List texts or people for information quoted or paraphrased in an essay.	Cite sources for information summarized, quoted or paraphrased in an essay assignment.
ELAS 115 English IV Academic Reading	<p>Use skills such as previewing, skimming, scanning, finding communication markers, and finding important words to help you to understand basic readings.</p> <p>Find the meaning of new vocabulary in elementary readings using hints such as explanations, definitions, similar and opposite words, and punctuation.</p> <p>Identify and give the meaning of new academic vocabulary presented in elementary readings.</p> <p>Give opinions and basic facts about an elementary reading in a small group discussion, when given questions or visual information about the reading.</p>	<p>Use skills such as previewing, skimming, scanning, making inferences, communication markers, showing fact vs. opinion, finding key words, and studying graphic organizers to help in understanding of subjects in low-intermediate texts.</p> <p>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.</p> <p>Identify and give the meaning for new academic vocabulary found in low- intermediate texts.</p> <p>Give opinions, ask and answer questions about a low-intermediate text in a small-group discussion.</p>	<p>Use skills 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.</p> <p>Find the meaning of new vocabulary in high intermediate texts using context clues such as in text explanations, definitions, antonyms or synonyms, and punctuation.</p> <p>Identify and define new academic vocabulary presented in high intermediate texts.</p> <p>Ask questions, respond to questions, and express opinions about a high intermediate text in a small group discussion.</p>
ELAS 120 English V Grammar	<p>Choose correct forms and rewrite or complete sentences in sentence and paragraph-level grammar exercises and on tests for grammar patterns in this level. (See Grammar Target Structures)</p> <p>Regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class communication activities and on formal speaking tests.</p> <p>Regularly use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using correct punctuation and capitalization.</p>	<p>Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for forms in this level. (See Grammar Target Structures)</p> <p>Regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class communicative activities and on formal speaking tests.</p> <p>Regularly use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using correct punctuation, capitalization, and other mechanics of writing.</p>	<p>Choose correct forms and rewrite or complete sentences in sentence- and paragraph-level grammar exercises and on tests for grammar patterns in this level. (See Grammar Target Structures)</p> <p>Regularly use grammar patterns (see Grammar Target Structures) correctly in speaking during in-class communication activities and on formal speaking assessments.</p> <p>Consistently use grammar patterns (see Grammar Target Structures) correctly in writing assignments and on tests using appropriate punctuation, capitalization, and other mechanics of writing.</p>
ELAS 121 English VI	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section.</p> <p>Find main ideas and key details in sentences about</p>	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section.</p> <p>Find main ideas and key details in sentences about</p>	<p>Demonstrate knowledge of different sections of the TOEIC and the types of questions in each section and create similar questions/problems.</p>

TOEIC Preparation	<p>photographs, questions & responses, short conversations, and short talks on the listening sections of the TOEIC test.</p> <p>Find main ideas and key details in short readings on the TOEIC test.</p> <p>Use grammar knowledge to choose the correct word to complete a sentence in questions on the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary (15 words per week).</p>	<p>photographs, questions & responses, short conversations, and short talks on the listening sections of the TOEIC test.</p> <p>Find main ideas and key details in short readings on the TOEIC test.</p> <p>Use grammar knowledge to choose the correct word to complete a sentence in questions on the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary (20 words per week).</p>	<p>Find main ideas and key details in sentences about photographs, questions & responses, short conversations, and short talks on the listening sections of the TOEIC test.</p> <p>Find main ideas and key details in short readings on the TOEIC test. Connect and synthesize information in two related texts on the TOEIC test.</p> <p>Use grammar knowledge to choose the correct word to complete a sentence in questions on the TOEIC.</p> <p>Demonstrate understanding of new TOEIC and business English vocabulary (25 words per week).</p>
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Grammar Target Structure SLO Sequence

Tier C Grammar Target Structures

- Review and expansion of simple present, simple past (regular & common irregular verbs), “be” verb and adverbs of frequency
- Present progressive
- Prepositions of place and time
- Possessive nouns and adjectives
- Introduction to Wh and Yes/No 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 simple present and present progressive, simple past tense and simple future tense and adverbs of frequency
- Past progressive
- Present perfect
- Modals
- Expansion of Wh and Yes/No Questions

Tier A Grammar Target Structures

- Review and expansion of simple present and present progressive, simple past tense and simple future tense and adverbs of frequency
- Present and Past perfect
- Passive
- Gerunds and infinitives
- Modals
- Expansion of prepositions