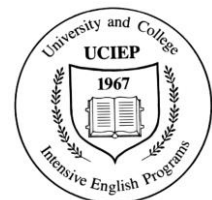




WESTERN MICHIGAN UNIVERSITY

**Center for  
English Language and Culture  
for International Students**

**Curriculum Description**



## **Mission Statement**

The mission of the Center for English Language and Culture for International Students (CELCIS), established in 1975, is to provide instruction in English as a second language for non-native speakers who will use English to study at an American college or university or in their workplaces.

CELCIS accomplishes this mission by offering language instruction and cultural orientation in:

- A year-round intensive English language program
- Support courses in English for academic purposes in the university
- Training and consultation to international teaching assistants and faculty

CELCIS has three target areas of service:

- Service to international students
- Service to Western Michigan University
- Service to the southwestern Michigan community

CELCIS is accredited by the Commission on English Language Programs (CEA)

For further information about this accreditation, please contact:

(703) 665-3400

info@cea-accredit.org

The Commission on English Language

Program Accreditation

801 North Fairfax Street, Suite 402A

Alexandria, VA 22314 USA

CELCIS complies with the guidelines and regulations of the following professional organizations:

**CEA, TESOL, UCIEP, EnglishUSA, NAFSA**

Visit the CELCIS website at [www.wmich.edu/celcis](http://www.wmich.edu/celcis)

## Introduction

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The CELCIS curriculum prepares non-native English speakers to use English effectively in their university study or careers. The classes emphasize a holistic approach to language learning. Whenever possible, students participate in activities that simulate those that they will experience in their future academic or professional environments.

The CELCIS curriculum has four proficiency levels

- Elementary
- Intermediate
- Pre-Advanced
- Advanced

Each level receives four hours of instruction per day, five days a week. The instruction is divided into four classes:

- Five hours of instruction per week in Speaking and Listening
- Five hours of instruction per week in Grammar and Communication
- Ten hours of instruction per week in Reading and Writing

At the end of each semester (Fall & Spring) and session (Summer I & Summer II), students receive a final percentage that reflects their progress on each course goal. They also receive a final average grade for each class that determines whether the students has passed the class and may progress to the next level in the program\*. Western Michigan University uses passing grades of students in the courses in the final level of the program to determine prospective students' language proficiency for university admission\*\*.

CELCIS instructors determine a student's readiness for university level work by assessing his/her ability to perform the tasks that are described in the CELCIS curriculum. These tasks that are similar to tasks that will be assigned and evaluated in university classes. The CELCIS curriculum describes how these tasks will be introduced, practiced, and assessed. Mastery of these tasks means that students have met the course objects and the student learning outcomes.

\*Students need a final grade of C (75%) in the course to pass and progress to the next level in the program.

\*\*Advanced level students of CELCIS must pass all four of their classes with a grade of "C" or better for admission to most graduate and undergraduate programs at WMU.

# Overview of Curricular Components

Elementary Level			
<i>Grammar &amp; Communication</i> (ESL 0120)	<i>Speaking &amp; Listening</i> (ESL 0110)	<i>Reading &amp; Writing 1</i> (ESL 0130)	<i>Reading &amp; Writing 2</i> (ESL 0140)
<ul style="list-style-type: none"> <li>• Demonstrate developing fluency with grammar concepts presented at the elementary level*</li> <li>• Apply grammar concepts presented at the elementary level to communicate on-topic in academic writing and speaking</li> <li>• Demonstrate understanding of the relationship of grammar presented at the elementary level to meaning academic reading and listening</li> <li>• Combine grammar skills with academic writing norms to produce an elementary-level essay on a given topic</li> <li>• Demonstrate understanding and applications of the meta-language used for the study of elementary-level grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Develop elementary-level listening skills</li> <li>• Use elementary-level note-taking skills</li> <li>• Use elementary-level English communication skills</li> <li>• Give short talks</li> <li>• Participate in small group and whole class discussion on elementary-level topics</li> </ul>	<ul style="list-style-type: none"> <li>• Develop elementary-level fluency in reading and writing</li> <li>• Develop the ability to use text organization for comprehension of elementary-level texts</li> <li>• Apply elementary-level skills to write academic papers</li> <li>• Develop the ability to react to elementary-level readings</li> <li>• Develop elementary-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in elementary-level writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop elementary-level fluency in reading and writing</li> <li>• Develop the ability to use text organization for comprehension of elementary-level texts</li> <li>• Apply elementary-level skills to write academic papers</li> <li>• Develop the ability to react to elementary-level readings</li> <li>• Develop elementary-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in elementary-level writing assignments</li> </ul>
Intermediate Level			
<i>Grammar &amp; Communication</i> (ESL 0220)	<i>Speaking &amp; Listening</i> (ESL 0210)	<i>Reading &amp; Writing 1</i> (ESL 0230)	<i>Reading &amp; Writing</i> (ESL 0240)
<ul style="list-style-type: none"> <li>• Demonstrate developing fluency with grammar concepts presented at the intermediate level*</li> <li>• Apply grammar concepts presented at the intermediate level to communicate on-topic in academic writing and speaking</li> <li>• Demonstrate understanding of the relationship of grammar presented at the intermediate level to meaning in academic reading and listening</li> <li>• Combine grammar skills with academic writing norms to produce an intermediate-level essay on a given topic</li> <li>• Demonstrate understanding and applications of the meta-language used for the study of intermediate-level grammar and its use in context</li> </ul>	<ul style="list-style-type: none"> <li>• Develop intermediate level listening comprehension skills</li> <li>• Take comprehensible notes from intermediate-level lectures</li> <li>• Communicate with and comprehend English speakers at the intermediate skill level</li> <li>• Oral presentations as defined by intermediate-level presentation rubric</li> <li>• Participate in small group and whole class intermediate-level discussions in academic situations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop intermediate-level fluency in reading and writing</li> <li>• Write intermediate-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of intermediate-level texts</li> <li>• Apply intermediate-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret intermediate-level texts</li> <li>• Develop intermediate-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in intermediate-level writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop intermediate-level fluency in reading and writing</li> <li>• Write intermediate-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of intermediate-level texts</li> <li>• Apply intermediate-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret intermediate-level texts</li> <li>• Develop intermediate-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in intermediate-level writing assignments</li> </ul>

Pre-Advanced Level			
<i>Grammar &amp; Communication</i> (ESL 0320)	<i>Speaking &amp; Listening</i> (ESL 0310)	<i>Reading &amp; Writing 1</i> (ESL 0330)	<i>Reading &amp; Writing</i> (ESL 0340)
<ul style="list-style-type: none"> <li>• Demonstrate developing fluency with grammar concepts presented at the pre-advanced level*</li> <li>• Apply grammar concepts presented at the pre-advanced level to communicate on-topic in academic writing and speaking</li> <li>• Demonstrate understanding of the relationship of grammar presented at the pre-advanced level to meaning in academic reading and listening</li> <li>• Combine grammar skills with academic writing norms to produce a pre-advanced level essay on a given topic</li> <li>• Demonstrate understanding and applications of the meta-language used for the study of pre-advanced-level grammar and its use in context</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pre-advanced listening comprehension skills</li> <li>• Take comprehensible notes from pre-advanced-level lectures</li> <li>• Communicate with and comprehend English speakers at the pre-advanced skill level</li> <li>• Give oral presentations as defined by pre-advanced-level presentation rubric</li> <li>• Participate in small group and whole class pre-advanced-level discussions in academic situations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pre-advanced level fluency in reading and writing</li> <li>• Write pre-advanced-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of pre-advanced-level texts</li> <li>• Apply pre-advanced-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret pre-advanced-level texts</li> <li>• Develop pre-advanced level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in pre-advanced level writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop pre-advanced level fluency in reading and writing</li> <li>• Write pre-advanced-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of pre-advanced-level texts</li> <li>• Apply pre-advanced-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret pre-advanced-level texts</li> <li>• Develop pre-advanced level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in pre-advanced level writing assignments</li> </ul>
Advanced Level			
<i>Grammar &amp; Communication</i> (ESL 0420)	<i>Speaking &amp; Listening</i> (ESL 0410)	<i>Reading &amp; Writing 1</i> (ESL 0430)	<i>Reading &amp; Writing</i> (ESL 0440)
<ul style="list-style-type: none"> <li>• Demonstrate developing fluency with grammar concepts presented at the advanced level*</li> <li>• Apply grammar concepts presented at the advanced level to communicate on-topic in academic writing and speaking</li> <li>• Demonstrate understanding of the relationship of grammar presented at the advanced level to meaning in academic reading and listening</li> <li>• Combine grammar skills with academic writing norms to produce an advanced-level essay on a given topic</li> <li>• Demonstrate understanding and applications of the meta-language used for the study of advanced-level grammar and its use in context</li> </ul>	<ul style="list-style-type: none"> <li>• Develop advanced listening comprehension skills</li> <li>• Take comprehensible notes from advanced-level lectures</li> <li>• Communicate with and comprehend English speakers at the advanced skill level</li> <li>• Give oral presentations as defined by advanced-level presentation rubric</li> <li>• Participate in small group and whole class advanced-level discussions in academic situations</li> </ul>	<ul style="list-style-type: none"> <li>• Develop advanced-level fluency in reading and writing</li> <li>• Write advanced-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of advanced-level texts</li> <li>• Apply advanced-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret advanced-level texts</li> <li>• Develop advanced-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in advanced level writing assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Develop advanced-level fluency in reading and writing</li> <li>• Write advanced-level essay test responses</li> <li>• Develop the ability to use text organization for comprehension of advanced-level texts</li> <li>• Apply advanced-level skills to write academic papers</li> <li>• Apply critical thinking skills to understand and interpret advanced-level texts</li> <li>• Develop advanced-level vocabulary skills</li> <li>• Learn to use grammar and conventional mechanics in advanced level writing assignments</li> </ul>

\*See Syllabus of Grammar Structures Taught by Level p. 25-26

# Curricular Components

## Grammar and Communication Class

The objective of Grammar and Communication class is to help students develop an understanding of different grammar concepts. They will apply those concepts in listening, reading, speaking, and writing and analyze how those concepts impact meaning. Students will integrate the grammar skills they are learning in academic assignments such as essay writing.

Elementary Class Goals	Learning Outcomes	Suggested Assessment
Demonstrate developing fluency with grammar concepts presented at the elementary level.	<ul style="list-style-type: none"> <li>Understand and use the grammar concepts presented at the elementary level with accuracy of 75% or higher (see list for specific concepts covered at each level)</li> </ul>	Chapter tests
Apply grammar concepts presented at the elementary level to communicate on-topic in academic writing and speaking	<ul style="list-style-type: none"> <li>Write and speak about various topics with details and examples using the grammar concepts presented at the elementary level</li> <li>Write a well-developed paragraph with logical structure and form (indent, topic sentence, relevant supporting details, and concluder sentence)</li> <li>Include meaningful content</li> <li>Use an elementary-level combination of simple, and some compound sentence structures</li> <li>Use simple connecting words and phrases to show the relationship between ideas</li> <li>Use elementary-level vocabulary that communicates with an elementary-level degree of clarity and ease</li> <li>Use elementary-level mechanics (indents, spelling, capitalization, punctuation)</li> </ul>	Writing journal Essays
Demonstrate understanding of the relationship of grammar presented at the elementary level to meaning in academic reading and listening	<ul style="list-style-type: none"> <li>Summarize short readings or presentations (main idea, significant details, and the relationship to the idea) that include grammar concepts presented at the elementary level</li> </ul>	Article summaries
Demonstrate understanding and applications of the meta-language and micro-skills used for the study of grammar and its use in context	<ul style="list-style-type: none"> <li>Understand and use elementary level appropriate grammar terminology</li> <li>Find and self-correct mistakes related to indents, spelling, capitalization, and punctuation</li> <li>Understand and use elementary-level appropriate vocabulary correctly</li> </ul>	Practice exercises

Intermediate Class Goals	Learning Outcomes	Suggested Assessment
Demonstrate developing fluency with grammar concepts presented at the intermediate level	<ul style="list-style-type: none"> <li>Understanding and use the grammar concepts presented at the intermediate level with accuracy of 75% or higher (see list for specific concepts covered at each level)</li> </ul>	Chapter tests



Apply grammar concepts presented at the intermediate level to communicate on-topic in academic writing and speaking	<ul style="list-style-type: none"> <li>• Write and speak about various topics with details and example using the grammar concepts presented at the intermediate level</li> <li>• Write a well-developed paragraph with logical structure and form (indent, topic sentence, relevant supporting details, and concluder sentence)</li> <li>• Include meaningful content that demonstrates critical thinking</li> <li>• Use an intermediate-level combination of simple, compound, complex, and/or compound-complex sentence structures</li> <li>• Use simple and academic connecting words and phrases to show the relationship between ideas</li> <li>• Use intermediate-level vocabulary that communicates with an intermediate-level degree of clarity and ease</li> <li>• Use intermediate-level mechanics (indents, spelling, capitalization, punctuation)</li> </ul>	Writing journal  Essays
Demonstrate understanding of the relationship of grammar presented at the intermediate level to meaning in academic reading and listening	<ul style="list-style-type: none"> <li>• Summarize short readings or presentations (main idea, significant details, and the relationship to the idea) that include grammar concepts presented at the intermediate level and previous levels</li> </ul>	Article summaries
Demonstrate understanding and applications of the meta-language and micro-skills used for the study of grammar and its use in context	<ul style="list-style-type: none"> <li>• Understand and use intermediate-level appropriate grammar terminology</li> <li>• Find and self-correct mistakes related to indents, spelling, capitalization, and punctuation</li> <li>• Understand and use intermediate-level appropriate vocabulary correctly</li> </ul>	Practice exercises

<b>Pre-Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Demonstrate developing fluency with grammar concepts presented at the pre-advanced level	<ul style="list-style-type: none"> <li>• Understand and use the grammar concepts presented at the pre-advanced level with accuracy of 75% or higher (see list for specific concepts covered at each level)</li> </ul>	Chapter tests
Apply grammar concepts presented at the pre-advanced level to communicate on-topic in academic writing and speaking	<ul style="list-style-type: none"> <li>• Write and speak about various topics with details and example using the grammar concepts presented at the pre-advanced level</li> <li>• Write a well-developed paragraph with logical structure and form (indent, topic sentence, relevant supporting details, and concluder sentence)</li> <li>• Include meaningful content that demonstrates critical thinking</li> <li>• Use a pre-advanced level combination of simple, compound, complex, and/or compound-complex sentence structures</li> <li>• Use simple and academic connecting words and phrases to show the relationship between ideas</li> </ul>	Writing journal  Essays

	<ul style="list-style-type: none"> <li>• Use pre-advanced level vocabulary that communicates with a pre-advanced level degree of clarity and ease</li> <li>• Use pre-advanced level mechanics (indents, spelling, capitalization, punctuation)</li> </ul>	
Demonstrate understanding of the relationship of grammar presented at the pre-advanced level to meaning in academic reading and listening	<ul style="list-style-type: none"> <li>• Summarize short readings or presentations (main idea, significant details, and the relationship to the idea) that include grammar concepts presented at the pre-advanced and previous levels</li> </ul>	Article summaries
Demonstrate understanding and applications of the meta-language and micro-skills used for the study of grammar and its use in context	<ul style="list-style-type: none"> <li>• Understand and use pre-advanced level appropriate grammar terminology</li> <li>• Find and self-correct mistakes related to indents, spelling capitalization, and punctuation</li> <li>• Understand and use pre-advanced level appropriate vocabulary correctly</li> </ul>	Practice exercises

<b>Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Demonstrate developing fluency with grammar concepts presented at the advanced level	<ul style="list-style-type: none"> <li>• Understand and use the grammar concepts presented at the advanced level with accuracy of 75% or higher (see list for specific concepts covered at each level)</li> </ul>	Chapter tests
Apply grammar concepts presented at the advanced level to communicate on-topic in academic writing and speaking	<ul style="list-style-type: none"> <li>• Write and speak about various topics with details and example using the grammar concepts presented at the advanced level</li> <li>• Write a well-developed paragraph with logical structure and form (indent, topic sentence, relevant supporting details, and concluder sentence)</li> <li>• Include meaningful content that demonstrates critical thinking</li> <li>• Use a pre-advanced level combination of simple, compound, complex, and/or compound-complex sentence structures</li> <li>• Use simple and academic connecting words and phrases to show the relationship between ideas</li> <li>• Use pre-advanced level vocabulary that communicates with an advanced-level degree of clarity and ease</li> <li>• Use pre-advanced level mechanics (indents, spelling, capitalization, punctuation)</li> </ul>	Writing journal Essays
Demonstrate understanding of the relationship of grammar presented at the advanced level to meaning in academic reading and listening	<ul style="list-style-type: none"> <li>• Summarize short readings or presentations (main idea, significant details, and the relationship to the idea) that include grammar concepts presented at the advanced and previous levels</li> </ul>	Article summaries

Demonstrate understanding and applications of the meta-language and micro-skills used for the study of grammar and its use in context	<ul style="list-style-type: none"> <li>Understand and use advanced-level appropriate grammar terminology</li> <li>Find and self-correct mistakes related to indents, spelling capitalization, and punctuation</li> <li>Understand and use advanced-level appropriate vocabulary correctly</li> </ul>	Practice exercises
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### Speaking and Listening Class

The objective of the Speaking and Listening Class is to develop level appropriate speaking and listening skills necessary for international students to communicate effectively in American university classes.

Elementary Class Goals	Learning Outcomes	Suggested Assessments
Develop listening comprehension skills	<ul style="list-style-type: none"> <li>Answer comprehension questions about the elementary-level lectures or conversations</li> <li>Answer vocabulary questions about the lectures or conversations</li> </ul>	Listening comprehension assignments/tests Vocabulary assignments/tests Real life speaking and listening assignments
Use basic note taking skills	<ul style="list-style-type: none"> <li>Write down the main ideas of an elementary-level lecture or conversation on an academic topic</li> </ul>	Note-taking evaluation rubrics Lecture note-taking assignments
Use basic English communication skills	<ul style="list-style-type: none"> <li>Start, continue, and end simple conversations with native speakers used to speaking with nonnative speakers</li> <li>Use polite responses in everyday situations</li> <li>Ask others to speak more slowly</li> <li>Ask others to repeat what they said</li> <li>Express your meaning in a different way to make others understand you</li> <li>Respond appropriately to what others say some of the time</li> <li>Express basic needs</li> <li>Give basic personal information</li> </ul>	
Give short talks	<ul style="list-style-type: none"> <li>With much instructor help, prepare a 2-3 minute oral presentation about a personal experience, a simple process, or a description of a person, place, or thing</li> <li>Use basic grammar and vocabulary correctly in your presentation</li> <li>Use effective eye contact, gestures, movement, facial expressions, and voice to communicate ideas</li> <li>Pronounce key words correctly</li> <li>Use visual aids effectively</li> </ul>	Oral presentations
Participate in small group and whole class discussions	<ul style="list-style-type: none"> <li>Use short phrases and simple sentences to respond to direct questions</li> </ul>	Whole class discussion rubrics Discussion assignments

	<ul style="list-style-type: none"> <li>• Ask simple yes/no and information questions to get information</li> <li>• Ask questions about what you do not understand</li> <li>• Respond appropriately in routine classroom situations such as addressing the instructor and classmates, answering the instructor's questions, or asking questions.</li> </ul>	
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<b>Intermediate Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop listening comprehension skills	<ul style="list-style-type: none"> <li>• Answer comprehension questions about the intermediate-level lectures or conversations</li> <li>• Answer vocabulary questions about the lectures or conversations</li> </ul>	Listening comprehension assignments/tests Vocabulary assignments/tests Real life speaking and listening assignments
Take comprehensible lecture notes	<ul style="list-style-type: none"> <li>• Write down most of the main ideas and key supporting details of intermediate-level lectures on academic topics.</li> <li>• Organize notes to show some of the relationships between main ideas and supporting details</li> <li>• Use mostly content word and phrases</li> <li>• Use symbols and abbreviations that sometimes clearly represent ideas presented in the lecture</li> </ul>	Note-taking evaluation rubrics Lecture note-taking assignments
Communicate with and comprehend English speakers	<ul style="list-style-type: none"> <li>• Start, continue, and end conversations with native speakers used to speaking with nonnative speakers</li> <li>• Use phrases or simple sentence to respond to others</li> <li>• Ask basic questions in a limited number of ways to get information or to clarify other's meaning</li> <li>• Respond appropriately to what others say some of the time</li> <li>• Express your meaning in a limited number of different ways to make others understand you</li> </ul>	
Give oral presentations	<ul style="list-style-type: none"> <li>• Prepare a 3 to 4-minute oral presentation that compares and contrasts, shows the advantages and disadvantages of, or defines a general topic</li> <li>• Use basic sentences and some advanced sentences correctly</li> <li>• Use basic and some advanced level vocabulary correctly</li> <li>• Use effective eye contact, gestures, movement, facial expressions, and voice to communicate ideas</li> <li>• Pronounce many words correctly</li> <li>• Use visual aids effectively</li> </ul>	Oral presentations
Participate in small group/whole class discussions in academic situations	<b>Small Group Discussions</b> <ul style="list-style-type: none"> <li>• Express opinions on topics covered in class</li> <li>• Support opinions with short explanations and examples</li> <li>• Show active listening by maintaining eye contact, nodding, and using phrases such as "Yes," "I see," "Really?"</li> <li>• Express agreement and disagreement with the opinions of others</li> <li>• Ask questions about what is not understand</li> </ul>	Whole class discussion rubrics Discussion assignments

<b>Pre-Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop listening comprehension skills	<ul style="list-style-type: none"> <li>• Answer comprehension questions about the pre-advanced-level lectures or conversations</li> <li>• Answer vocabulary questions about the lectures or conversations</li> </ul>	Listening comprehension assignments/tests Vocabulary assignments/tests Real life speaking and listening assignments
Take comprehensible lecture notes	<ul style="list-style-type: none"> <li>• Write down all of the main ideas and most key supporting details of pre-advanced-level lectures on academic topics</li> <li>• Organize notes to show all of the relationships between main ideas and supporting details</li> <li>• Use only content words and phrases</li> <li>• Use symbols and abbreviations that clearly represent ideas presented in the lecture most of the time</li> </ul>	Note-taking evaluation rubrics Lecture note-taking assignments
Participate in small group/whole class discussion in academic situations	<b>Small Group Discussions</b> <ul style="list-style-type: none"> <li>• Start, continue and end discussions appropriately</li> <li>• Express opinions on a wide variety of topics, including some academic topics</li> <li>• Support opinions with extended explanations and examples</li> <li>• Show active listening by maintaining eye contact, nodding, and using phrases such as "Yes," "I see," "Really?"</li> <li>• Express agreement and disagreement with the opinions of others</li> <li>• Ask questions to get information or clarify others' meaning</li> <li>• Introduce topics and respond appropriately to changes in topic</li> </ul>	Whole class discussion rubrics Discussion assignments
	<b>Whole Class Discussions</b> <ul style="list-style-type: none"> <li>• Answer questions promptly and support your answers with brief explanations some of the time</li> <li>• Attempt to enter and maintain the flow of classroom discussions in a manner that is appropriate in US universities</li> <li>• Introduce relevant topics of discussion and volunteer information about topics introduced by others</li> <li>• Respond appropriately in almost all classroom situations</li> <li>• Repeat or paraphrase questions to check understanding</li> </ul>	
Give oral presentations	<ul style="list-style-type: none"> <li>• Prepare a 4 to 5-minute oral presentation that discusses the causes and effects, the problems and solutions, or the pros and cons of a general or an academic topic</li> <li>• Use basic sentences and most advanced sentences correctly</li> <li>• Use basic and most advanced level vocabulary correctly</li> <li>• Use effective eye contact, gestures, movement, facial expressions, and voice to communicate ideas</li> <li>• Pronounce most words correctly</li> <li>• Use visual aids effectively</li> </ul>	Oral presentations

<b>Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop listening comprehension skills	<ul style="list-style-type: none"> <li>• Answer comprehension questions about the advanced-level lectures or conversations</li> <li>• Answer vocabulary questions about the lectures or conversations</li> </ul>	Listening comprehension assignments/tests Vocabulary assignments/tests Real life speaking and listening assignments
Take comprehensible lecture notes	<ul style="list-style-type: none"> <li>• Write down all of the main ideas and most key supporting details of advanced-level lectures on academic topics</li> <li>• Organize notes to show all of the relationships between main ideas and supporting details</li> <li>• Use only content words and phrases</li> <li>• Use symbols and abbreviations that clearly represent ideas presented in the lecture most of the time</li> </ul>	Note-taking evaluation rubrics Lecture note-taking assignments
Participate in small group/whole class discussion in academic situations	<b>Small Group Discussions</b> <ul style="list-style-type: none"> <li>• Start, continue and end discussions appropriately</li> <li>• Express opinions on a wide variety of topics, including some academic topics</li> <li>• Support opinions with extended explanations and examples</li> <li>• Show active listening by maintaining eye contact, nodding, and using phrases such as "Yes," "I see," Really?"</li> <li>• Express agreement and disagreement with the opinions of others</li> <li>• Ask questions to get information or clarify others' meaning</li> <li>• Introduce topics and respond appropriately to changes in topic</li> </ul>	Whole class discussion rubrics Discussion assignments
	<b>Whole Class Discussions</b> <ul style="list-style-type: none"> <li>• Answer questions promptly and support your answers with brief explanations some of the time</li> <li>• Attempt to enter and maintain the flow of classroom discussions in a manner that is appropriate in US universities</li> <li>• Introduce relevant topics of discussion and volunteer information about topics introduced by other</li> <li>• Respond appropriately in almost all classroom situations</li> <li>• Repeat or paraphrase questions to check understanding</li> </ul>	
Give oral presentations	<ul style="list-style-type: none"> <li>• Prepare a 5-6-minute oral presentation that analyzes, presents a controversy or debate, or defends a position or action on a formal academic topic</li> <li>• Use basic sentences and most advanced sentences correctly</li> <li>• Use basic and most advanced level vocabulary correctly</li> <li>• Use effective eye contact, gestures, movement, facial expressions, and voice to communicate ideas</li> <li>• Pronounce most words correctly</li> <li>• Use visual aids effectively</li> </ul>	Oral presentations

The objective of Reading and Writing 1 class is to help students develop English reading, writing, and responding to texts skills necessary to communicate effectively in American university classes.

<b>Elementary Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop fluency in reading and writing	Regarding texts written for elementary-level ESL students: <ul style="list-style-type: none"> <li>- Apply comprehension strategies</li> <li>- Identify the main ideas and a few of the supporting details</li> </ul>	Chapter tests Essay tests
Develop the ability to use text organization for comprehension	Make study aids from elementary – level texts that include the major concepts and illustrate the basic organization	Study aids
Write academic papers	Write a summary of an elementary-level text that: <ul style="list-style-type: none"> <li>- Paraphrases the thesis, main ideas, and some supporting ideas</li> <li>- Credits the author and source by using reporting language</li> <li>- Use level-appropriate grammar, vocabulary, and mechanics</li> </ul>	Extensive reading journal
Develop the ability to react to readings	Write organized paragraphs to respond to prompts about elementary-level reading material  Use level-appropriate grammar, vocabulary, and mechanics	Writing journal
Develop vocabulary skills	Apply vocabulary strategies to guess the meaning of unknown words  Apply newly learned vocabulary appropriately in course work	Vocabulary exercises
Learn to use grammar and conventional mechanics	Use level- appropriate sentence structure and grammar in the course work  Follow basic rules of standardized spelling, punctuation, and capitalization	Practice exercises

<b>Intermediate Class Goals</b>		<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop fluency in reading and writing		Regarding texts written for intermediate-level ESL students: <ul style="list-style-type: none"> <li>- Apply comprehension strategies</li> <li>- Identify the main ideas and a few of the supporting details</li> </ul>	Chapter tests
Write essay test responses		Write organized paragraphs/essays to respond to prompts about intermediate-level reading material	Essay tests
Develop the ability to use text organization for comprehension		Make study aids from intermediate-level texts that include major concepts and illustrate the basic organization	Study aids

Write academic papers		Write a summary of an intermediate-level text that: <ul style="list-style-type: none"> <li>- Paraphrases the thesis, main ideas, and some supporting ideas</li> <li>- Credits the author and source by using reporting language</li> <li>- Uses level-appropriate grammar, vocabulary, and mechanics</li> </ul>	Extensive reading journal
Apply critical thinking skills		Engage with a text by using application analysis, evaluation, or creativity  Use level-appropriate grammar, vocabulary, and mechanics	Writing journal
Develop vocabulary skill		Apply vocabulary strategies to guess the meaning of unknown words	Vocabulary exercises
Learn to use grammar and conventional mechanics		Use level-appropriate sentence structure and grammar in the course work  Follow basic rules of standardized spelling, punctuation, and capitalization	Practice exercises

<b>Pre-Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop fluency in reading and writing	Regarding texts written for pre-advanced-level ESL students: <ul style="list-style-type: none"> <li>- Apply comprehension strategies</li> <li>- Identify the main ideas and a few of the supporting details</li> </ul>	Chapter tests
Develop the ability to use text organization for comprehension	Make study aids from pre-advanced- level texts that include the major concepts and illustrate the basic organization	Study aids
Write academic papers	Write a summary of a pre-advanced – level text that: <ul style="list-style-type: none"> <li>- Paraphrases the thesis, main ideas, and some supporting ideas</li> <li>- Credits the author and source by using reporting language</li> <li>- Use level-appropriate grammar, vocabular, and mechanics</li> </ul>	Extensive reading journal
Develop the ability to react to readings	Write organized paragraphs to respond to prompts about advanced-level reading material  Use level-appropriate grammar, vocabulary, and mechanics	Writing journal
Develop vocabulary skills	Apply vocabulary strategies to guess the meaning of unknown words.  Apply newly learned vocabulary appropriately in course work	Vocabulary exercises
Learn to use the grammar and conventional mechanics	Use level-appropriate sentence structure and grammar in the course work  Follow basic rules of standardized spelling, punctuation, and capitalization	Practice exercises



<b>Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Develop fluency in reading and writing	Regarding texts written for advanced-level ESL students: <ul style="list-style-type: none"> <li>- Apply comprehension strategies</li> <li>- Identify the main ideas and a few of the supporting details</li> </ul>	Chapter tests
Develop the ability to use text organization for comprehension	Make study aids from advanced-level texts that include the major concepts and illustrate the basic organization	Study aids
Write academic papers	Write a summary of a pre-advanced-level text that: <ul style="list-style-type: none"> <li>- Paraphrases the thesis, main ideas, and some supporting ideas</li> <li>- Credits the author and source by using reporting language</li> <li>- Uses level-appropriate grammar, vocabulary, and mechanics</li> </ul>	Extensive reading journal
Develop the ability to react to readings	Write organized paragraphs to respond to prompts about advanced-level reading material  Uses level appropriate grammar, vocabulary, and mechanics	Writing journal
Develop vocabulary skills	Apply vocabulary strategies to guess the meaning of unknown words  Apply newly learned vocabulary appropriately in course work	Vocabulary exercises
Learn to use the grammar and conventional mechanics	Use level-appropriate sentence structure and grammar in the course work  Follow basic rules of standardized spelling, punctuation, and capitalization	Practice exercises

<b>Elementary Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Read and comprehend texts	<ul style="list-style-type: none"> <li>Identify the thesis of the text</li> <li>Identify the main ideas and some of the supporting details of texts written for elementary-level ESL students.</li> <li>Interpret graphics (charts, diagrams, graphs, etc.)</li> </ul>	Vocabulary exercises and tests Oral reading Text and graphics analysis Paraphrasing text exercises
Write academic papers	<ul style="list-style-type: none"> <li>Write a summary of an elementary-level text that (1) paraphrases the thesis and main supporting ideas and (2) credits the author and source by using reporting language, and (3) attempts to identify the author's point of view</li> <li>Write a 1 to 2-page paper from sources that (1) adequately states the thesis, (2) supports the thesis with relevant information from sources, (3) attempts to paraphrase &amp; cite sources, and (4) develops ideas through organized paragraphs and logical transitions.</li> </ul>	Summaries
Create study aids	<ul style="list-style-type: none"> <li>Annotate elementary-level readings, showing the topic, purpose of the paragraphs and the relationship among them</li> <li>Make study aids from elementary-level texts that include most of the major concepts and illustrate the basic organization.</li> </ul>	Study aids (for example: outlines, concept maps, text annotations)
Write essays	<ul style="list-style-type: none"> <li>Write organized paragraphs/essays to answer essay test questions about elementary-level reading material.</li> </ul>	Essays
Develop critical thinking skills	<ul style="list-style-type: none"> <li>Analyze, interpret and evaluate texts</li> </ul>	Practiced in daily activities and exercises, discussions, essays, and papers

**Reading and Writing 2 Classes** The objective of Reading and Writing 2 class is to help students develop English reading, writing, and research skills necessary for international students to communicate effectively in American university classes.

<b>Intermediate Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Read & Comprehend Texts	<ul style="list-style-type: none"> <li>Identify the thesis of the text</li> <li>Identify the main ideas and some of the supporting details of texts written for intermediate-level ESL students.</li> <li>Interpret graphics (charts, diagrams, graphs, etc.)</li> </ul>	Vocabulary exercises and tests Oral reading Text and graphics analysis Paraphrasing text exercises

Write academic papers	<ul style="list-style-type: none"> <li>Write a summary of an elementary-level text that (1) paraphrases the thesis and main supporting ideas, (2) credits the author and source by using reporting language, and (3) attempts to identify the author's point of view.</li> <li>Write a 1-2 page paper from sources that (1) adequately states the thesis, (2) supports the thesis with relevant information from sources, (3) attempts to paraphrase &amp; cite sources, and (4) develops ideas through organized paragraphs and logical transitions.</li> </ul>	<p>Summaries (in-class and included in research paper and other writing assignments)</p> <p>Research paper</p>
Create study aids	<ul style="list-style-type: none"> <li>Annotate intermediate-level readings showing the topic, purpose of the paragraphs and the relationship among them</li> <li>Make study aids from intermediate-level texts that include most of the major concepts and illustrate the basic organization.</li> </ul>	Study aids (for example: outlines, concept maps, text annotations)
Write essays	<ul style="list-style-type: none"> <li>Write organized paragraphs/essays to answer essay test questions about intermediate-level reading material.</li> </ul>	<p>Essays</p> <p>Essay tests</p>
Develop critical thinking skills	<ul style="list-style-type: none"> <li>Analyze, interpret and evaluate texts</li> </ul>	Practiced in daily activities and exercises, discussions, essays, and papers

<b>Pre-Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Read & Comprehend Texts	<ul style="list-style-type: none"> <li>Identify the thesis of the text</li> <li>Identify the main ideas and some of the supporting details of texts written for pre-advanced-level ESL students.</li> <li>Interpret graphics (charts, diagrams, graphs, etc.)</li> </ul>	<p>Vocabulary exercises and tests</p> <p>Oral reading</p> <p>Text and graphics analysis</p> <p>Paraphrasing text exercises</p>
Write academic papers	<ul style="list-style-type: none"> <li>Write a summary of a pre-advanced-level text that (1) paraphrases the thesis and main supporting ideas, (2) credits the author and source by using reporting language, and (3) identifies the author's point of view</li> <li>Write a 2 to 3-page paper from sources that (1) adequately states the thesis, (2) supports the thesis with relevant information from sources, (3) shows adequate control of paraphrasing and citing sources, and (4) develops ideas through well-organized paragraphs and logical transitions</li> </ul>	<p>Summaries (in-class and included in research paper and other writing assignments)</p> <p>Research paper</p>
Create study aids	<ul style="list-style-type: none"> <li>Annotate pre-advanced-level readings, showing the topic, purpose of the paragraphs and the relationship among them</li> <li>Make study aids from pre-advanced-level texts that include and paraphrase the major concepts and illustrate the organization</li> <li>Make study aids of a university text that include and paraphrase the major concepts and illustrate the organization.</li> </ul>	Study aids (for example: outlines, concept maps, text annotations)
Write essays	<ul style="list-style-type: none"> <li>Write essays to answer essay test questions about pre-advanced-level reading material.</li> </ul>	<p>Essays</p> <p>Essay tests</p>
Develop critical thinking skills	<ul style="list-style-type: none"> <li>Analyze, interpret and evaluate texts</li> </ul>	Practiced in daily activities and exercises,

		discussions, essays, and papers
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<b>Advanced Class Goals</b>	<b>Learning Outcomes</b>	<b>Suggested Assessments</b>
Read & Comprehend Texts	<ul style="list-style-type: none"> <li>Identify the thesis of the text</li> <li>Identify the main ideas and some of the supporting details of texts written for advanced-level ESL students.</li> <li>Interpret graphics (charts, diagrams, graphs, etc.)</li> </ul>	Vocabulary exercises and tests Oral reading Text and graphics analysis Paraphrasing text exercises
Write academic papers	<ul style="list-style-type: none"> <li>Write a summary of an advanced-level text that (1) paraphrases the thesis and main supporting ideas, (2) credits the author and source by using reporting language, and (3) identifies the author's point of view.</li> <li>Write a 3 to 4-page paper from sources that (1) adequately states the thesis, (2) supports the thesis with relevant information from sources, (3) shows adequate control of paraphrasing and citing sources, and (4) develops ideas through well-organized paragraphs and logical transitions</li> </ul>	Summaries (in-class and included in research paper and other writing assignments)  Research paper
Create study aids	<ul style="list-style-type: none"> <li>Annotate advanced-level reading showing the topic, purpose of the paragraphs and the relationship among them</li> <li>Make study aids from advanced-level texts that include and paraphrase the major concepts and illustrate the organization.</li> <li>Make study aids of university texts that include and paraphrase the major concepts and illustrate the organization</li> </ul>	Study aids (for example: outlines, concept maps, text annotations)
Write essays	<ul style="list-style-type: none"> <li>Write essays to answer essay test questions about advanced-level reading material</li> </ul>	Essays Essay tests
Develop critical thinking skills	<ul style="list-style-type: none"> <li>Analyze, interpret and evaluate texts</li> </ul>	Practiced in daily activities and exercises, discussions, essays, and papers



# Syllabus of Grammar Structures Taught by Level

Grammar Objectives				
	Elem.	Int.	Pre- Adv.	Adv.
<i>Verbs</i>				
• Be forms	X			
• Negatives + be	X			
• Contractions 'nt				
• Simple present	X			
• Simple past (regular and irregular forms)	X			
• Simple future	X			
• Imperative verbs	X			
• Simple modals	X			
• Present progressive	X			
• Past progressive	X			
• Present perfect		X	X	
• Past perfect		X	X	
• Future progressive		X	X	
• Future perfect		X	X	
• Modal auxiliaries		X	X	
• Phrasal verbs		X	X	X
• Infinitives and gerunds		X	X	X
• Participial forms		X	X	X
• Passive forms		X	X	
• Verb-preposition combinations		X	X	X
• Indicative and subjunctive mood			X	X
• Subject-verb agreement	X	X	X	X
<i>Nouns and Pronouns</i>				
• Plurals for regular nouns	X			
• Subject pronouns				
• Common irregular nouns	X			
• Demonstratives (this/that)				
• Subjectless NPs (it/there)	X			
• Count/non-count distinction	X	X		
• Count/non-count nouns	X	X		
• Simple article usage (i.e. functions involving definiteness/indefiniteness and count/non-count nouns)	X	X		
• Article usage	X	X	X	X
• Reflexives		X		
• Possessive forms	X			
• Object pronouns	X			
• Impersonal pronouns			X	X
• Noun complement			X	X

<i>Adjectives/Adverbs</i>				
• Adverbs of frequency/place, and time	X			
• Adjectives modifier orders	X			
• Quantifiers	X			
• Adverbial –ly form	X			
• Adverbs of manner	X	X		
• Preposition phrases functioning as adverbs	X	X		
• Comparatives and superlatives	X	X		
• Adverbial clauses			X	X
• Adjectival clauses		X	X	
<i>Prepositions:</i>				
• Prepositions of time, place	X			
• Prepositional phrases functioning as adverbs	X	X		
<i>Word Order</i>				
• Common SVO order and locative sentences (there is/there are)	X			
• Yes/No, Wh-questions, “who” and “what” subject questions	X			
• Simple compound sentences	X			
• Direct and indirect objects	X			
• Complex compound sentences (e.g. not only/but also, neither/ nor, either/or)			X	X
<i>Clauses</i>				
• Time clauses	X	X		
• Relative clauses		X	X	X
• Adverb clauses		X	X	X
• Modifying adverbial phrases				X
• Noun clauses			X	X
• Relative clause reduction			X	X
• Conditional/hypothetical sentences			X	X
• Parallelism of structures		X	X	X
<i>Conjunctions</i>				
• Coordinating conjunctions ( <u>or</u> , <u>and</u> , <u>but</u> )	X	X	X	X
• Correlative conjunctions (e.g. <u>and/or</u> , <u>not only/but also</u> )		X	X	X
• Subordinating conjunctions (e.g. <u>since</u> , <u>because</u> , <u>when</u> )	X	X	X	X
• Conjunctive adverbs (e.g. <u>however</u> , <u>therefore</u> )		X	X	X





# CELCIS Research and Library Skills Syllabus

## Elementary Research and Library Skills

Library Skills	Research Skills
<p>By the end of Elementary, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Locate and check out graded readers from Waldo Library</li> <li>2. Use library classification systems to locate children's non-fiction and children's fiction in Waldo Library</li> <li>3. Demonstrate knowledge of library rules regarding number of materials, loan periods, and treatment and return of library materials</li> <li>4. Demonstrate knowledge of the distinction between circulating and non-circulating library materials</li> </ol>	<p>By the end of Elementary, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Choose appropriate materials that match personal interests and reading level.</li> <li>2. Summarize and respond to texts using appropriate reporting language</li> <li>3. Write correct APA citations for books</li> <li>4. Demonstrate understanding of the information cycle</li> <li>5. Define plagiarism and demonstrate mastery of strategies for avoiding it</li> </ol>
Concepts	Vocabulary
<ol style="list-style-type: none"> <li>1. Library book vs. textbook</li> <li>2. Graded reader</li> <li>3. Checking out a book</li> <li>4. ID/Bronco Card</li> <li>5. Children's Literature</li> <li>6. Fiction</li> <li>7. Non-fiction</li> <li>8. Classification system</li> <li>9. Dewey Decimal system</li> <li>10. APA citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Plagiarism</li> <li>17. Paraphrase</li> <li>18. Circulating/non-circulating material</li> </ol>	<ol style="list-style-type: none"> <li>1. Library book</li> <li>2. Shelf</li> <li>3. Graded reader</li> <li>4. Check out/borrow a book</li> <li>5. ID/Bronco Card</li> <li>6. Reference section</li> <li>7. Circulation desk</li> <li>8. Atrium</li> <li>9. Citation</li> <li>10. Author</li> <li>11. Date of publication</li> <li>12. Book title</li> <li>13. Place of publication</li> <li>14. Name of publisher</li> <li>15. Plagiarism</li> <li>16. Paraphrase</li> </ol>

## Intermediate Research and Library Skills

Library Skills	Research Skills
<p>By the end of Intermediate, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Locate and check out graded readers from Waldo Library.</li> <li>2. Demonstrate knowledge of library rules regarding number of materials, loan periods, and treatment and return of library materials.</li> <li>3. Demonstrate the distinction between circulating and non-circulating library materials.</li> <li>4. Use library classification systems to locate children's fiction and children's non-fiction</li> <li>5. Use general and specialized encyclopedias and dictionaries to find information on topics of interest</li> <li>6. Use library databases to find information on research topics</li> <li>7. Use CELCIS library guide to access CELCIS-recommended dictionaries, databases, and style guides</li> <li>8. Access e-books available through Waldo Library</li> </ol>	<p>By the end of Intermediate, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Choose appropriate materials that match personal interests and reading level.</li> <li>2. Summarize and respond to texts using appropriate reporting language</li> <li>3. Write correct APA citations for books, articles, and images</li> <li>4. Demonstrate understanding of the information cycle</li> <li>5. Demonstrate understanding of the distinction between scholarly and popular periodicals</li> <li>6. Define plagiarism and demonstrate mastery of strategies for avoiding it</li> </ol>
Concepts	Vocabulary
<ol style="list-style-type: none"> <li>1. Library book vs. textbook</li> <li>2. Graded reader</li> <li>3. Checking out a book</li> <li>4. ID/Bronco Card</li> <li>5. Children's Literature</li> <li>6. Fiction</li> <li>7. Non-fiction</li> <li>8. Classification system</li> <li>9. Dewey Decimal classification system</li> <li>10. APA citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Periodicals</li> <li>17. Reference Librarian</li> <li>18. Library of Congress classification system</li> </ol>	<ol style="list-style-type: none"> <li>1. Library book</li> <li>2. Shelf</li> <li>3. Open stacks</li> <li>4. Graded reader</li> <li>5. Check out/borrow a book</li> <li>6. ID/Bronco Card</li> <li>7. Reference section</li> <li>8. Circulation desk</li> <li>9. Atrium</li> <li>10. Citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Classification system</li> </ol>

## Pre-Advanced Research and Library Skills

Library Skills	Research Skills
<p>By the end of Pre-Advanced, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use library classification systems to locate books in Waldo Library.</li> <li>2. Use general and specialized encyclopedias and dictionaries to find information on topics of interest</li> <li>3. Use library databases to find information on research topics</li> <li>4. Use CELCIS library guide to access CELCIS-recommended dictionaries, databases, and style guides</li> <li>5. Engage in a successful reference consultation with a Reference Librarian, either face to face or online, for the purpose of finding information to complete class assignments</li> <li>6. Access e-books available through Waldo Library</li> </ol>	<p>By the end of Pre-Advanced, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Choose appropriate materials that match personal interests and reading level</li> <li>2. Summarize and respond to texts using appropriate reporting language</li> <li>3. Write correct APA citation for books, articles, and images</li> <li>4. Demonstrate understanding of the information cycle</li> <li>5. Demonstrate understanding of the distinction between scholarly and popular periodicals</li> <li>6. Define plagiarism and demonstrate mastery of strategies for avoiding it</li> <li>7. Complete Research Path modules with scores of 80 or better on module quizzes               <ol style="list-style-type: none"> <li>a. Evaluate the relevance, appropriateness, and reliability of sources of information for university-level writing assignments</li> <li>b. Focus a research question</li> <li>c. Find books and articles through the Waldo Library website</li> <li>d. Find reliable internet resources</li> <li>e. Cite sources to avoid plagiarism</li> </ol> </li> </ol>
Concepts	Vocabulary
<ol style="list-style-type: none"> <li>1. Library book vs. textbook</li> <li>2. Graded reader</li> <li>3. Checking out a book</li> <li>4. ID/Bronco Card</li> <li>5. Children's Literature</li> <li>6. Fiction</li> <li>7. Non-fiction</li> <li>8. Classification system</li> <li>9. Dewey Decimal system</li> <li>10. APA citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Periodicals</li> <li>17. Reference Librarian</li> <li>18. Plagiarism</li> </ol>	<ol style="list-style-type: none"> <li>1. Library book</li> <li>2. Shelf</li> <li>3. Open stacks</li> <li>4. Graded reader</li> <li>5. Check out/borrow a book</li> <li>6. ID/Bronco Card</li> <li>7. Reference section</li> <li>8. Circulation desk</li> <li>9. Atrium</li> <li>10. Citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Source</li> <li>17. Reliable source</li> </ol>

## Advanced Research and Library Skills

Library Skills	Research Skills
<p>By the end of Advanced, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Use library classification systems to locate and checkout books</li> <li>2. Use general and specialized encyclopedias and dictionaries to find information on topics of interest</li> <li>3. Use library databases to find information on research topics</li> <li>4. Use CELCIS library guide to access CELCIS recommended dictionaries, databases, and style guides</li> <li>5. Engage in a successful reference consultation with a Reference Librarian, either face to face or online, for the purpose of finding information to complete class assignments</li> <li>6. Demonstrate knowledge of how to request materials through interlibrary loan</li> <li>7. Access e-books available through Waldo Library</li> </ol>	<p>By the end of Advanced, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Choose appropriate materials that match personal interests and reading level</li> <li>2. Summarize and respond to texts using appropriate reporting language</li> <li>3. Write correct APA citations for books, articles, and images</li> <li>4. Demonstrate understanding of the information cycle</li> <li>5. Demonstrate understanding of the distinction between scholarly and popular periodicals</li> <li>6. Define plagiarism and employ strategies for avoiding it</li> <li>7. Complete Research Path modules with scores of 100% module quizzes               <ol style="list-style-type: none"> <li>f. Evaluate the relevance, appropriateness, and reliability of sources of information for university-level writing assignments</li> <li>g. Focus a research question</li> <li>h. Find books and articles through the Waldo Library website</li> <li>i. Find reliable internet resources</li> <li>j. Cite sources to avoid plagiarism</li> </ol> </li> </ol>
Concepts	Vocabulary
<ol style="list-style-type: none"> <li>1. Library book vs. textbook</li> <li>2. Graded reader</li> <li>3. Checking out a book</li> <li>4. ID/Bronco Card</li> <li>5. Children's Literature</li> <li>6. Fiction</li> <li>7. Non-fiction</li> <li>8. Classification system</li> <li>9. Dewey Decimal system</li> <li>10. APA citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Periodicals</li> <li>17. Journal</li> <li>18. Magazines</li> <li>19. Reference Librarian</li> <li>20. Plagiarism</li> </ol>	<ol style="list-style-type: none"> <li>1. Library book</li> <li>2. Shelf</li> <li>3. Open stacks</li> <li>4. Graded reader</li> <li>5. Check out/borrow a book</li> <li>6. ID/Bronco Card</li> <li>7. Reference section</li> <li>8. Circulation desk</li> <li>9. Atrium</li> <li>10. Citation</li> <li>11. Author</li> <li>12. Date of publication</li> <li>13. Book title</li> <li>14. Place of publication</li> <li>15. Name of publisher</li> <li>16. Source</li> <li>17. Reliable source</li> </ol>



# Technology Skills Syllabus



## CELCIS Technology Syllabus

All students at all levels need to know how to:

- Elearning: Check newsfeed, content, grades & attendance; access classlist to send email to instructor/classmates, download & print documents
- W-Exchange: Check email, send email
- Microsoft Word: Create a document, use correct formatting, save & print

From Elementary:

- Powerpoint: Create a slideshow, choose an appropriate theme, choose correct slide layout, use correct formatting (i.e. title, text font size), insert graphics/images

From Intermediate:

- Elearning: Submit assignments via dropbox
- W-Exchange: Upload documents to OneDrive, attach documents to email
- Powerpoint: create an APA formatted reference slide
- Research: use the CELCIS Library page to find an article on an online encyclopedia (i.e. *World Book*, etc.)

From Pre-Advanced:

- Elearning: Participate in discussion boards
- Microsoft Word: Use correct formatting for a research paper, create an APA formatted reference list
- Research: Use the Library Search to find articles, use the CELCIS Library page to find an online source, be familiar with citation generators (i.e. Knightcite, Citation Machine, etc.)

From Advanced:

- W-Exchange: Access online applications (i.e. Microsoft Word Online, Powerpoint Online, etc), share documents with classmates/instructor on One Drive

## **Center for English Language and Culture for International Students (CELCIS)**

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