LEVEL 6: LISTENING & SPEAKING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Speaking** | Students should speak with ease about complex abstract academic topics (such as American values, boarder disputes, climate change, immigration/refugee issues, controversial current events, etc.) | Provide activities through pair/group work and formal/informal presentations for students to speak at length with each other and native English speakers on abstract academic topics using a variety of complex sentences. | Successfully perform the following speech acts with 80% accuracy:  • Participate in an academic debate demonstrating the ability to state a premise and use substantive, convincing supporting details to defend it at length.  • Engage in and sustain a conversation for 9-10 minutes on an abstract academic topic  • Give formal, well organized 5-10 minute academic presentation (with clear introduction, body, and conclusion) on an abstract academic topic using at least 2-4 outside sources.  • Give informal speech on academic topic for 2-3 minutes.  • Demonstrate ability to effectively take notes for an authentic academic lecture  • Effectively summarize main ideas and important details from authentic academic audio texts  For Oral Proficiency Exam, student should be able to quickly form an opinion on an abstract academic topic and support it by verbally constructing coherent sentences to address each question/topic for 1-3 minutes. |
| **Vocabulary** | Students need to learn advanced academic words from the text and correctly use them in sentences and conversations with the teacher and other students, as well as in formal and informal presentations. | Provide students with instruction on vocabulary meaning through context and dictionary usage, and recognizing parts of speech.  Teach student to be autonomous learners by having them determine their own vocabulary list for audio texts. | Acquire advanced academic vocabulary including AWL words demonstrated through  • Listening comprehension tests/quizzes  • Informal 9-10 minute conversations  • Use 5% of academic words in formal presentations  • Informal presentations  • Oral Proficiency Exam |
| **Listening** | Students should listen to authentic academic texts and lectures. Students will practice both intensive and extensive listening skills. | Provide students with opportunities to listen to themed authentic audio texts such as real-life college lectures, Ted-Talks, the news, documentaries, movies & T.V. shows and then demonstrate successful comprehension of main ideas and details through note-taking and/or verbal or written summaries. | Comprehend main ideas and details of academic audio texts, lectures, and authentic audio excerpts with 80% accuracy demonstrated through:  • Listening comprehension tests/quizzes  • Short conversations |
| **Grammar** | Students need to use complex sentences consisting of present and past perfect, conditionals, relative clauses, gerunds and infinitives, passive voice, and future perfect | Provide opportunity for students to verbally construct grammatically correct complex sentences; teacher should provide immediate feedback. Have students record, listen to, transcribe and then correct their speech through re-recordings. | Demonstrate ability to grammatically construct simple and complex sentences--SVO word order, pronouns, simple present, progressive, simple past and future tenses with 95% accuracy; relative clauses, modals and present/past perfect with 85% accuracy; gerunds, infinitives, conditionals, and passive voice with 80% accuracy--through monitored:  • Informal class/paired conversations  • Formal and informal presentations  • Oral Proficiency Exam |
| **Pronunciation** | Students should be able to distinguish and pronounce all the sounds of the English language, as well as incorporate American English stress, intonation and rhythm in their speech. They should also be able to recognize phonetic symbols in the Phonetic Alphabet. | Provide students with opportunities to practice the different phonemes in the English language as well as intonation, stress and rhythm through listening excerpts and short conversations with other students. Review the Phonetic Alphabet. | Noticeably reduce accent over the course of the semester. 99% of individual vowels and consonants are pronounced correctly. Pronunciation is 95% comprehensible to teacher when student speaks on abstract academic topics during:  • Informal class/paired conversations  • Formal/informal presentations  • Oral Proficiency Exam  Students are 80% successful in identifying correct phonemes, intonation and stress in listening quizzes and exercises at the advanced level. |

LEVEL 6: READING COURSE OUTCOMES

Exit competencies: Able to read and comprehend texts at the 6th grade reading level (based on average U.S. reading ability).

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Intensive Reading Skills** | Students need to improve reading  skills to recognize main ideas,  understand details, make complex  inferences, and think critically  about longer passages (up to a  few pages) that are slightly above  their reading level. | Teach and assess intensive reading skills  including recognizing main ideas &  understanding key concepts, making  inferences & drawing conclusions, and  using context to understand new words &  expressions  Teach relevant literary terms and cultural  knowledge using literary works, academic  texts, and other publications intended for  the general native-speaker population | Practice finding main ideas and their supporting details (distinguishing them from less-important details), making inferences, and using context to understand new words & expressions  Practice other skills (such as skimming, scanning, & mapping) as needed for specific reading tasks during in-class  exercises and for homework assignments  Understand and successfully interpret literary terms and cultural knowledge relevant to class texts |
| **Quasi-Extensive Reading Activities** | Students need to read and  comprehend longer, moderately  challenging novels (or a  combination of novels and  non-fiction texts) as a class, and  gain insights into their  significance and literary value. | Conduct daily comprehension quizzes on  class novels  Scaffold novels in class and through  homework to help students understand  and enjoy them  Conduct discussions with comments and  questions that help students analyze and  make meaningful observations about  literary and thematic elements of the  novels; encourage students to make  comments & state observations during  discussions; make assignments that lead  students into deeper-than-surface-level  thinking about literary (and non-fiction)  texts, including relating them to their own  experience and culture. | Read novels for overall comprehension of themes, plot, genre, main ideas, critical analysis, etc.  Practice intensive reading skills learned in class while reading longer materials assigned to the class  Make comments, state observations, express opinions, etc. during class discussions and on assignments requiring analysis/interpretation |
| **Extensive Reading Activities** | Students need to read 220 words  per minute on at-level texts with  an 70% comprehension level; also  understand what reading tasks  require a slower rate for thorough  understanding | Teach theories and practices which support speed reading and conduct weekly speed reading exercises in class and as homework  Make students aware of reading situations that require thorough understanding and therefore a slower rate (such as instructions, test/quiz questions, applications, school/legal forms, etc.) | Increase reading rates through:  • Weekly speed reading exercises and tests in class  • Recording and tracking reading rate and comprehension progress |
| **Reading Rate** | Students need to learn  context-specific and general  academic words. | Pre-teach and support vocabulary learning  for class readings  Assign and teach weekly academic  vocabulary words from text and review  words from sub-lists 1-10 of the AWL  Regularly assess vocabulary acquisition  through quizzes and weekly vocabulary  journals | Study vocabulary assigned by the teacher (both text-based vocabulary and AWL items)  Create a weekly vocabulary study journal with both student- and teacher-selected words  Take and pass periodic vocabulary tests that demonstrate a clear understanding of at least 80% of the words |
| **Vocabulary** | Students need to take notes on  readings in ways that will aid later  review for tests/quizzes, and to  carefully read & respond  appropriately to long, complex,  and/or multifaceted instructions  and questions in their own  wording | Lead students to develop a personal  note-taking approach that leaves a  distilled, concise record of main ideas &  concepts understood and conclusions  reached  Teach students to carefully read longer,  more complex instructions and questions  on test, quizzes, & assignments and to  make sure they address all facets of  instructions and questions.  Teach students the importance of writing  in their own words (not copying verbatim  from sources) when completing tests,  quizzes, and assignments (except when  clearly quoted / appropriately cited). | Complete tests, quizzes, & assignments without failing to follow any instructions or overlooking any aspects or specific points in longer or more complex questions |

Exit competencies: Able to read and comprehend texts at the 12th grade reading level (based on average U.S. reading ability), and respond to them in ways appropriate for first-year university students.

LEVEL 6: WRITING COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Writing** | Students need to write at least 2,500 words. They need to write academic texts that have defined genres (like a letter to an editor, a résumé, a scientific report, etc.) to a real audience. | Provide students with instruction, activities, and exercises to help them compose academic paragraphs and essays totaling 2,500 words of polished writing (consisting of final papers, final exam, and revised short projects) | • Write a total of 2,500 words of polished writing  • Demonstrate an ability to decode college-level task prompts  • Write at least 3 genre-specific, multi-draft papers (5+ paragraphs) and one final exam essay  • Develop effective genre-specific, audience-driven academic text through:   * + Demonstrating the composition skills from levels 1-5, in addition to the following:   + Organizing a paper according to genre expectations   + Choosing tone and style to match a paper’s purpose   + Using counterarguments and rebuttals to resolve audience concerns |
| **Writing Process** | Students need to practice each step of the writing process and get different kinds of feedback to know what works for them. | Help students to develop strategies for each step of the writing process and to manage their revision processes by exposing them to various sources of feedback | • Plan a paper using a variety of planning and invention strategies  • Effectively invent, pre-write, draft, revise, and edit to create polished writing  • Publish at least one piece of writing by sending it to its intended audience  • Create a personal and ideal composing/revision process after experiencing teacher review, peer review, tutor review, and self-review |
| **Vocabulary** | Students need to study, analyze, and correctly use academic vocabulary from class texts and their research articles. | Help students enlarge their academic vocabulary | • Use at least 4% of essay specific advanced academic words in genre-based writings and/or homework assignments |
| **Sources** | Students need to research academic articles and use official APA citation in their papers (L1005). | Use 1-2 easy readings per paper for students to study and/or integrate into their text with appropriate forms of acknowledging sources | • Read, understand, analyze (and sometimes find) text related to their writing topics  • Analyze text organization, language use, and rhetorical moves in genre-based assignments  • Effectively and repeatedly summarize, paraphrase, quote, and cite from sources  • Effectively select, introduce, and integrate quotes to bolster an argument  • Use both in-text and reference page citation as well as APA format in at least one paper |
| **Grammar** | Students need to improve their grammar and know their grammar trouble spots. | Use DWCF[1] and provide some direct grammar instruction as needed | • Write and edit short, weekly paragraphs to grammatical accuracy  • Keep track of all grammar errors—both types and counts  • Make a personalized plan for grammar improvement  • Demonstrate observable grammar improvement from the diagnostic to the final writing task |
| **Timed Writing** | Students need to experience and prepare for timed writing. | Assign students to write short, timed independent and/or integrated essays and teach timed-writing strategies | • Write at least 5 pieces of timed writing (longer than 20 minutes) which are graded  • Develop multiple strategies for writing under time pressure  • Complete a timed-writing midterm and final exam |
| **Portfolio** | Students need long-term revision opportunities. | Encourage students to continue revising their writing throughout the semester to submit polished pieces for final evaluation | • Keep copies of all writing throughout the semester  • Polish one major essay and one minor piece of writing to submit along with the timed final exam at the end of the semester  • Write a short introduction to the portfolio explaining the revising and polishing process |

[1] e.g., assign and collect short, in-class writing tasks and then provide indirect feedback and require students to edit their own work while keeping track of their errors

LEVEL 6: GRAMMAR COURSE OUTCOMES

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|  | **General Description** | **Course Goals – What Teachers Do** | **Course Outcomes – What Students Will Do by the End of the Semester** |
| **Verbs** | Students need to have a full command of English verb structure | Review and teach the English Verb matrix:  • simple present  • present progressive  • present perfect  • present perfect progressive  • simple past  • past progressive  • past perfect  • past perfect progressive  • will / be going to  • future progressive  • future perfect  • future perfect progressive  Teach patterns with “wish” in the present and the past. Teach causative verbs: make, have, get. | Produce the following correctly in 80% of spontaneous sentences students attempt in written and verbal speech:  • simple present  • present progressive  • present perfect  • present perfect progressive  • simple past  • past progressive  • past perfect  • past perfect progressive  • will / be going to  • future progressive  • future perfect  • future perfect progressive |
| **Words** | Students need to effectively use connective words | Teach how to use “-ever” words: whatever, however, whoever, whenever, whichever, wherever.  Teach “connectives” that express cause and effect, contrast, and condition: because, because of, due to, therefore, consequently, so, so…that, such…that, etc. | Understand the meanings and uses of “connectives” and accurately use them 80% of the time on written tests and verbal speech.  Be able to use correctly “-ever” words at least 80% of the time on written tests. |
| **Clauses/Phrases** | Students need to be proficient in a number of clause-level grammatical structures | Teach the use of gerunds as subjects, objects of a preposition, and objects of a verb  Teach the use of infinitives as objects of a verb and as “infinitives of purpose”.  Teach “passive infinitives” and “passive gerunds”.  Review Noun Clause structure.  Review Adjective Clause structures  Teach the difference between Adjective Clauses and Adjective Phrases.  Teach the difference between “restrictive clauses” and “non-restrictive clauses”.  Teach adverb clauses dealing with time, cause/effect, contrast, condition. Also, teach how to reduce adverb clauses to adverb phrases. | Accurately recognize the difference between Adjective clauses and phrases on a multiple-choice test  Accurately convert an adjective clause to an adjective phrase in a workbook activity, in writing, or in speech |
| **Sentences** | Students need to be proficient in a number of clause-level grammatical structures | Teach “parallel structure”.  Teach “coordinating conjunctions”: and, but, or, not only…but also, either…or, neither…nor.  Teach conditional sentences – real and unreal conditions in the present and past | Understand and recognize “parallel structures” when they are seen.  Accurately use at least 80% “coordinating conjunctions.  Understand and recognize the difference between “real” conditions and “unreal” conditions and be able to accurately produce them 80% of the time on tests. |
| **Discourse** | Students need the ability to articulate reported and quoted speech | Teach the difference between Reported Speech and Quoted Speech | Demonstrate the correct use of reported and quoted speech in writing |