

A. EAP Curriculum Overview

The ELC offers four EAP courses:

- ESL 220 - English Grammar and Composition for Non-Native Speakers of English
- ESL 221 - English Composition for Non-Native Speakers of English
- ESL 222 - Listening and Speaking for Academic Purposes for Non-Native Speakers of English
- ESL 223 - Reading for Academic Purposes for Non-Native Speakers of English

EAP courses are credit-bearing; therefore, a student's grade in these courses affects his/her GPA. Because these are credit-bearing courses, they are subject to the university's rules about grading, repeating courses, and so forth.

The EAP Curriculum is reviewed on a regular basis by the Curriculum Committee.

B. EAP Grades and the University's Basic English Requirement

Provisionally admitted students may meet the University's basic English language requirement in a certain skill by achieving a 2.0 on a 4.0 grading system in the relevant EAP course. This minimum was determined by the ELC together with the Assistant Provost for Undergraduate Education. Individual departments often require a higher grade, especially for graduate-level programs.

Earning credit for an EAP course is not the same as meeting the basic English-language requirement. The University awards credit for a course in which a student earns a grade of 1.0.

C. Grading Policies for EAP Classes

In each EAP class, 80% of a student's grade is based on the instructor's assessment of his or her performance in class. It is up to the instructor, in consultation with the supervisor, to divide this appropriately among categories such as assignments, quizzes, tests, and projects. The other 20% of the grade is determined either by a centrally-administered final exam (in 222 and 223) or (in 220 and 221) by the average rating of two timed writings. These exams are not graded by the course instructor but by OCR machine or by independent raters. Questions about the final exams should be directed to the Skills Coordinators.

D. EAP Course Descriptions and Full Curriculum

The following section provides the catalog description of each EAP course as well as a list of approved curricular objectives and outcomes for each course. Instructors are encouraged, in consultation with their Skills Coordinators, to design syllabi that accurately reflect their personal teaching styles and their plans for the semester. Additional information on implementing the curriculum may be provided by the Curriculum Committee.

ESL 220 - English Grammar & Composition

ESL 220 Catalog Description:

| | |
|---|---|
| ESL 220: English Grammar and Composition for Non-Native Speakers of English | |
| Semester: | Fall, spring and summer of every year. |
| Credits: | Total Credits: 6 Lecture/Recitation/Discussion Hours: 6 |
| Reenrollment Information: | A student may earn a maximum of 12 credits in all enrollments for this course. |
| Prerequisite: | Designated score on English Language Center test. |
| Description: | Systematic review of English grammar. Intensive and extensive writing of English. |

ESL 220 Course Goal:

The goal of the ESL 220 English Grammar & Composition course is to help students write coherent, unified, thesis-driven multi-paragraph essays of increasing complexity and analysis. Students will also develop a greater understanding of their own individual vocabulary and grammar weaknesses and strategies for editing and improving their writing in terms of word choice/form and sentence accuracy and variety.

ESL 220 Curriculum: *(last revision January 2013)*

Writing Process

- 1. Identify and produce purpose- and audience-appropriate writing.**
Student Learning Outcome (SLO): Students analyze pieces of writing to determine the author's purpose and intended audience. Students write pieces that have clear purposes and are appropriate to their audiences.
- 2. Understand and follow a writing process that includes generation of ideas, drafting, revising, and editing.**
SLO: Students generate ideas for their writing and write/revise drafts at each stage in their writing process.
- 3. Revise effectively by implementing instructor and peer feedback in the revision process.**
SLO: Students incorporate instructor feedback in revising their writing. Students discuss their writing with peers using guidelines; they choose between effective and ineffective suggestions by their peers and incorporate the best suggestions in writing later drafts.

Composition Skills

- 4. Identify the main parts of an essay and be able to produce coherent, unified, well-supported, analytical paragraphs and essays that include all necessary elements.**

SLO: Students point out the major structural features of example essays, including introduction, conclusion, and body paragraphs, thesis statements, topic sentences, and supporting details. Students produce essays that include these essential structural features.

5. Integrate various rhetorical styles into essays of increasing length, complexity, and analysis.

SLO: Students employ an appropriate mix of rhetorical styles to convey ideas effectively in their writing.

6. Use a variety of sophisticated cohesive devices effectively.

SLO: Students produce essays using target cohesive devices (transition words and phrases, pronoun reference, repetition of key ideas, etc.).

7. Write substantive essays accurately incorporating appropriate source material.

SLO: Students effectively include material from various sources in their essays and document these sources. This includes understanding the concept of plagiarism and avoiding it, recognizing when quotations are appropriate and using them sparingly, and accurately summarizing/paraphrasing ideas from a text and incorporating them correctly.

8. Write short answers under time constraints to questions from class material.

SLO: Students plan and produce essays and shorter prose answers within an allotted period of time.

Language Use

9. Recognize differences in nuance, connotation, and register among synonyms and appropriately use a greater range of vocabulary in own writing.

SLO: Students choose correctly among vocabulary items with similar meanings.

10. Accurately use an English-English dictionary and other resources to improve word choice/form.

SLO: Students use an English-English dictionary and other resources to appropriately choose vocabulary to express ideas precisely.

11. Accurately use a variety of simple and complex grammatical structures and sentence types.

SLO: Students correctly use a variety of sentence structures and clause formations (adverb, adjective, and noun clauses)—avoiding common errors such as fragments, run-ons, and comma splices—and demonstrate grammatical control in their writing.

12. Develop an awareness of and ability to monitor recurring individual grammar and editing problems.

SLO: Students carefully edit their own work, recognize errors, and fix them.

ESL 221 - English Composition

ESL 221 Catalog Description:

| | |
|---|---|
| ESL 221: English Composition for Non-Native Speakers of English | |
| Semester: | Fall, spring and summer of every year. |
| Credits: | Total Credits: 3 Lecture/Recitation/Discussion Hours: 3 |
| Reenrollment Information: | A student may earn a maximum of 6 credits in all enrollments for this course. |
| Prerequisite: | Designated score on English Language Center test. |
| Description: | Intensive and extensive writing in English for academic purposes. |

ESL 221 Course Goal:

The goal of the ESL 221 English Composition course is to help students write coherent, unified, thesis-driven multi-paragraph essays of increasing complexity and analysis and to develop self-monitoring and editing skills as needed.

ESL 221 Curriculum: *(last revision January 2013)*

Writing Process

- 1. Identify and produce purpose- and audience-appropriate writing.**
Student Learning Outcome (SLO): Students analyze pieces of writing to determine the author's purpose and intended audience. Students will write pieces that have clear purposes and are appropriate to their audiences.
- 2. Understand and follow an appropriate writing process, including generation of ideas, drafting, revising, and editing.**
SLO: Students generate ideas for their writing and write/revise drafts at each stage in their writing processes.
- 3. Revise effectively by implementing teacher and peer feedback in the revision process.**
SLO: Students incorporate teacher feedback in revising their writing. Students discuss their writing with peers using guidelines; they choose between effective and ineffective suggestions by their peers and incorporate the best suggestions in writing later drafts.

Composition Skills

- 4. Identify the main parts of an essay and be able to produce coherent, unified, well-supported, analytical paragraphs and essays that include all necessary elements.**

SLO: Students point out the major structural features of example essays, including introduction, conclusion, and body paragraphs, thesis statements, topic sentences, and supporting details. Students produce essays that include these essential structural features.

5. Integrate various rhetorical styles into essays of increasing length, complexity, and analysis.

SLO: Students employ an appropriate mix of rhetorical styles to convey ideas effectively in their writing.

6. Use a variety of sophisticated cohesive devices effectively.

SLO: Students produce essays using target cohesive devices (transition words and phrases, pronoun reference, repetition of key ideas, etc.).

7. Write substantive essays accurately incorporating appropriate source material.

SLO: Students effectively include material from various sources in their essays and document these sources. This includes understanding the concept of plagiarism and avoiding it, recognizing when quotations are appropriate and using them sparingly, and accurately summarizing/paraphrasing ideas from a text and incorporating them correctly.

8. Write short answers under time constraints to questions from class material.

SLO: Students plan and produce essays and shorter prose answers within an allotted period of time.

Language Use

9. Recognize differences in nuance, connotation, and register among synonyms and appropriately use a greater range of vocabulary in own writing.

SLO: Students choose correctly among vocabulary items with similar meanings.

10. Accurately effectively use an English-English dictionary and other resources to improve word choice/form.

SLO: Students use an English-English dictionary and other resources to appropriately choose vocabulary to express ideas precisely.

11. Accurately use a variety of simple and complex grammatical structures and sentence types.

SLO: Students correctly use a variety of sentence structures and clause formations (adverb, adjective, and noun clauses)—avoiding common errors such as fragments, run-ons, and comma splices—and demonstrate grammatical control in their writing.

ESL 222 - Listening and Speaking

ESL 222 Catalog Description:

| | |
|--|---|
| ESL 222: Listening and Speaking for Academic Purposes for Non-Native Speakers of English | |
| Semester: | Fall, spring and summer of every year. |
| Credits: | Total Credits: 3 Lecture/Recitation/Discussion Hours: 3 |
| Reenrollment Information: | A student may earn a maximum of 6 credits in all enrollments for this course. |
| Prerequisite: | Designated score on English Language Center test. |
| Description: | Improvement of oral English skills for academic purposes. |

ESL 222 Course Goal:

The goal of the ESL 222 Listening and Speaking course is to help students to become more fluent speakers and listeners of English by providing them with interaction strategies and academic skills that will help them to develop their listening comprehension and speaking skills in a variety of academic and some non-academic contexts. Special attention is given to the academic skills of lecture comprehension and note-taking.

ESL 222 Curriculum: *(last update January 2013)*

- 1. Identify main ideas in a listening passage or conversational interaction by being able to:**
 - comprehend sufficient content vocabulary, idiomatic expressions, and grammatical structures employed in the passage
 - recognize common features of reduced speech
 - employ guessing-by-context strategies for unfamiliar vocabulary
 - tolerate a certain amount of ambiguity without losing concentration on global listening

Student Learning Outcome (SLO): Students identify main and supporting ideas in a 40-60 min native-like lecture. They should be able to pick out a passage's main idea and primary means of support in only one listening.
- 2. Understand the organizational structure of an academic lecture by recognizing the role of discourse markers and suprasegmental features of speech such as stress and intonation and how such features contribute to the creation of meaning.**

SLO: Students recognize and understand the use of discourse markers and supragementals in academic speech. They apply this knowledge of organization to understand lectures and give presentations.
- 3. Take adequate notes on information presented in lecture format in order to be able to retrieve and express main ideas and supporting details at a later time.**

SLO: Students take good notes that show effective notetaking features (e.g. spacing, clear signals to indicate main ideas vs. supporting points vs. exemplification, and writing in a generally neat, easy to read fashion). Students use those notes in later speaking and/or writing.

4. Develop active listening and negotiation strategies to facilitate comprehension and repair miscommunication.

SLO: Students employ a variety of verbal and non-verbal techniques such as eliciting confirmation, requesting clarification and framing to become an engaged listener.

5. Express ideas coherently and comprehensibly in typical academic contexts.

SLO: Students understand the different speaking techniques used in contexts such as group work, class discussion, interviews, formal presentations and debates. Students practice speaking in these contexts using appropriate pragmatic and linguistic features.

6. Improve awareness of both segmental and suprasegmental features of English (individual sounds, word stress, sentence stress, rhythm, reductions, intonation, pausing, phrasing, and linking) and apply this understanding to speaking and listening.

SLO: Students polish their use of these features in focused exercises, presentations and group work. Students improve production of segmentals and develop personal compensation strategies.

7. Improve awareness of sociolinguistic variables and how they contribute to meaning; recognize and use pragmatically appropriate forms and expressions for a variety of functions.

SLO: Students understand the variables and take them into account when communicating. Students use appropriate language for speech events such as agreeing/disagreeing, requesting, challenging and correcting.

8. Expand students' range of vocabulary in listening and speaking.

SLO: Students understand a wide range of vocabulary when listening to class material and use that vocabulary in discussions and presentations.

9. Employ effective compensation strategies when speaking to overcome gaps in fluency, vocabulary, grammatical control, and phonological difficulties.

SLO: Students polish their ability to compensate for breakdowns in communication when interacting in English. They document and analyze their experiences via a variety of possible activities (interaction logs, journal assignments, etc.).

10. Develop an awareness of production errors and begin to self-monitor for increased oral accuracy.

SLO: Students demonstrate an awareness of their errors by analyzing their recorded speech. They correct them in the future.

ESL 223 - Academic Reading

ESL 223 Catalog Description:

| | |
|---|---|
| ESL 223: Reading for Academic Purposes for Non-Native Speakers of English | |
| Semester: | Fall, spring and summer of every year. |
| Credits: | Total Credits: 3 Lecture/Recitation/Discussion Hours: 3 |
| Reenrollment Information: | A student may earn a maximum of 6 credits in all enrollments for this course. |
| Prerequisite: | Designated score on English Language Center test. |
| Description: | Study of English for students needing a reading knowledge of English for academic purposes. |

ESL 223 Course Goal:

The goal of the ESL 223 Academic Reading course is to help students develop the skills needed to tackle academic text efficiently and effectively. Special attention is given to strategies for coping with unfamiliar vocabulary and interpreting, paraphrasing, and synthesizing ideas from texts.

ESL 223 Curriculum: *(last revision January 2013)*

Vocabulary

- 1. Use context clues to figure out the meanings of unfamiliar vocabulary.**
Student Learning Outcome (SLO): Students identify context clues in a written text—within the sentence, among several sentences, and among several paragraphs—to work out a reasonable meaning of unfamiliar words.
- 2. Expand depth of vocabulary knowledge by using a range of characteristics involved in knowing vocabulary words.**
SLO: Students articulate an understanding of the vocabulary item beyond simple definition by recognizing and using the full range of characteristics involved in knowing new vocabulary words including: meanings, spelling, pronunciation, word families/related parts of speech, collocations/lexical restrictions, synonyms, frequency, associations, and word parts (roots & affixes).
- 3. Use advanced features of English-English learner's dictionaries and other resources with greater accuracy for successful word use and reading comprehension.**
SLO: Students use information in English-English learners' dictionaries and other resources (e.g. corpora, Lexical Tutor, and/or native-speaker dictionaries) to identify correct meaning, adhere to lexical restrictions, and identify and produce correct collocations.

Working with Ideas

4. Identify sections of meaning in longer readings, especially when they are not signaled by subheads.

SLO: Students identify sections of meaning in readings including main ideas and supporting details, and where main ideas shift, even when a passage does not provide overt contextual or organizational clues such as subheads or explicit topic sentences. Students accomplish this through annotations, notes, or verbal explanations.

5. Understand and analyze the main idea(s) of long expository passages and opinion pieces by taking into account the author's purpose and tone and weighing and synthesizing the meanings of smaller sections.

SLO: Students explain overall meaning in a long reading by identifying the author's purpose and tone, understanding the main ideas, and interrelating these ideas.

6. Recognize and produce accurate paraphrases and summaries of readings.

SLO: Students identify and produce paraphrases/ summaries in their own words that correctly restate the ideas in an original text.

The Reading Process

7. Effectively develop hypotheses about a text and some of its parts prior to reading in depth.

SLO: Students refine such reading skills as (a) building schema; (b) predicting topics by looking at design features such as headings, graphics, and bold type; (c) predicting what vocabulary is likely to appear in relation to a certain topic; (d) skim for a general sense of main ideas; (e) quickly scan for certain target information.

8. Improve reading pace while maintaining accuracy by appropriately taking into account mitigating factors.

SLO: Students continue to improve their reading pace by (a) strategizing before reading, (b) tolerating ambiguity, (c) re-reading only as necessary, and (d) continuing to build their overall vocabulary knowledge. They alter their speed to maintain accuracy by adjusting for genre, lexical density, purpose, and topic of an individual text. (Even among proficient readers, reading pace will vary, but a realistic goal for a 223 student is 200-300 wpm in most readings.)

Outside Reading

9. Enhance reading skills through engagement with texts that allow for exercising greater independence in choosing and reporting on outside readings.

SLO: Students complete a number of outside readings chosen from a wide set of options and report on them.

10. Find, select, understand, and synthesize/summarize information from academic texts as preparation for future-needed research skills.

SLO: Students report on the content of academic readings they have selected, showing their reading comprehension by correctly synthesizing/summarizing information from each of them.

ESL 291 - Special Topics in Academic English

ESL 291 - Catalog Description:

| | |
|--|---|
| ESL 291 Special Topics in Academic English | |
| Semester: | On demand |
| Credits: | Variable from 1 to 4 |
| Reenrollment Information: | A student may earn a maximum of 4 credits in all enrollments for this course. |
| Recommended Background: | ESL 094 |
| Description: | Special topics supplementing regular course offerings |

ESL 291 Course Goals:

ESL 291 can be offered in many different formats, depending on the needs of a given population of MSU students. It is a credit-bearing course. Therefore, it typically requires admission to MSU, and enrollees will almost always be matriculated MSU students whose departments recommend that they get further instruction and practice in academic English.

ESL 291 Curriculum:

Each course is developed in partnership with the requesting department. Objectives and outcomes are tailored to fit each context.