

# The EAP Curriculum

## AAE 220, 221, 222, & 223

Updated January 6<sup>th</sup>, 2022

## **A. EAP Overview**

The ELC offers four EAP courses:

- [AAE 220](#) - English Grammar and Composition for Non-Native Speakers of English
- [AAE 221](#) - English Composition for Non-Native Speakers of English
- [AAE 222](#) - Listening and Speaking for Academic Purposes for Non-Native Speakers of English
- [AAE 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 exam (in 222 and 223) or timed writing (in 220 and 221) at the end of the semester. 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.

## AAE 220 – English Grammar & Composition

### AAE 220 Catalog Description:

AAE 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.

### AAE 220 Course Goal:

The goal of the AAE 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.

### AAE 220 Objectives, SLOs, & MOAs (Last Revision 2021)

#### *Writing Process*

**1. Objective: Understand and follow a writing process that includes generation of ideas, drafting, revising, and editing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> ideas for their writing.</li> <li>• <b>Write/revise</b> drafts at each stage in their writing process.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Brainstorm or create a mind map on a given topic.</li> <li>• Generate key words and vocabulary related to a given topic.</li> <li>• Chart the vocabulary words into related topics.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create a draft of a piece of writing using some of the generated vocabulary.</li> <li>• Self-evaluate their own writing to check for main idea coherence.</li> <li>• Apply peer and instructor feedback to improve writing revisions.</li> <li>• Evaluate their own writing for basic grammar and mechanical errors.</li> </ul>
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**2. Objective: Identify and produce purpose- and audience-appropriate writing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> pieces of writing to determine the author’s purpose and intended audience.</li> <li>• <b>Write</b> pieces that have clear purposes and are appropriate to their audiences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Distinguish between different types of purpose / audience in different genres of writing, given sample writings of various texts.</li> <li>• Chart the differences between formal / informal language in particular pieces of writing.</li> <li>• Highlight the components of purpose / audience in example texts or on quizzes.</li> <li>• Apply different genres (e.g. email to teacher vs email to friend) as appropriate in writing assignments.</li> </ul>
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**3. Objective: Revise effectively by implementing instructor and peer feedback in the revision process.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Incorporate</b> instructor feedback in revising their writing.</li> <li>• <b>Discuss</b> their writing with peers using guidelines.</li> <li>• <b>Choose</b> between effective and ineffective suggestions by their peers.</li> <li>• <b>Incorporate</b> the best suggestions in writing later drafts.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate their own writing to check for main idea coherence.</li> <li>• Answer peer feedback question forms related to partners’ essays.</li> <li>• Interpret and prioritize peer and instructor feedback forms to incorporate in essays.</li> <li>• Apply peer and instructor feedback to improve writing revisions in essays / other assigned writing.</li> <li>• Find the errors and correct them, using error correction abbreviation worksheets.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Self-evaluate their own writing for basic grammar and mechanical errors.</li> <li>• Create and maintain a writing journal of their common writing errors.</li> </ul>
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### Composition Skills

**1. Objective: 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.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Point out</b> the major structural features of example essays, including introduction, conclusion, and body paragraphs, thesis statements, topic sentences, and supporting details.</li> <li>• <b>Produce</b> essays that include these essential structural features.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Highlight structural features of example essays of a variety of genres, given sample essays.</li> <li>• Identify missing structures of a given essay.</li> <li>• Create a chart with elements of an essay.</li> <li>• Highlight their own essay's structural features (intro, thesis, topic sentences, etc).</li> <li>• Annotate the specific elements of their own essays.</li> </ul>
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**2. Objective: Recognize and value assignment expectations and the role that medium, audience, and purpose play in applying rhetorical styles when crafting essays of increasing length, complexity and analysis.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> various rhetorical styles and how each facilitates content development (e.g. <i>ESL Writer's Handbook</i> p. 8-9).</li> <li>• <b>Recognize</b> how medium, audience, and purpose influence content development.</li> <li>• <b>Identify</b> opportunities to incorporate elements of differing rhetorical styles — narration, compare / contrast, argument, description, etc. — at appropriate times in the writing process.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Chart, match, highlight or note which rhetorical style is used, given example essays or assignment sheets.</li> <li>• Brainstorm and/or journal their medium, audience, and purpose to explain their focus in their writing assignments.</li> <li>• Annotate the appropriate medium, audience, and purpose when given example essays or assignment sheets.</li> <li>• Analyze assignment and highlight areas in a given paragraph where the language matches the medium, audience and purpose.</li> </ul>
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<ul style="list-style-type: none"> <li>• Employ an appropriate mix of rhetorical styles to demonstrate purpose and convey ideas effectively in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight areas of their own writing where students have used various rhetorical styles and note where further development is needed.</li> </ul>
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**3. Objective: Use a variety of sophisticated cohesive devices effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> the value and effectiveness of multiple forms of transitions (beyond however, in addition, moreover, etc).</li> <li>• <b>Accurately</b> use a variety of level-appropriate cohesive devices (transition words and phrases, pronoun reference, repetition of key ideas, lexical chains etc.) to improve fluency and sophistication of writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Identify the correct usage of various cohesive devices, given example essays of various styles.</li> <li>• Highlight various cohesive devices in example essays.</li> <li>• Select correct cohesive devices on practice worksheets / exercises.</li> <li>• Outline cohesive devices used in assigned essays on various topics.</li> <li>• Apply correct cohesive devices in assigned essays on various topics.</li> </ul>
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**4. Objective: Write substantive essays accurately incorporating appropriate source material.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Effectively <b>include</b> material from various sources in their essays and document these sources.</li> <li>• <b>Understand</b> the concept of plagiarism and avoid it.</li> <li>• <b>Recognize</b> when quotations are appropriate and use them sparingly.</li> <li>• Accurately <b>summarize/paraphrase</b> ideas from a text and incorporate them correctly.</li> <li>• Appropriately <b>use</b> digital supports to aid the writing process.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Define plagiarism on a quiz and/or a worksheet.</li> <li>• Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets / essays.</li> <li>• Identify gray area examples (e.g. paraphrasing with no reference) of plagiarism in sample worksheets / essays.</li> <li>• Highlight source incorporation (e.g. in-text and end-text references) in sample worksheets / essays.</li> <li>• Identify accurate summaries and paraphrases in example worksheets and/or sample essays.</li> <li>• Outline the sources used in student essays submitted for class.</li> <li>• Submit end-text references for sources used for essays.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Paraphrase a source, given in class on a worksheet or in an essay.</li> <li>• Summarize a source, given an example text in class.</li> <li>• Highlight in-text and end-text citation (e.g. APA, MLA, etc).</li> <li>• Add basic in-text and end-text citation (e.g. APA, MLA, etc).</li> <li>• Document the use of outside help (e.g. visits to writing centers, Grammarly, etc.).</li> </ul>
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**5. Objective: Write short answers under time constraints to questions from class material.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan</b> and <b>produce</b> essays and shorter prose answers within an allotted period of time.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Highlight the main components of a writing prompt.</li> <li>• Complete timed brainstorming / mind-mapping / outlining.</li> <li>• Complete speed-writing exercises.</li> <li>• Complete short-answers on exams.</li> <li>• Complete multi-paragraph answers on exams.</li> <li>• Complete practice and graded timed writings.</li> </ul>
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*Language Use*

**1. Objective: Recognize differences in nuance, connotation, and register among synonyms and appropriately use a greater range of vocabulary.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> vocabulary connotations in word choice in order to expand students' vocabulary breadth.</li> <li>• <b>Choose</b> correct vocabulary items in order to create nuance and to demonstrate intended meaning.</li> <li>• <b>Recognize</b> structures and language associated with various writing purposes.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Make a chart of common dictionary components given familiar dictionary entries (pronunciation, parts of speech, word forms, definition, grammatical features, etc.).</li> <li>• Highlight cues in short writing samples (e.g. emails) that assist in creating a particular register or context.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Apply</b> structures and language associated with various writing purposes.</li> <li>• <b>Use</b> appropriate online resources to choose vocabulary to express ideas precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Label informal/formal register and explain why, given short writing samples (e.g. emails).</li> <li>• Create a chart with required vocabulary based on the writing assignment and expand with different synonyms and sample sentences.</li> <li>• Use the target vocabulary properly in a short essay.</li> <li>• Highlight different types of structures and language for a particular writing style in sample writings or essays.</li> <li>• Chart new words and possible structures and language fitting to a particular writing purpose.</li> <li>• Write an essay correctly using new structures and language they have discovered.</li> </ul>
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**2. Objective: Accurately use a variety of simple and complex grammatical structures and sentence types.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the purposes and forms of adverb, adjective and noun clauses, and use them with increasing accuracy.</li> <li>• <b>Identify</b> clause and sentence boundaries and use the appropriate punctuation, e.g., commas, semi-colons, and periods.</li> <li>• <b>Identify</b> errors in each of the above formations with increasing accuracy.</li> <li>• Correctly <b>use</b> a variety of sentence structures and clause formations (adverb, adjective, and noun clauses).</li> <li>• <b>Avoid</b> common errors such as fragments, run-ons, and comma splices.</li> <li>• <b>Demonstrate</b> grammatical control in their writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Label a variety of sentence structures, e.g., declarative, interrogative, exclamative in sentences and paragraphs.</li> <li>• Underline and label the different types of clause formations (adverb, adjective, and noun clause) in a given short essay.</li> <li>• Match purposes with meaning of clauses, given a chart (worksheet or quiz) of clause types and purposes.</li> <li>• Highlight time frames and use the appropriate verb tenses and aspects in short pieces of writing and their own essays.</li> <li>• Identify clause and sentence boundaries and use the appropriate punctuation, e.g., commas, semi-colons, and periods in worksheets, quizzes, or students' written work.</li> <li>• Show reasonable control of grammatical constructions in students' written work.</li> </ul>
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**3. Objective: Develop an awareness of and ability to monitor recurring individual grammar and editing problems.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"><li>• <b>Identify</b> the parts of speech that most frequently cause changes to grammatical structures, e.g., subject and object nouns and pronouns.</li><li>• <b>Become familiar with</b> and <b>use</b> online editing software (e.g. Grammarly).</li><li>• <b>Identify</b> the kinds of corrections made by electronic sources (e.g. Grammarly, Word, etc.) to inform and augment their personal editing charts.</li><li>• <b>Recognize</b> errors in their writing and effectively edit their own work.</li></ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>• Create a personal editing chart.</li><li>• Highlight the parts of speech that most frequently cause changes to grammatical structures on quizzes, worksheets, or in students' own writing.</li><li>• Become familiar with and use online editing software like Grammarly.</li><li>• Highlight or create a chart to identify the kinds of corrections suggested by online sources (e.g. Grammarly, Word, etc.).</li><li>• Use student textbook and instructor generated editing guidelines to identify errors in each of the above formations and correct their own errors with increasing accuracy.</li></ul>
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## AAE 221 English Composition

### AAE 221 Catalog Description:

AAE 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.

### AAE 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.

### AAE 221 Objectives, SLOs, & MOAs (Last Revision 2021)

#### *Writing Process*

**1. Objective: Understand and follow a writing process that includes generation of ideas, drafting, revising, and editing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Generate</b> ideas for their writing.</li> <li>• <b>Write/revise</b> drafts at each stage in their writing process.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Brainstorm or create a mind map on a given topic.</li> <li>• Generate key words and vocabulary related to a given topic.</li> <li>• Chart the vocabulary words into related topics.</li> <li>• Create a draft of a piece of writing using some of the generated vocabulary.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Self-evaluate their own writing to check for main idea coherence.</li> <li>• Apply peer and instructor feedback to improve writing revisions.</li> <li>• Evaluate their own writing for basic grammar and mechanical errors.</li> </ul>
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**2. Objective: Identify and produce purpose- and audience-appropriate writing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Analyze</b> pieces of writing to determine the author’s purpose and intended audience.</li> <li>• <b>Write</b> pieces that have clear purposes and are appropriate to their audiences.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Distinguish between different types of purpose / audience in different genres of writing, given sample writings of various texts.</li> <li>• Chart the differences between formal / informal language in particular pieces of writing.</li> <li>• Highlight the components of purpose / audience in example texts or on quizzes.</li> <li>• Apply different genres (e.g. email to teacher vs email to friend) as appropriate in writing assignments.</li> </ul>
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**03. Objective: Revise effectively by implementing instructor and peer feedback in the revision process.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Incorporate</b> instructor feedback in revising their writing.</li> <li>• <b>Discuss</b> their writing with peers using guidelines.</li> <li>• <b>Choose</b> between effective and ineffective suggestions by their peers.</li> <li>• <b>Incorporate</b> the best suggestions in writing later drafts.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Self-evaluate their own writing to check for main idea coherence.</li> <li>• Answer peer feedback question forms related to partners’ essays.</li> <li>• Interpret and prioritize peer and instructor feedback forms to incorporate in essays.</li> <li>• Apply peer and instructor feedback to improve writing revisions in essays / other assigned writing.</li> <li>• Find the errors and correct them, using error correction abbreviation worksheets.</li> <li>• Evaluate their own writing for basic grammar and mechanical errors.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create and maintain a writing journal of their common writing errors.</li> </ul>
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*Composition Skills*

**1. Objective: 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.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Point out</b> the major structural features of example essays, including introduction, conclusion, and body paragraphs, thesis statements, topic sentences, and supporting details.</li> <li>• <b>Produce</b> essays that include these essential structural features.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Highlight structural features of example essays of a variety of genres, given sample essays.</li> <li>• Identify missing structures of a given essay.</li> <li>• Create a chart with elements of an essay.</li> <li>• Highlight their own essay’s structural features (intro, thesis, topic sentences, etc).</li> <li>• Annotate the specific elements of their own essays.</li> </ul>
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**2. Objective: Recognize and value assignment expectations and the role that medium, audience, and purpose play in applying rhetorical styles when crafting essays of increasing length, complexity and analysis.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> various rhetorical styles and how each facilitates content development (e.g. <i>ESL Writer’s Handbook</i> p. 8-9).</li> <li>• <b>Recognize</b> how medium, audience, and purpose influence content development.</li> <li>• <b>Identify</b> opportunities to incorporate elements of differing rhetorical styles — narration, compare / contrast, argument, description, etc.— at appropriate times in the writing process.</li> <li>• <b>Employ</b> an appropriate mix of rhetorical styles to demonstrate purpose and convey ideas effectively in their writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students’ ability to:</p> <ul style="list-style-type: none"> <li>• Chart, match, highlight or note which rhetorical style is used, given example essays or assignment sheets.</li> <li>• Brainstorm and/or journal their medium, audience, and purpose to explain their focus in their writing assignments.</li> <li>• Annotate the appropriate medium, audience, and purpose when given example essays or assignment sheets.</li> <li>• Analyze assignment and highlight areas in a given paragraph where the language matches the medium, audience and purpose.</li> <li>• Highlight areas of their own writing where students have used various</li> </ul>
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	<p>rhetorical styles and note where further development is needed.</p>
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**3. Objective: Use a variety of sophisticated cohesive devices effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> the value and effectiveness of multiple forms of transitions (beyond however, in addition, moreover, etc).</li> <li>• Accurately <b>use</b> a variety of level-appropriate cohesive devices (transition words and phrases, pronoun reference, repetition of key ideas, lexical chains etc.) to improve fluency and sophistication of writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Identify the correct usage of various cohesive devices, given example essays of various styles.</li> <li>• Highlight various cohesive devices in example essays.</li> <li>• Select correct cohesive devices on practice worksheets / exercises.</li> <li>• Outline cohesive devices used in assigned essays on various topics.</li> <li>• Apply correct cohesive devices in assigned essays on various topics.</li> </ul>
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**4. Objective: Write substantive essays accurately incorporating appropriate source material.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• Effectively <b>include</b> material from various sources in their essays and document these sources.</li> <li>• <b>Understand</b> the concept of plagiarism and avoid it.</li> <li>• <b>Recognize</b> when quotations are appropriate and use them sparingly.</li> <li>• Accurately <b>summarize/paraphrase</b> ideas from a text and incorporate them correctly.</li> <li>• Appropriately <b>use</b> digital supports to aid the writing process.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Define plagiarism on a quiz and/or a worksheet.</li> <li>• Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets / essays.</li> <li>• Identify gray area examples (e.g. paraphrasing with no reference) of plagiarism in sample worksheets / essays.</li> <li>• Highlight source incorporation (e.g. in-text and end-text references) in sample worksheets / essays.</li> <li>• Identify accurate summaries and paraphrases in example worksheets and/or sample essays.</li> <li>• Outline the sources used in student essays submitted for class.</li> <li>• Submit end-text references for sources used for essays.</li> <li>• Paraphrase a source, given in class on a worksheet or in an essay.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Summarize a source, given an example text in class.</li> <li>• Highlight in-text and end-text citation (e.g. APA, MLA, etc).</li> <li>• Add basic in-text and end-text citation (e.g. APA, MLA, etc).</li> <li>• Document the use of outside help (e.g. visits to writing centers, Grammarly, etc.).</li> </ul>
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**5. Objective: Write short answers under time constraints to questions from class material.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Plan</b> and <b>produce</b> essays and shorter prose answers within an allotted period of time.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Highlight the main components of a writing prompt.</li> <li>• Complete timed brainstorming / mind-mapping / outlining.</li> <li>• Complete speed-writing exercises.</li> <li>• Complete short-answers on exams.</li> <li>• Complete multi-paragraph answers on exams.</li> <li>• Complete practice and graded timed writings.</li> </ul>
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*Language Use*

**1. Objective: Recognize differences in nuance, connotation, and register among synonyms and appropriately use a greater range of vocabulary.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> vocabulary connotations in word choice in order to expand students' vocabulary breadth.</li> <li>• <b>Choose</b> correct vocabulary items in order to create nuance and to demonstrate intended meaning.</li> <li>• <b>Recognize</b> structures and language associated with various writing purposes.</li> <li>• <b>Apply</b> structures and language associated with various writing purposes.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Make a chart of common dictionary components given familiar dictionary entries (pronunciation, parts of speech, word forms, definition, grammatical features, etc.).</li> <li>• Highlight cues in short writing samples (e.g. emails) that assist in creating a particular register or context.</li> <li>• Label informal/formal register and explain why, given short writing samples (e.g. emails).</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Use</b> appropriate online resources to choose vocabulary to express ideas precisely.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a chart with required vocabulary based on the writing assignment and expand with different synonyms and sample sentences.</li> <li>• Use the target vocabulary properly in a short essay.</li> <li>• Highlight different types of structures and language for a particular writing style in sample writings or essays.</li> <li>• Chart new words and possible structures and language fitting to a particular writing purpose.</li> <li>• Write an essay correctly using new structures and language they have discovered.</li> </ul>
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**2. Objective: Accurately use a variety of simple and complex grammatical structures and sentence types.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the purposes and forms of adverb, adjective and noun clauses, and use them with increasing accuracy.</li> <li>• <b>Identify</b> clause and sentence boundaries and use the appropriate punctuation, e.g., commas, semi-colons, and periods.</li> <li>• <b>Identify</b> errors in each of the above formations with increasing accuracy.</li> <li>• Correctly <b>use</b> a variety of sentence structures and clause formations (adverb, adjective, and noun clauses).</li> <li>• <b>Avoid</b> common errors such as fragments, run-ons, and comma splices.</li> <li>• <b>Demonstrate</b> grammatical control in their writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Label a variety of sentence structures, e.g., declarative, interrogative, exclamative in sentences and paragraphs.</li> <li>• Underline and label the different types of clause formations (adverb, adjective, and noun clause) in a given short essay.</li> <li>• Match purposes with meaning of clauses, given a chart (worksheet or quiz) of clause types and purposes.</li> <li>• Highlight time frames and use the appropriate verb tenses and aspects in short pieces of writing and their own essays.</li> <li>• Identify clause and sentence boundaries and use the appropriate punctuation, e.g., commas, semi-colons, and periods in worksheets, quizzes, or students' written work.</li> <li>• Show reasonable control of grammatical constructions in students' written work.</li> </ul>
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**3. Objective: Develop an awareness of and ability to monitor recurring individual grammar and editing problems.**

**SLOs:**

- **Identify** the parts of speech that most frequently cause changes to grammatical structures, e.g., subject and object nouns and pronouns.
- **Become familiar with and use** online editing software (e.g. Grammarly).
- **Identify** the kinds of corrections made by electronic sources (e.g. Grammarly, Word, etc.) to inform and augment their personal editing charts.
- **Recognize** errors in their writing and effectively edit their own work.

**Suggested MOAs:**

Teachers evaluate students' ability to:

- Create a personal editing chart.
- Highlight the parts of speech that most frequently cause changes to grammatical structures on quizzes, worksheets, or in students' own writing.
- Become familiar with and use online editing software like Grammarly.
- Highlight or create a chart to identify the kinds of corrections suggested by online sources (e.g. Grammarly, Word, etc.).
- Use student textbook and instructor generated editing guidelines to identify errors in each of the above formations and correct their own errors with increasing accuracy.



## AAE 222 - Listening and Speaking

### AAE 222 Catalog Description:

AAE 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.

### AAE 222 Course Goal:

The goal of the AAE 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.

## AAE 222 Objectives, SLOs, & MOAs (Last Revision 2013)

### 1. Objective: Identify main ideas in a listening passage or conversational interaction.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehend</b> sufficient content vocabulary, idiomatic expressions, and grammatical structures employed in the passage</li> <li>• <b>Recognize</b> common features of reduced speech</li> <li>• <b>Employ</b> guessing-by-context strategies for unfamiliar vocabulary</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers give quizzes that measure the students' understanding of main and supporting ideas. These include controlled comprehension quizzes based on listenings in class and/or from the modules.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Tolerate</b> a certain amount of ambiguity without losing concentration on global listening</li> <li>• <b>Identify</b> main and supporting ideas in a 40-60 min native-like lecture.</li> <li>• <b>Pick out</b> a passage's main idea and primary means of support in only one listening.</li> </ul>	
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**2. Objective: Understand the organizational structure of an academic lecture.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize and understand</b> the role of discourse markers</li> <li>• <b>Recognize and understand</b> the suprasegmental features of speech such as stress and intonation and how such features contribute to the creation of meaning.</li> <li>• <b>Apply</b> the knowledge of organization to understand lectures and give presentations.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers check students' notes for the accurate portrayal of main ideas versus supporting details.</li> <li>• Teachers also require students to use above organizational features in presentations.</li> </ul>
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**3. Objective: Take adequate notes on information presented in lecture format.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Retrieve and express</b> main ideas and supporting details at a later time.</li> <li>• <b>Take</b> 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).</li> <li>• <b>Use</b> those notes in later speaking and/or writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers make regular use of module quizzes designed to test students' ability to access information on their notes in an efficient way.</li> <li>• Students' module notes are also collected at various times throughout the semester to assess whether students are able to record the key lecture information in an easily accessible manner.</li> </ul>
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**4. Objective: Develop active listening and negotiation strategies to facilitate comprehension and repair miscommunication.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Employ</b> a variety of verbal and non-verbal techniques such as eliciting confirmation, requesting clarification and framing to become an engaged listener.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers create activities that require students to practice active listening skills. These include small group presentations/discussions, larger class activities (debates) and individual presentations. In each of these, students are held accountable for their listening skills through formal and informal assessment.</li></ul>
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**5. Objective: Express ideas coherently and comprehensibly in typical academic contexts.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Understand</b> the different speaking techniques used in contexts such as group work, class discussion, interviews, formal presentations and debates.</li><li>• <b>Practice</b> speaking in these contexts using appropriate pragmatic and linguistic features.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers evaluate student performance in these contexts in a variety of ways. For example, they may listen closely during class, collect audio portfolios and videotape presentations.</li><li>• Teachers give oral and written feedback.</li></ul>
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**6. Objective: 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.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>• <b>Polish</b> their use of these features in focused exercises, presentations and group work.</li><li>• <b>Improve</b> production of segmentals</li><li>• <b>Develop</b> personal compensation strategies.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>• Teachers evaluate student production of segmental and suprasegmental features in formal presentations and informal interactions. For example, they may listen closely during class, collect audio portfolios and videotape presentations.</li><li>• Teachers advise students about individual problems.</li></ul>
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**7. Objective: Improve awareness of sociolinguistic variables and how they contribute to meaning; recognize and use pragmatically appropriate forms and expressions for a variety of functions.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> the variables and take them into account when communicating.</li> <li>• <b>Use</b> appropriate language for speech events such as agreeing/disagreeing, requesting, challenging and correcting.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate whether students' language is pragmatically appropriate in individual interactions, group work and presentations and give feedback when necessary.</li> </ul>
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**8. Objective: Expand students' range of vocabulary in listening and speaking.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> a wide range of vocabulary when listening to class material and use that vocabulary in discussions and presentations.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers evaluate student performance on vocabulary quizzes and assess whether students accurately use vocabulary when speaking.</li> </ul>
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**9. Objective: Employ effective compensation strategies when speaking to overcome gaps in fluency, vocabulary, grammatical control, and phonological difficulties.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Polish</b> their ability to compensate for breakdowns in communication when interacting in English.</li> <li>• <b>Document</b> and <b>analyze</b> their experiences via a variety of possible activities (interaction logs, journal assignments, etc.).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers observe classroom interactions, evaluate logs and offer feedback.</li> </ul>
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**10. Objective: Develop an awareness of production errors and begin to self-monitor for increased oral accuracy.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> an awareness of their errors by analyzing their recorded speech.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Teachers tell students about their individual errors and evaluate students' ability to self-monitor and to correct</li> </ul>
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- **Correct** their own errors in the future.

those errors. This evaluation includes recorded presentation assignments where the student is required to review and comment on their oral skills.

## AAE 223 - Academic Reading

### AAE 223 Catalog Description:

AAE 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.

### AAE 223 Course Goal:

The goal of the AAE 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.

## AAE 223 Reading Objectives, SLOs, & MOAs (Last Revised 2019)

### *Understanding and Working with Ideas*

**Objective: Demonstrate understanding of an author's message.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> direct and indirect main ideas and details in a variety of texts and genre types.</li> <li>• <b>Understand implied</b> ideas and supporting details.</li> <li>• <b>Identify</b> sections of meaning in longer academic readings when not signaled by subheads.</li> <li>• <b>Follow the message</b> within a given text as an idea is developed.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Recognize and/or produce accurate paraphrases and summaries.</li> <li>• Mark up a text to show the relationships between ideas in a text.</li> <li>• Form and answer questions about a text</li> <li>• Show evidence of processing ideas (e.g., annotations, notes, outlines, or visual representations of content).</li> <li>• Produce an outline / reverse outline of an article.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Identify the relationship</b> of the information in texts (e.g. ideas with explanations, examples, transitions to a new/related idea).</li> <li>• <b>Identify</b> medium, audience, and purpose of a variety of texts.</li> <li>• <b>Recognize</b> structure and genre of a variety of texts.</li> <li>• <b>Demonstrate</b> understanding of a complex concept from multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete guided notes requiring paraphrasing of found information from the text.</li> <li>• Research online for a related text by formulating search inquiry and identifying related ideas.</li> <li>• Outline a text using the structure to identify implied ideas.</li> </ul>
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**Objective: Evaluate the logic used in a variety of texts.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> possible bias in a text.</li> <li>• <b>Identify</b> weak logic.</li> <li>• <b>Identify</b> weak evidence.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Evaluate strengths / weaknesses of an infographic.</li> <li>• Identify stereotypes in reading text.</li> <li>• Write response / reaction papers.</li> <li>• Highlight and/or note fallacies and identify weak logic, lack of evidence, or gaps in the progression of ideas in news, social media, product reviews, advertisements, essays, etc.</li> <li>• Research an author online to discover possible bias with support from their background information.</li> </ul>
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### *Critical Reading*

**Objective: Demonstrate critical reading skills with a variety of texts (including academic texts).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the source</b> of a text (author, publication, website, etc).</li> <li>• <b>Identify the purpose</b> of a text (persuasive, informative, entertainment, etc).</li> <li>• <b>Evaluate</b> sources for <b>intent</b> (news, scholarship, scam, comedy).</li> <li>• <b>Make connections</b> between ideas within the same text.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Answer questions about a text especially where information is indirectly stated.</li> <li>• Generate questions about a text especially where information is indirectly stated.</li> <li>• Produce in-depth answers to short-answer questions.</li> <li>• Respond/react to ideas in a text either in writing or through discussion.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Make connections</b> between ideas in different texts.</li> <li>• <b>Identify</b> strengths and weaknesses of resources.</li> <li>• <b>Connect texts</b> to background knowledge.</li> <li>• <b>Differentiate fact from opinion</b> (using reporting verbs, etc).</li> <li>• <b>Identify</b> tone of a variety of texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between an ad, a scam, a parody, a real article, etc. online.</li> <li>• Use students' short response writing to show where opinion needs further support.</li> <li>• Take notes on texts with socially relevant topics by identifying how the ideas apply to oneself, the text, and society.</li> <li>• Identify the difference between opinion-judgement and supported-opinion within texts through verb use, examples and evidence, and author's viewpoint.</li> <li>• Identify the implications of an author's suggestions or solutions to an issue through guided questions.</li> <li>• Respond in writing using medium, audience, purpose, and tone to evaluate a text.</li> </ul>
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### *Fluency*

**Objective: Read with increasing fluency.**

<p>SLOs:</p> <ul style="list-style-type: none"> <li>• <b>Increase</b> reading speed and accuracy with a variety of texts over the length of the course.</li> <li>• <b>Increase</b> automaticity.</li> <li>• <b>Increase</b> ability to read long and/or lexically dense sections of text without stopping.</li> <li>• <b>Tolerate ambiguity</b> while reading.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Complete rapid word recognition tasks.</li> <li>• Finish reading rate activities under time constraints.</li> <li>• Re-read a text with emphasis on fluency in early readings.</li> <li>• Perform oral supported reading (Read-alouds, oral paired re-reading, etc.).</li> <li>• Take part in performance reading.</li> <li>• Report on extensive reading.</li> </ul>
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### *Digital Literacy*

**Objective: Recognize and use features of online reading environments.**

<p>SLOs:</p> <ul style="list-style-type: none"> <li>• <b>Navigate</b> online reading environments.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Access, download, and post course page content.</li> </ul>
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<ul style="list-style-type: none"> <li>• <b>Select</b> appropriate search terms to locate online articles of interest.</li> <li>• <b>Apply</b> critical reading skills online.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate an article online given author / title information.</li> <li>• Find additional articles related to in-class readings with guidance from the instructor.</li> <li>• Complete activities using corpus, online learner dictionaries, thesaurus, other app resources.</li> </ul>
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## Vocabulary

**Objective: Increase depth of knowledge of vocabulary items.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> multi-word units (e.g. phrasal expressions).</li> <li>• <b>Distinguish</b> meanings of polysemous words.</li> <li>• <b>Recognize</b> collocations, idiomatic, and figurative language.</li> <li>• <b>Differentiate</b> shades of meaning between close synonyms.</li> <li>• <b>Identify</b> words that signal local and global coherence.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Use a corpus, dictionary or thesaurus to look up the vocabulary utilizing part(s) of speech, collocations, etc.</li> <li>• Apply knowledge of roots and affixes to unfamiliar words.</li> <li>• Skip unfamiliar vocabulary.</li> <li>• Tolerate ambiguous language while reading.</li> </ul>
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**Objective: Use instructed vocabulary accurately.**

<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>• <b>Apply</b> instructed vocabulary accurately when writing or speaking about a text.</li> </ul>	<p><b>Suggested MOA:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>• Use vocabulary grammatically and accurately in written responses to readings.</li> </ul> <p>Teachers evaluate students' ability to use vocabulary grammatically and accurately by:</p> <ul style="list-style-type: none"> <li>• Generating their own sentences.</li> <li>• Using instructed vocabulary when responding to a question.</li> <li>• Choosing words from a word bank to complete sentences.</li> </ul>
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