

# The IEP Curriculum

## ESL 092, 093, & 094

# The IEP Curriculum

## A. IEP Levels and Instructional Hours

The ELC's Intensive English Program (IEP) offers five levels of non-credit English courses. Each level lasts one semester, following the MSU academic calendar (Fall, Spring & Summer).

ESL 092 – intermediate

ESL 093 – high-intermediate

ESL 094 – low-advanced

IEP classes are in session for 20 hours a week. Students have 4-5 hours of class each Monday, Tuesday, Thursday, and Friday. Courses are listed by level below (hours/week):

### ESL 092

- [Speaking / Listening](#) (4 hours)
- [Reading / Writing](#) (8 hours)
- [Content](#) (4 hours)
- [Grammar](#) (4 hours)

### ESL 093

- [Speaking / Listening](#) (4 hours)
- [Reading / Writing](#) (8 hours)
- [Content](#) (4 hours)
- [Grammar](#) (4 hours)

### ESL 094

- [Speaking / Listening](#) (4 hours)
- [Content-Based Writing](#) (8 hours)
- [Reading](#) (4 hours)
- [Grammar](#) (4 hours)

Instructional time per semester are as follows:

	Fall/Spring IEP	Summer IEP
Weeks per semester	15	13
Class hours per week	20	20
Instructional minutes per class hour	50	50
Additional hours	as announced	as announced

## **B. Description of IEP Courses**

Courses in the Intensive English Program are designed to offer level-appropriate skills development, grammar instruction and practice, and vocabulary-learning experiences for students aspiring to improve their academic English. Students are placed into levels consonant with their performance on the MSU-ELT placement test and are promoted through the program in accordance with a combination of class performance and test results. For more details, see the complete sets of objectives, learning outcomes, and suggested methods of assessment that follow the overall descriptions.

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

### **ESL 092**

Courses at this level are for high-beginning/ low-intermediate students, whose communicative ability in English allows the navigation of most basic classroom functions. The emphasis continues to be on developing skills for success at a U.S. university, and students work in their skills courses on moderately challenging academic topics that require some abstraction and facility with metaphor. Reading instruction aims to expand vocabulary toward a total repertoire of about 2K. Reading also expands the students' experience with a variety of text structures and purposes. Emphasis is placed on the comprehension of explicitly stated factual information and expands toward an appreciation of authorial point of view and toward an appreciation of implied content. Increased fluency is explicitly encouraged. Writing focuses on paragraph-level production. The students' appreciation for and development of an effective writing process is emphasized, and attention is paid to giving feedback to one's peers and accepting feedback from them. Patterns of generalization and support are taught and practiced in writing. Listening work goes beyond utilitarian social functions to more abstract and academic material in short lectures and presentations. Recognition of main ideas and supporting details in listening material strengthens and note-taking skills are beginning to develop. Speaking instruction solidifies one's ability to handle transactions like asking for and explaining misunderstandings, but it also concentrates on skills necessary for working in groups and addressing an entire class (briefly and informally). Grammar is taught explicitly and constitutes part of each skills class as well. Some grammar topics emphasized at this level are tense and aspect (simple, progressive, and [in an introductory way] perfect), modals, the noun phrase (especially quantifiers, determiners, and adjectives), and an introduction to compound and complex sentences. A content-based course is also offered at this level.

### **ESL 093**

Courses at this level are for intermediate students. The emphasis continues to be on developing skills for success at a U.S. university, and students work in their skills courses with academic topics that are abstract, timely, and complex and that allow for speculation and prediction. Emphasis is placed on the comprehension of both explicitly stated and implied factual

information. Fluency improvement is taught as means of dealing with a larger volume of required reading. Vocabulary is targeted in all skills classes. Writing focuses on transitioning from paragraph-level to essay-level production. The students' appreciation for an effective writing process continues to be emphasized, as does the process of using peer/instructor feedback in making editorial changes. Essay-level traits like unity, focus, and cohesion are emphasized. Listening work stresses the understanding of longer listening passages. Speaking instruction focuses on the precise expression of thoughts, opinions, and reactions to listening and reading inputs. Grammar is taught explicitly for four hours a week and constitutes part of each skills class as well. Some grammar topics emphasized at this level are a continuation of tense and aspect, modals, conditionals, gerunds and infinitives, adverbials, and complex sentence structures.

#### **ESL 094**

Courses at this level are for upper-intermediate students and are meant to bring a student's proficiency close to the level required for taking mainstream courses in a U.S. university. Sophistication of language—both receptive and productive—is a characteristic of materials used at this level. Reading passages are longer, about more difficult topics, and presented in greater volume than at any lower level. The vocabulary of reading passages tends toward the natural and metaphorical, uncontrolled by any frequency list. Emphasis is placed on the comprehension of a large volume of both explicitly stated and implied factual information. Fluency improvement is taught as a means of dealing with this larger volume of required reading. Vocabulary targets are drawn from the reading textbook but are taught independently and in greater depth (collocational and lexicosemantically) than the reading book requires. Writing focuses on essays of various genre and purpose. Topically appropriate structures and cohesive devices are taught and practiced. Summarizing and paraphrasing are frequently employed, and students practice writing summaries and paraphrases without plagiarizing. Unity, cohesion, and flow between paragraphs are taught. Writing instruction makes use of content-based material of the teacher's choice to provide substantive input for writing assignments. Listening work is longer and more complex, requiring a greater sensitivity to thought groups and a greater reliance on effective notes. Listening passages have more of the features—like hedging, backtracking, pauses, and digressions—that make natural academic speech difficult to comprehend. Speaking instruction continues to focus on academic functions such as expressing doubts, hedging, and supporting an argument, and students are expected to use their skills in group work and in making formal reports to the whole class. Grammar is taught explicitly for four hours a week and constitutes part of each skills class as well. Some grammar topics emphasized at this level are complex sentences, cohesive devices, structures of reported speech, and patterns that combine various verb tenses/aspects.

#### **C. Full IEP Curriculum**

Curricular objectives and outcomes are reviewed by instructors and Skills Coordinators each semester. The Curriculum Committee considers and approves any changes. Each course set

appears on a separate page in this manual. The date of the most recent revision is in parentheses next to each set.

## ESL 092 Speaking / Listening Objectives *(Last Revision 2016)*

### *Listening*

**1. Objective: Understand main ideas and the most important supporting details in modified and scaffolded speech.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> the main ideas and most important details presented in everyday listening contexts and short modified academic passages.</li><li>● <b>Identify</b> the connections between ideas by identifying obvious transition words and phrases, and repetition of key ideas.</li><li>● <b>Record and organize</b> information heard by selectively noting important ideas.</li><li>● <b>Recognize</b> the suprasegmental features of word stress, sentence stress, contracted or reduced speech, and basic intonation patterns.</li></ul>	<ul style="list-style-type: none"><li>● Teachers evaluate student responses on worksheets, guided notes, quizzes, etc. where students provide missing information from a listening passage.</li><li>● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.</li></ul>

### *Active Listening*

**1. Objective: Recognize and utilize several active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Utilize</b> body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li><li>● <b>Negotiate</b> meaning by asking and answering questions and seeking clarification in order to resolve miscommunication.</li><li>● <b>Recognize</b> the topic being discussed and contribute appropriately to the development of the discussion by taking one or more turns.</li></ul>	<ul style="list-style-type: none"><li>● Teachers observe students in pairs or groups and provide informal feedback on the effectiveness of their active listening strategies.</li></ul>

## *Speaking*

**1. Objective: Express ideas and opinions intelligibly about familiar topics and some academic topics.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Convey</b> meaning intelligibly about familiar and academic topics discussed in class.</li><li>● <b>State</b> their opinions about familiar topics and respond effectively to questions from their teacher or peers.</li><li>● <b>Demonstrate</b> a degree of fluency by speaking without frequent/lengthy pauses and utilizing alternative vocabulary, body language, and description to circumlocute.</li><li>● <b>Demonstrate</b> the suprasegmental features of word stress, sentence stress, and basic intonation patterns.</li></ul>	<ul style="list-style-type: none"><li>● Teachers assess student production in mini presentations, group work, role plays, and/or dialogues, etc. using a rubric with specific descriptors for the SLOs noted.</li></ul>

## *Vocabulary & Grammar*

**1. Objective: Demonstrate sufficient knowledge of common vocabulary to effectively comprehend and convey ideas.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Recognize</b> high frequency vocabulary and some common academic vocabulary in order to identify information in informal and formal listening contexts, including short academic style lectures.</li><li>● <b>Employ</b> appropriate word choices to express their ideas about a variety of everyday topics and topics covered in class.</li><li>● <b>Utilize</b> correct word forms of high frequency target vocabulary when expressing their ideas about everyday topics and academic topics covered in class.</li></ul>	<ul style="list-style-type: none"><li>● Teachers evaluate students' understanding of vocabulary on assignments and quizzes.</li><li>● Teachers evaluate students' choice of appropriate target vocabulary in informal mini presentations, group work, role plays, and/or dialogues, etc., using a rubric where vocabulary is a category.</li></ul>

**2. Objective: Demonstrate sufficient knowledge of a variety of grammatical features and sentence patterns to comprehend spoken English and communicate effectively.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● In order to identify key information they hear in informal and formal listening contexts, including short academic style lectures, <b>recognize</b> the forms/functions/meanings of basic grammar structures and sentence patterns they hear.</li><li>● <b>Employ</b> basic grammar structures and sentence patterns learned to effectively express meaning about a variety of everyday topics and topics covered in class.</li><li>● <b>Demonstrate</b> some ability to self-correct with guidance from the instructor.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.</li><li>● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in informal mini presentations, group work, role plays, and/or dialogues, etc., using a rubric where grammar is a category.</li></ul>
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## ESL 093 Speaking / Listening Objectives *(Last Revision 2017)*

### *Listening*

**1. Objective: Understand main ideas and the most important supporting details in modified and authentic speech.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> the main ideas and important supporting details presented in modified or short authentic academic passages.</li><li>● <b>Employ</b> effective strategies to compensate for gaps in their listening comprehension.</li><li>● <b>Identify</b> the connections between ideas by identifying clues such as transition words and phrases, repetition of key ideas, stress, intonation, etc. that signal these relationships.</li><li>● <b>Record and organize</b> information heard by selectively noting important ideas and employing a personal system of note-taking that makes clear the relationship between the ideas they have recorded.</li><li>● <b>Recognize</b> effective use of the suprasegmental features of word stress, sentence stress, contracted or reduced speech, common intonation patterns, and stress for emphasis.</li></ul>	<ul style="list-style-type: none"><li>● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.</li><li>● Students assess the effectiveness of their own notes by comparing them with those of classmates and/or teacher samples and determining how well they can answer comprehension questions using their notes.</li><li>● Teachers assess the thoroughness and organization of student notes and provide feedback.</li></ul>

### *Active Listening*

**1. Objective: Recognize and utilize a variety of active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● Effectively <b>utilize</b> body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li><li>● <b>Negotiate</b> meaning by asking and answering questions seeking clarification,</li></ul>	<ul style="list-style-type: none"><li>● Teachers observe students in pairs or groups and provide formal or informal feedback on the effectiveness of their active listening strategies.</li><li>● Students reflect on the effectiveness of their group interactions by completing guided self-evaluations.</li></ul>

<p>and confirming their understanding in order to resolve miscommunication.</p> <ul style="list-style-type: none"> <li>● <b>Contribute</b> effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers assess students' clarification questions.</li> </ul>
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## *Speaking*

**1. Objective: Express ideas and opinions effectively about a variety of common academic and non-academic topics.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Convey</b> meaning effectively about a range of academic and non-academic topics.</li> <li>● <b>State</b> their opinions and support them with relevant details and explanations.</li> <li>● <b>Restate, summarize, and respond</b> to the opinions of others.</li> <li>● <b>Demonstrate</b> a degree of fluency by speaking without frequent/lengthy pauses and utilizing body language, description, and synonyms to circumlocute.</li> <li>● <b>Demonstrate</b> effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, and stress for emphasis.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Teachers assess student production in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric with specific descriptors for the SLOs noted.</li> </ul>
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## *Vocabulary & Grammar*

**1. Objective: Demonstrate sufficient knowledge of common general and academic vocabulary for effective and fluent communication.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> a wide range of general vocabulary and sufficient academic vocabulary to accurately comprehend meaning in informal and formal listening contexts, including academic lectures.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Teachers evaluate students' understanding of vocabulary on assignments and quizzes.</li> <li>● Teachers evaluate students' choice of appropriate target vocabulary in</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Employ</b> appropriate word choices to express their ideas about a variety of academic and non-academic topics.</li> <li>● <b>Utilize</b> correct word forms of high frequency vocabulary when expressing their ideas about everyday topics and academic topics covered in class.</li> </ul>	<p>prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where vocabulary is a category.</p>
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**2. Objective: Demonstrate sufficient knowledge of a range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● In order to accurately identify information presented about a variety of academic and non-academic topics, <b>recognize</b> the forms/functions/meanings of a range of grammar structures and sentence patterns they hear.</li> <li>● <b>Employ</b> basic grammar structures and sentence patterns learned to effectively express meaning about a variety of concrete topics and everyday tasks/needs.</li> <li>● <b>Demonstrate</b> ability to self-correct when prompted.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.</li> <li>● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where grammar is a category.</li> </ul>
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## ESL 094 Speaking / Listening Objectives *(Last Revision 2017)*

### *Listening*

**1. Objective: Understand main ideas, both explicit and implied, and supporting details in modified and authentic speech.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> the main ideas, both explicit and implied, and supporting details presented in longer modified or authentic academic passages.</li><li>● <b>Employ</b> effective strategies to compensate for gaps in their listening comprehension.</li><li>● <b>Identify</b> the connections between ideas by identifying clues such as such as transitions, signal words and phrases, repetition of key ideas, stress, intonation, etc. that signal these relationships.</li><li>● <b>Record and organize</b> information heard by selectively noting important ideas and employing a personal system of note-taking that makes clear the relationship between the ideas they have recorded.</li><li>● <b>Recognize</b> effective use of the suprasegmental features of word stress, sentence stress, contracted or reduced speech, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups).</li></ul>	<ul style="list-style-type: none"><li>● Teachers assess student comprehension based on their oral or written responses to basic items on quizzes, homework, classroom activities, etc. Students use their notes when appropriate.</li><li>● Students assess the effectiveness of their own notes by comparing them with those of classmates and/or teacher samples and determining how well they can answer comprehension questions using their notes.</li><li>● Teachers assess the thoroughness and organization of student notes and provide feedback.</li></ul>

### *Active Listening*

**1. Objective: Recognize and utilize a wide range of active listening and negotiation strategies to indicate comprehension, lack of comprehension, and/or the need for additional or modified input.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● Effectively <b>utilize</b> body language and other forms of backchanneling to indicate active listening and comprehension or confusion.</li></ul>	<ul style="list-style-type: none"><li>● Teachers observe students in pairs or groups and provide formal or informal feedback on the effectiveness of their active listening strategies.</li></ul>

<ul style="list-style-type: none"> <li>● <b>Negotiate</b> meaning by asking and answering questions seeking clarification, and confirming their understanding in order to resolve miscommunication.</li> <li>● <b>Contribute</b> effectively to the development of the discussion by appropriately taking, holding, and relinquishing the floor.</li> <li>● <b>Ask</b> relevant follow up questions, bring the conversation back on task and share the conversational load.</li> </ul>	<ul style="list-style-type: none"> <li>● Students reflect on the effectiveness of their group interactions by completing guided self-evaluations.</li> </ul>
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## *Speaking*

**1. Objective: Express ideas and opinions effectively and coherently about a wide range of academic and non-academic topics, both familiar and novel.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Convey</b> meaning effectively about a wide range of academic and non-academic topics.</li> <li>● <b>State</b> their opinions and support them effectively with relevant details and explanations.</li> <li>● <b>Restate, summarize, and respond</b> to the opinions of others.</li> <li>● <b>Demonstrate</b> a degree of fluency by pausing appropriately and utilizing description, comparison, contrast and synonyms to circumlocute.</li> <li>● <b>Demonstrate</b> effective use of the suprasegmental features of word stress, sentence stress, common intonation patterns, stress for emphasis, and pausing and phrasing (thought groups).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Teachers assess student production in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric with specific descriptors for the SLOs noted.</li> </ul>
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## *Vocabulary & Grammar*

**1. Objective: Demonstrate sufficient knowledge of a wide range of common and academic vocabulary for accurate and fluent communication.**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>● <b>Recognize</b> a wide range of general and academic vocabulary in order to accurately comprehend meaning in informal and formal listening contexts, including academic lectures.</li> <li>● <b>Employ</b> precise word choices to express their ideas about a wide variety of academic and non-academic topics.</li> <li>● <b>Utilize</b> correct word forms of a wide range of vocabulary when expressing their ideas about a variety of academic and non-academic topics.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers evaluate students' understanding of vocabulary on assignments and quizzes.</li> <li>● Teachers evaluate students' choice of appropriate target vocabulary in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where vocabulary is a category.</li> </ul>
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**2. Objective: Demonstrate sufficient knowledge of a wide range of grammatical structures and sentence patterns to comprehend spoken English and communicate effectively.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● In order to accurately identify information presented in informal and formal listening contexts, including academic class-length lectures, <b>recognize</b> the forms/functions/meanings of a wide range of grammar structures and sentence patterns they hear.</li> <li>● <b>Employ</b> basic grammar structures and sentence patterns learned to effectively express their ideas about a wide variety of academic and non-academic topics.</li> <li>● <b>Demonstrate</b> ability to self-correct.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Teachers evaluate students' understanding of targeted grammar structures on assignments and quizzes.</li> <li>● Teachers evaluate students' accuracy and appropriateness of targeted grammar structures in prepared and/or extemporaneous presentations, group work, debates, etc. using a rubric where grammar is a category.</li> </ul>
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## 092 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

### *Understanding and Working with Ideas*

#### 1. Objective: Understand main ideas and supporting details in a variety of texts.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> main ideas and supporting details.</li><li>● <b>Understand implied</b> ideas.</li><li>● <b>Engage actively</b> with texts.</li><li>● <b>Use visual features</b> of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).</li><li>● <b>Notice information structure</b> in a text and can mark the sections according to the type of information in each.</li><li>● <b>Track</b> relationships between ideas in a text signaled by textual cues (transitions, pronouns, connectors).</li><li>● <b>Skim</b> and then <b>retell the main</b> points from a text.</li><li>● <b>Scan</b> for salient information (capital letters, numbers, bolded words, etc).</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Label, mark, highlight a text as needed to identify main ideas and connections between ideas.</li><li>● Respond appropriately to short answer questions about a text.</li><li>● Make basic outlines, including both main ideas and supporting details.</li><li>● Answer questions about a text under time constraints.</li></ul>

### *Critical Reading*

#### 1. Objective: Demonstrate critical reading skills with a variety of texts.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> medium and author of a text.</li><li>● <b>Interpret</b> visual information in charts, graphs, maps, etc.</li><li>● <b>Make personal connections</b> to a text.</li><li>● <b>Make</b> connections between background knowledge and a text.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Answer questions about visual information.</li><li>● Identify source information.</li><li>● Complete a chart related to information about a text (e.g. story type, author, etc.).</li><li>● Describe data in prose.</li><li>● Respond appropriately to short answer questions that require using information from a text.</li><li>● Chart relationships between ideas.</li><li>● Produce on-topic personal responses to texts.</li></ul>

	<ul style="list-style-type: none"> <li>● Predict what will come next in a text.</li> </ul>
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## *Fluency*

### **1. Objective: Read with increasing fluency.**

<b>SLO:</b> <ul style="list-style-type: none"> <li>● <b>Increase speed</b> of reading over the length of the course.</li> <li>● <b>Increase</b> ability to read without stopping to look up unfamiliar words or information.</li> </ul>	<b>Suggested MOAs:</b> <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>● 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*

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

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Navigate</b> online reading environments (menus, hyperlinks, etc).</li> <li>● <b>Select</b> appropriate search terms to locate online articles on sites chosen by the teacher.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Access, download, and post course page content.</li> <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 online learner dictionaries, thesaurus, other app resources.</li> </ul>
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## *Vocabulary*

### **1. Objective: Increase depth of knowledge about vocabulary items.**



<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> word families/forms.</li> <li>● <b>Identify</b> spelling (sound/symbol correspondence).</li> <li>● <b>Recognize</b> in-text definitions.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' vocabulary knowledge through:</p> <ul style="list-style-type: none"> <li>● Picking a definition that fits a word used in class from a sample dictionary page.</li> <li>● Finding the part of speech for a list of words using a dictionary.</li> <li>● Finding multiple forms of a word using the dictionary or within a passage.</li> <li>● Dictation quizzes.</li> <li>● Circling words said by the teacher from a list of choices.</li> <li>● Highlighting definitions of words in a text.</li> <li>● Vocabulary charts.</li> </ul>
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**2. Objective: Use instructed vocabulary accurately.**

<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>● <b>Apply</b> the instructed vocabulary accurately when writing or speaking about a text.</li> </ul>	<p><b>Suggested MOAs:</b></p> <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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## 093 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

### *Understanding and Working with Ideas*

#### 1. Objective: Understand main ideas and supporting details in a variety of texts.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> main ideas and supporting details.</li><li>● <b>Understand implied</b> ideas.</li><li>● <b>Engage actively</b> with texts.</li><li>● <b>Use visual features</b> of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).</li><li>● <b>Notice information structure</b> in a text according to the type of information in each (e.g., problem, solution, effects, applications).</li><li>● <b>Track</b> relationships between ideas signaled by textual clues (transitions, pronouns, connection words and phrases, repetition of key words, etc).</li><li>● <b>Skim</b> and then <b>retell the main</b> points from a text.</li><li>● <b>Scan</b> for key information.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Restate the main idea of a whole text or passage in a single sentence.</li><li>● List supporting points found in a text.</li><li>● Respond appropriately to short answer questions that require using information from a text.</li><li>● Classify types of support (expert opinion, statistics, personal examples).</li><li>● Mark up a text to show the relationships between ideas in a text.</li><li>● Answer questions about a text under time constraints.</li><li>● Outline a text.</li></ul>

### *Critical Reading*

#### 1. Objective: Demonstrate critical reading skills with a variety of texts.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> the medium, audience, source (author), and purpose of a text.</li><li>● <b>Differentiate facts</b> from <b>opinions</b>.</li><li>● <b>Interpret visual information</b> in charts, graphs, maps, etc.</li><li>● <b>Connect</b> ideas within a text.</li><li>● <b>Make personal connections</b> to a text.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Answer questions about visual information.</li><li>● Label a statement as fact or opinion.</li><li>● Identify primary and secondary source information.</li><li>● Describe data in prose.</li><li>● Chart relationships between ideas.</li><li>● Produce on-topic personal responses to texts.</li><li>● Predict what will come next in a text.</li></ul>

	<ul style="list-style-type: none"> <li>● Create discussion questions for a text.</li> </ul>
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## *Fluency*

### **1. Objective: Read with increasing fluency.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Increase</b> speed of reading over the length of the course.</li> <li>● <b>Increase</b> ability to read without stopping to look up unfamiliar words or information.</li> </ul>	<b>Suggested MOAs:</b> <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>● 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*

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

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Navigate</b> online reading environments (menus, hyperlinks, etc).</li> <li>● <b>Select</b> appropriate search terms to locate online articles of interest.</li> <li>● <b>Apply</b> critical reading skills online.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Access, download, and post course page content.</li> <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 online learner dictionaries, thesaurus, other app resources.</li> </ul>
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## *Vocabulary*

### **1. Objective: Increase depth of knowledge about vocabulary items.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize and use</b> appropriate forms of a word to fit grammatical context.</li> <li>● <b>Find</b> a definition of a term that fits the context.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● <b>Utilize features of English-English learner dictionaries</b> to learn about new words (grammar information, other forms, multiple definitions, collocations, example sentences, etc).</li> </ul> <p>Teachers evaluate students' vocabulary knowledge through:</p> <ul style="list-style-type: none"> <li>● Vocabulary charts/logs</li> <li>● Highlighting forms of the same words</li> <li>● Multiple choice items</li> </ul>
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**2. Objective: Use instructed vocabulary accurately.**

<p><b>SLO:</b></p> <ul style="list-style-type: none"> <li>● <b>Apply</b> the instructed vocabulary accurately when writing or speaking about a text.</li> </ul>	<p><b>Suggested MOA:</b></p> <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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## 094 Reading Objectives, SLOs, & MOAs (Last Revision 2019)

### *Understanding and Working with Ideas*

**1. Objective: Understand main ideas and supporting details in a variety of modified and authentic texts.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> main ideas and supporting details.</li><li>● <b>Understand implied</b> ideas and supporting details.</li><li>● <b>Engage actively</b> with texts.</li><li>● <b>Use visual features</b> of a text to increase understanding (e.g., bolded text, graphics, headings, charts, layout).</li><li>● <b>Notice information structure</b> in a text without explicit headings and can mark the sections of a text according to the type of information in each.</li><li>● Use connotations and other textual clues to <b>infer</b> meanings that are not explicit.</li><li>● <b>Track</b> relationships between ideas signaled by textual clues (transitions, pronouns, connection words and phrases, repetition of key words, parallel structure, tense, etc).</li><li>● <b>Tolerate ambiguity</b> while reading.</li><li>● <b>Recognize</b> restatements of ideas within a text.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Complete annotations, notes, outlines, or visual representations of content.</li><li>● Respond appropriately to short answer questions that require using information from a text.</li><li>● Restate the thesis of a whole text or main idea of a passage in a single sentence.</li><li>● Highlight the thesis and restatements or echoes of the thesis in the text.</li><li>● Mark up a text to show the relationships between ideas in a text.</li><li>● Summarize texts and include all important sections of information (e.g., problem, solution, effects, applications).</li><li>● Begin to paraphrase lines from a text accurately, grammatically, and without plagiarizing.</li><li>● Identify T/F statements and note information about where they found the evidence.</li></ul>

### *Critical Reading*

**1. Objective: Demonstrate critical reading skills with a variety of texts.**

SLOs:	Suggested MOAs:
<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 (persuade, inform, entertain, etc).</li><li>● <b>Evaluate</b> sources for <b>intent</b> (news, scholarship, scam, comedy).</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Predict what will come next in a text.</li><li>● List questions for further research.</li><li>● Determine a source's credibility.</li><li>● Identify gaps in information (e.g. statistics, data, examples) in a text.</li><li>● Fill in appropriate reporting verbs.</li></ul>

<ul style="list-style-type: none"> <li>● <b>Evaluate</b> sources for information quality.</li> <li>● <b>Differentiate fact from opinion</b> (using reporting verbs, etc).</li> <li>● <b>Interpret</b> information that is presented visually (e.g., charts, graphs, maps, infographics).</li> <li>● <b>Connect</b> ideas within a text.</li> <li>● <b>Connect</b> ideas across different texts.</li> <li>● <b>Make personal connections</b> to a text.</li> <li>● Clearly <b>differentiate their own ideas from text ideas</b> in their writing (e.g., quotation marks, reporting verbs, etc).</li> </ul>	<ul style="list-style-type: none"> <li>● Find the qualifications of a source (within the text and through online searches – can include search about whether the author is an expert, information has bias or is fake, etc).</li> <li>● Describe data in prose.</li> <li>● Chart relationships between ideas.</li> <li>● Produce on-topic personal responses to texts.</li> <li>● Complete extensive reading reports.</li> <li>● Generate critical reading questions about a text.</li> </ul>
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## *Fluency*

### 1. Objective: Read with increasing fluency.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Increase speed</b> of reading over the length of the course.</li> <li>● <b>Increase</b> ability to read long sections of text without stopping to look up unfamiliar words or information.</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>● 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*

### 1. Objective: Recognize and use features of online reading environments.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Navigate</b> online reading environments (menus, hyperlinks, etc).</li> <li>● <b>Select</b> appropriate search terms and search engines to locate online information/articles of interest.</li> <li>● <b>Apply</b> critical reading skills online.</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> <li>● Locate an article online given author / title information.</li> <li>● Find additional articles related to in-class readings.</li> </ul>
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	<ul style="list-style-type: none"> <li>Complete activities using corpus, online learner dictionaries, thesaurus, other app resources.</li> </ul>
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## *Vocabulary*

### **1. Objective: Increase depth of knowledge about vocabulary items.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Recognize</b> and <b>use</b> appropriate forms of a word to fit grammatical context.</li> <li><b>Find</b> a definition of a term that fits the context.</li> <li><b>Recognize</b> and <b>use</b> collocations (phrases, chunks).</li> <li><b>Distinguish</b> contexts for various registers.</li> <li><b>Recognize</b> synonyms and related words used within the same text.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Determine an unfamiliar word's meaning while utilizing a variety of sources (context, multiple dictionaries, google image search, word roots, affixes, etc).</li> </ul> <p>Teachers evaluate students' vocabulary knowledge through:</p> <ul style="list-style-type: none"> <li>Creating vocabulary charts/logs.</li> <li>Highlighting related words.</li> <li>Providing missing parts of collocations.</li> </ul>
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### **2. Objective: Use instructed vocabulary accurately.**

<b>SLO:</b> <ul style="list-style-type: none"> <li><b>Apply</b> instructed vocabulary accurately when writing or speaking about a text.</li> </ul>	<b>Suggested MOA:</b> <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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## ESL 092 Writing Objectives *(last revision November 2021)*

### Writing Process

#### 1. Objective: Identify the purpose and intended audience of a piece of writing.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>Analyze texts to determine the author's purpose and intended audience.</li><li>Identify purpose and audience.</li></ul>	<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 or worksheets of various texts.</li><li>Find, discuss, and highlight areas in sample paragraphs where the language reflects the audience and purpose.</li></ul>

#### 2. Objective: Understand and follow a writing process, including idea generation, drafting, revising, and editing.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>Demonstrate the ability to use various methods of idea generation.</li><li>Employ strategies appropriate to each phase of the writing process.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>Complete a partially guided brainstorming chart.</li><li>Follow a model brainstorming example to come up with ideas for a focused paragraph.</li><li>Brainstorm or create a mindmap on a given topic, including key vocabulary.</li><li>Complete a chart of key words and vocabulary related to a given topic.</li><li>Draft a paragraph using some of the generated vocabulary.</li><li>Evaluate their own writing (chart or highlight) to check for main ideas.</li><li>Apply instructor feedback to improve writing revisions.</li></ul>

#### 3. Objective: Begin to understand the process of peer review.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>Respond to peers' writing using a set of guided questions.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>Complete teacher-created feedback forms related to sample writing.</li></ul>



	<ul style="list-style-type: none"> <li>● Answer peer feedback question forms related to partners' writing.</li> </ul>
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#### **4. Objective: Begin to revise effectively using instructor feedback.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Begin to recognize and focus on instructor feedback.</li> <li>● Begin to formulate questions to clarify instructor feedback.</li> <li>● Begin to incorporate instructor feedback in revising their writing.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Begin to apply instructor feedback to improve writing revisions in paragraphs / other assigned writing.</li> </ul>
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### *Composition Skills*

#### **1. Objective: Begin to recognize the main parts of a paragraph including introduction, body and supporting details, and conclusion.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Identify the main elements of paragraphs.</li> <li>● Begin to identify ways to develop ideas related to a specific writing assignment.</li> <li>● Begin to recognize what support allows an idea to grow.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Highlight the locations of the main parts of a paragraph in sample and/or student writing.</li> <li>● Complete paragraph jigsaw activity that includes all the parts of an effective, well-supported paragraph.</li> </ul>
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#### **2. Objective: Begin to recognize how ideas need to be controlled to produce coherent, logical paragraphs.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Begin to understand how coherence is created in a paragraph.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Highlight simple coherence in sample paragraphs (i.e. adverbials, coordinating conjunctions, etc.).</li> </ul>
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	<ul style="list-style-type: none"> <li>Complete paragraphs to create simple coherence (i.e. using adverbials, coordinating conjunctions, etc.).</li> </ul>
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**3. Objective: Begin to understand the concept of plagiarism and the importance of crediting sources.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>Understand the concept of plagiarism and simple steps one needs to take to avoid it.</li> <li>Recognize that copy-paste from outside sources is inappropriate.</li> <li>Recognize that images or materials from outside sources should be given a citation.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Identify the definition of plagiarism on a quiz and/or a worksheet.</li> <li>Identify clear-cut examples of plagiarism (e.g. cut-paste / patchwork) in sample worksheets.</li> <li>Use basic reported speech in sample worksheets and paragraphs.</li> </ul>
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**4. Objective: Write short answers under time constraints in an effective way.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>Begin to understand the skills needed to write short answers under time constraints.</li> <li>Begin to employ the skills needed to complete short answers under time constraints.</li> </ul>	<b>Suggested MOAs:</b> <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 practice exams.</li> <li>Complete practice timed writings.</li> </ul>
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*Language Use*

**1. Objective: Begin to use a greater range of vocabulary in student generated writing.**

<b>SLOs:</b>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p>
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<ul style="list-style-type: none"> <li>● Incorporate vocabulary taught in class in their writing.</li> <li>● Begin to develop awareness about ways to choose correct vocabulary items to demonstrate intended meaning.</li> <li>● Begin to use appropriate online resources to choose vocabulary to express ideas.</li> </ul>	<ul style="list-style-type: none"> <li>● Highlight common dictionary components given familiar dictionary entries.</li> <li>● Chart new vocabulary items and possible structures.</li> <li>● Label informal/formal vocabulary choices in a writing (e.g. emails).</li> <li>● Create a chart with required vocabulary based on the writing assignment.</li> <li>● Use the target vocabulary properly in writing assignments.</li> </ul>
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## 2. Objective: Increase variety and control of simple, compound, and complex sentences.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Identify a variety of sentence types.</li> <li>● Combine clauses to form various sentence types effectively.</li> <li>● Begin to employ greater sentence variety.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Highlight and identify various sentence types on a worksheet.</li> <li>● Complete a jigsaw of dependent and independent clauses and connect them logically.</li> <li>● Fill in the blank with content- appropriate connectors for compound and complex sentences.</li> </ul>
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## 3. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Understand and begin to edit for formatting/mechanics errors.</li> <li>● Recognize grammar errors taught and targeted in class and correct them.</li> <li>● Recognize individual recurring grammar errors.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Label a variety of sentence structures.</li> <li>● Highlight time frames and use the appropriate verb tenses in their own writing.</li> <li>● Underline and label the different types of clause formations (adverb and adjective clause) in a short text.</li> <li>● Match the form of a clause to the subject, given a chart or worksheet.</li> </ul>
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## ESL 093 Writing Objectives, SLOs, & MOAs (Last Revision 2021)

### *Writing Process*

#### 1. Objective: Identify the purpose and intended audience of a piece of writing.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Analyze</b> texts to determine the author's purpose and intended audience.</li><li>● <b>Identify</b> how purpose and audience influence content development.</li></ul>	<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 or worksheets 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.</li><li>● Find, discuss, and highlight areas in sample paragraphs/essays where the language reflects the audience and purpose.</li></ul>

#### 2. Objective: Understand and follow a writing process, including idea generation, drafting, revising, and editing.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Demonstrate</b> the ability to use various methods of idea generation.</li><li>● <b>Employ</b> strategies appropriate to each phase of the writing process.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Complete a partially guided brainstorming chart.</li><li>● Follow a model brainstorming example to come up with ideas for a focused paragraph.</li><li>● Brainstorm or create a mindmap on a given topic, including key vocabulary.</li><li>● Complete a chart of key words and vocabulary related to a given topic.</li><li>● Draft a piece of writing using some of the generated vocabulary.</li><li>● Evaluate their own writing (chart or highlight) to check for main idea coherence.</li><li>● Apply peer and instructor feedback to improve writing revisions.</li></ul>

	<ul style="list-style-type: none"> <li>Evaluate their own writing for basic grammar and mechanical errors.</li> </ul>
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### 3. Objective: Begin to understand the process of peer review.

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Respond</b> to peers' writing using a set of guided questions.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Complete teacher-created feedback forms related to sample writing.</li> <li>Answer peer feedback question forms related to partners' writing.</li> <li>Complete a pre-revision response to partners' feedback.</li> <li>Apply peer feedback to improve writing revisions in essays / other assigned writing.</li> </ul>
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### 4. Objective: Revise effectively using instructor feedback.

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Recognize</b> and focus on instructor feedback.</li> <li><b>Formulate</b> questions to clarify instructor feedback.</li> <li><b>Incorporate</b> instructor feedback in revising their writing.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Complete a pre-revision response to instructor's feedback in order to prioritize the feedback.</li> <li>Apply instructor feedback to improve writing revisions in essays / other assigned writing.</li> </ul>
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## *Composition Skills*

### 1. Objective: Recognize and identify the main parts of an essay including introduction, conclusion and body paragraphs, thesis statements, topic sentences, and supporting details.

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Identify</b> the main elements of essays.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Highlight the locations of the main parts of an essay in student writing samples.</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Identify</b> the function of each element within the essay.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete essay / paragraph jigsaw activity that includes all the main parts of an essay.</li> <li>● Analyze and note on worksheets and quizzes which main parts of the essay are missing in given sample writings.</li> <li>● Complete a sample essay with two main parts missing (i.e. intro, body paragraph, etc.).</li> </ul>
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**2. Objective: Recognize and identify how ideas need to be controlled to produce coherent, unified, and well-supported paragraphs.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Begin to identify</b> how coherency is created and used to unify and support a text.</li> <li>● <b>Identify</b> ways to develop ideas related to a specific writing assignment.</li> <li>● <b>Begin to distinguish</b> what support allows an idea to grow.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Complete worksheet with sample coherent, unified and well-developed paragraphs, where students note the main idea, repeated vocabulary/theme, &amp; pronoun references, etc.</li> <li>● Complete paragraph jigsaw (for each main part of an essay) where students are required to put the sentences in the correct order, noting techniques of coherent, unified, and well-supported paragraphs.</li> <li>● Complete sample paragraphs to make coherent, unified, and well-supported paragraphs.</li> </ul>
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**3. Objective: Compose thesis-driven essays employing focused rhetorical styles.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Begin to build awareness</b> of what facilitates content development.</li> <li>● <b>Begin to identify</b> opportunities to incorporate elements of focused 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>● Identify and distinguish various rhetorical styles used in given example essays or assignment sheets.</li> <li>● Fill in the blanks / expand on sample paragraphs to show how and why using a focused rhetorical style has allowed an idea to grow or has aided clarity.</li> </ul>
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**4. Objective: Begin to understand the concept of plagiarism and the importance of crediting sources.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Understand</b> the concept of plagiarism and the measures one needs to take to avoid it.</li> <li>● <b>Recognize</b> that copy-paste from outside sources is inappropriate.</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>● Begin to correctly summarize a source, given an example text in class.</li> <li>● Begin to 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 and essays under time constraints in an effective and coherent way.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Understand</b> the skills needed to write short answers or essays under time constraints.</li> <li>● <b>Employ</b> the skills needed to complete short answers / essays under time constraints.</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 practice exams.</li> <li>● Complete practice and graded timed writings.</li> </ul>
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*Language Use*

**1. Objective: Begin to use a greater range of vocabulary in student generated writing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Incorporate</b> vocabulary taught in class 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>● Make a chart of common dictionary components given familiar dictionary</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Begin to recognize</b> vocabulary connotations in word choice in order to expand students' vocabulary breadth.</li> <li>● <b>Begin to develop awareness</b> about ways to choose correct vocabulary items to demonstrate intended meaning.</li> <li>● <b>Use</b> appropriate online resources to choose vocabulary to express ideas.</li> </ul>	<p>entries (pronunciation, parts of speech, word forms, definition, grammatical features, etc.).</p> <ul style="list-style-type: none"> <li>● Chart new vocabulary items and possible structures and language fitting to particular writing purposes.</li> <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 writing assignments.</li> </ul>
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**2. Objective: Increase variety and control of simple, compound, and complex sentences. Begin to analyze clause structures in writing.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> a variety of sentence types.</li> <li>● Combine clauses to form various sentence types effectively.</li> <li>● <b>Begin</b> to employ greater sentence variety.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Highlight and identify various sentence types on a worksheet.</li> <li>● Complete a jigsaw of dependent and independent clauses and connect them logically.</li> <li>● Fill in the blank with content- appropriate connectors for compound and complex sentences.</li> </ul>
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**3. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Understand</b> and begin to edit for formatting/mechanics errors.</li> <li>● <b>Recognize</b> grammar errors taught and targeted in class and correct them.</li> <li>● <b>Recognize</b> individual recurring grammar errors.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>● Format a paper using MS Word menus in computer labs or on screen.</li> <li>● Label a variety of sentence structures.</li> <li>● Highlight time frames and use the appropriate verb tenses in their own writing.</li> </ul>
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	<ul style="list-style-type: none"><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 or worksheet.</li></ul>
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## ESL 094 Writing Objectives, SLOs, & MOAs (Last Revision 2021)

### *Writing Process*

#### 1. Objective: Identify the purpose and intended audience in paragraphs and essays.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Analyze</b> texts to determine the author's purpose and intended audience.</li><li>● <b>Begin to be aware</b> of medium, audience, and purpose and how each influences content development.</li></ul>	<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 or worksheets 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.</li><li>● Find, discuss, and highlight areas in sample paragraphs/essays where the language reflects the medium, audience and purpose.</li></ul>

#### 2. Objective: Understand and follow the writing process, including idea generation, drafting, revising, and editing.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Utilize</b> various methods of idea generation.</li><li>● <b>Employ</b> strategies appropriate to each phase of their writing process.</li></ul>	<p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Brainstorm or create a mindmap 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><li>● 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>

**3. Objective: Begin to understand the usefulness of peer review and respond to peers' writing.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Respond</b> to peers' writing using a set of guided questions.</li><li>● <b>Determine</b> what feedback is worth using when writing their revisions.</li></ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Complete example feedback question forms related to sample writing.</li><li>● Answer peer feedback question forms related to partners' writing.</li><li>● Complete a pre-revision response to partners' feedback in order to prioritize the feedback.</li><li>● Apply peer feedback to improve writing revisions in essays / other assigned writing.</li></ul>
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**4. Objective: Revise effectively using instructor feedback.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Recognize</b> and focus on instructor feedback.</li><li>● <b>Analyze</b> the direction the instructor is encouraging the writer to take.</li><li>● <b>Formulate</b> questions to clarify instructor feedback.</li><li>● <b>Incorporate</b> instructor feedback in revising their writing.</li></ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Complete a pre-revision response to instructor's feedback in order to prioritize the feedback.</li><li>● Apply instructor feedback to improve writing revisions in essays / other assigned writing.</li></ul>
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*Composition Skills*

**1. Objective: Recognize and identify the main parts of an essay including introduction, conclusion and body paragraphs, thesis statements, topic sentences, and supporting details.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Identify</b> the main elements of essays.</li><li>● <b>Identify</b> the function of each element within the essay.</li></ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"><li>● Highlight the locations of the main parts of an essay in student writing samples.</li><li>● Complete essay paragraph jigsaw activity that includes all the main parts of an essay.</li></ul>
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	<ul style="list-style-type: none"> <li>Analyze and note on worksheets and quizzes which main parts of the essay are missing in given sample writings.</li> <li>Complete a sample essay with two main parts missing (i.e. intro, body paragraph, etc.).</li> </ul>
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**2. Objective: Recognize and identify how ideas can be controlled to produce coherent, unified, and well-supported paragraphs.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Begin to identify</b> how coherency is created and used to unify and support a text.</li> <li><b>Identify</b> ways to develop ideas related to a specific writing assignment.</li> <li><b>Begin to distinguish</b> what support allows an idea to grow.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Complete worksheet with sample coherent, unified and well-developed paragraphs, where students note the main idea, repeated vocabulary/theme, &amp; pronoun references, etc.</li> <li>Complete paragraph jigsaw (for each main part of an essay) where students are required to put the sentences in the correct order, noting techniques of coherent, unified, and well-supported paragraphs.</li> <li>Create coherent, unified, and well-supported paragraphs from incomplete sample paragraphs.</li> </ul>
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**3. Objective: Be able to produce essays with all main parts.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li><b>Produce</b> essays that include essential structural features.</li> <li><b>Produce</b> essays where each main part is clearly identifiable.</li> </ul>	<p><b>Suggested MOAs:</b></p> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Chart elements of an essay.</li> <li>Highlight structural features of example essays of a variety of genres, given sample essays.</li> <li>Create an outline from a sample essay</li> <li>Identify missing structures of a given essay.</li> <li>Highlight their own essay's structural features (intro, thesis, topic sentences, etc).</li> </ul>
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	<ul style="list-style-type: none"> <li>Annotate the specific elements of their own essays.</li> </ul>
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#### 4. Objective: Use a variety of sophisticated cohesive devices effectively.

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Begin to recognize</b> the value and effectiveness of multiple forms of transitions (beyond however, in addition, moreover, etc).</li> <li><b>Begin to accurately 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> <li><b>Demonstrate</b> increasingly effective use of cohesive devices within and between paragraphs.</li> </ul>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Highlight various cohesive devices in example essays.</li> <li>Identify the correct usage of various cohesive devices, given example essays of various styles.</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> <li>Evaluate (chart or highlight) their own writing to check for main idea coherence.</li> </ul>
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#### 5. Objective: Compose thesis-driven essays employing multiple rhetorical styles.

<b>SLOs:</b> <ul style="list-style-type: none"> <li><b>Begin to build awareness</b> of various rhetorical styles and how each facilitates content development (e.g. <i>ESL Writer's Handbook</i> p. 8-9).</li> <li><b>Begin to 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>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p> <ul style="list-style-type: none"> <li>Identify and distinguish various rhetorical styles used in given example essays or assignment sheets.</li> <li>Fill in the blanks / expand on sample paragraphs to show how and why using a variety of rhetorical styles has allowed an idea to grow or has aided clarity .</li> <li>Brainstorm and/or journal their medium, audience, and purpose to explain their focus in their writing assignments.</li> <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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**6. Objective: Begin to use source material as support in paragraphs and essays.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Understand</b> the concept of plagiarism and the measures one needs to take to avoid it.</li><li>● <b>Summarize and paraphrase</b> ideas from a text.</li><li>● <b>Incorporate</b> basic quotations correctly.</li><li>● <b>Recognize</b> when quotations are appropriate and use them sparingly.</li></ul>	<b>Suggested MOAs:</b> <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 examples of source incorporation (e.g. quotes used in-text with end-text references) in sample worksheets / essays.</li><li>● Identify accurate summaries and paraphrases in example worksheets and/or sample essays.</li><li>● Begin to correctly paraphrase a source given in class on a worksheet or in an essay.</li><li>● Begin to correctly summarize a source, given an example text in class.</li><li>● Outline or highlight any sources used in student essays submitted for class.</li><li>● Submit end-text references for sources used for essays.</li><li>● Begin to use basic in-text and end-text APA or MLA citation given example worksheets.</li><li>● Begin to document the use of outside help (e.g. visits to writing centers, Grammarly, etc.).</li></ul>
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**7. Objective: Write short answers and essays under time constraints in an effective and coherent way.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Understand</b> the skills needed to write short answers or essays under time constraints.</li></ul>	<b>Suggested MOAs:</b> <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></ul>
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<ul style="list-style-type: none"> <li>● <b>Employ</b> the skills needed to complete short answers / essays under time constraints.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete speed-writing exercises.</li> <li>● Complete short-answers on practice 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: Accurately use a greater range of vocabulary in student generated writing.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Incorporate</b> vocabulary taught in class into their writing.</li> <li>● <b>Begin to recognize</b> vocabulary connotations in word choice in order to expand students' vocabulary breadth.</li> <li>● <b>Begin to develop</b> awareness about ways to choose correct vocabulary items to demonstrate intended meaning.</li> <li>● <b>Use</b> appropriate online resources to choose vocabulary to express ideas.</li> </ul>	<b>Suggested MOAs:</b> <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>● Chart new vocabulary items and possible structures and language fitting to particular writing purposes.</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> <li>● Create a chart with required vocabulary items based on the writing assignment and expand with different synonyms and sample sentences.</li> <li>● Use the target vocabulary properly in writing assignments.</li> </ul>
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### **2. Objective: Develop an awareness of individual grammar and editing problems and begin to self-monitor.**

<b>SLOs:</b>	<b>Suggested MOAs:</b> <p>Teachers evaluate students' ability to:</p>
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<ul style="list-style-type: none"> <li>● <b>Recognize</b> repeated grammatical and editing errors.</li> <li>● <b>Correct</b> grammatical and editing errors using the multi-draft process.</li> </ul>	<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 (e.g. worksheet) 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.</li> <li>● Identify errors in each of the above formations with increasing accuracy.</li> <li>● Find errors and correct them, using error correction abbreviation worksheets.</li> <li>● 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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## IEP Content Curriculum

### ESL 092 Content

092 Content is an integrated skills course. The theme of the course is typically American Culture. Teachers may pull from any of the 092 Curricular Objectives in speaking/listening, reading, and writing. The work in the content course reinforces and supports work students are doing in their other skills courses. 092C teachers are also assigned to cover specific grammar objectives (passive, adjectives, and adverbs). A student's grade in 092 Content should reflect their overall English skill in reading, writing, speaking, listening, grammar, and vocabulary.

### ESL 093 Content *(Last revision 2016)*

#### Course Description:

In the Content course at 093, students have a chance to use their developing academic English skills to tackle one subject for a full semester. There are two possible options in 093: U.S. History or Performing Arts. Both are modeled after typical university courses with lectures, quizzes, assignments, discussions, etc. The Performing Arts section is taught jointly by one ELC instructor and one faculty member from the MSU Department of Theatre. The U.S. History section is taught by ELC faculty.

Through this course experience, students will come to understand the expectations of a university course, will know how to prepare as expected for all class meetings, and will know how to participate appropriately in different classroom settings and activities (e.g., lecture vs. small group discussion). Good work in this course will lead to accomplishment of the following learning outcomes.

#### 1. Objective: Develop strategies for dealing with authentic materials.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Restate</b> the main idea of authentic passages (written or spoken) in their own words.</li><li>● <b>Identify</b> key information in a spoken or written text and organize it with guidance from the instructor.</li><li>● <b>Recognize</b> which are the key words in a difficult text and <b>infer</b> the meanings of those words from context.</li></ul>	<ul style="list-style-type: none"><li>● Instructors ask students to write the main idea of a text in their own words and evaluate the accuracy of the response. Students should not copy a sentence out of the original text.</li><li>● Instructors provide a reading or lecture and a graphic organizer (e.g., a cause-effect flowchart, Venn diagram, table) and evaluate whether students can put accurate information in the correct places on the chart.</li><li>● Instructors ask students to pick out a limited number of keywords from a given text and write them on a worksheet. Instructors then ask students to explain what each word means and to identify</li></ul>

	clues in the text that helped them guess the meaning.
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## 2. Objective: Understand the role of signposting cues in a lecture.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> lecturer's signposting cues (e.g., signals for previewing lecture content, introducing main points, examples, transitions, rephrases, conclusions) and use them to predict and understand lecture content.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Instructors deliver live lectures, pausing after certain signposting cues to ask students what they have written down or what they expect to hear next.</li> <li>● After previewing the lecture, instructors check whether students can outline the main points to come, either orally or in note form.</li> <li>● After lecturing, instructors ask comprehension questions and evaluate students' responses (e.g., "What was the result of ____?" "What examples did I give about ____ (main point) ____?")</li> <li>● Instructors evaluate whether students' notes follow lecturer's cues.</li> </ul>
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## 3. Objective: Take effective notes during long lectures (20-40 minutes).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> key ideas in the lecture and record them in their notes.</li> <li>● <b>Organize</b> their notes in real-time using indentation, numbered lists, bullets, and other spatial features to indicate relationships between information.</li> <li>● <b>Use</b> abbreviations, symbols, and only key words and phrases to take notes <b>efficiently</b>.</li> <li>● <b>Use lecture support materials</b> effectively (e.g., PowerPoints, outlines provided by the professor, printed PPT slides).</li> <li>● <b>Employ</b> effective note-taking strategies to compensate for gaps in their comprehension and/or note-taking ability.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Instructors collect students' lecture notes and evaluate the content with a rubric.</li> <li>● Instructors collect students' lecture notes and evaluate their organization with a rubric.</li> <li>● Instructors evaluate students' note-taking speed by delivering a lecture, collecting students' notes, and evaluating the content they were able to capture with a checklist of main and supporting points.</li> <li>● Instructors deliver a lecture with a PPT, ask students to take notes, and then evaluate the notes for a given slide (e.g., for a slide with no text, did students recognize that the content was still important and take notes of what the</li> </ul>
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	<p>lecturer said orally? For a slide with a lot of text, did students do anything other than just copy verbatim from the slide?)</p> <ul style="list-style-type: none"> <li>• Instructors give students a lecture outline ahead of class then ask them to add notes to the outline during lecture. Instructors evaluate students' ability to add the appropriate information (e.g., not repeat the information already on the outline, put new information in the appropriate place).</li> <li>• Instructors collect students' notes immediately after an in-class lecture and see whether students have noted questions or left space for main points they missed (if any).</li> </ul>
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#### 4. Objective: Use notes effectively.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> effective use of their notes during open-note tasks.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a 10-minute open-notes quiz, instructors evaluate accuracy and completeness of answers to questions about a previous day's lecture.</li> <li>• During in-class review sessions, instructors note whether students can locate the parts of their notes that contain the information they need to answer review questions.</li> </ul>
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#### 5. Objective: Improve grammatical accuracy for clearer understanding and communication.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> different grammatical forms of target vocabulary items and use those forms accurately.</li> <li>• <b>Recognize</b> correct passive verb forms in context.</li> <li>• <b>Display</b> control of targeted vocabulary and grammatical structures in order to</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On a multiple-choice item, instructors evaluate whether students can select the correct form of target vocabulary to fit the grammar of a sentence (e.g., The <i>colonizes</i> / <i>colonists</i> / <i>colonies</i> protested the high taxes by boycotting tea.).</li> <li>• On a multiple-choice item, instructors evaluate whether students can select the</li> </ul>
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convey meaning accurately.	<p>correct verb form to complete a sentence (e.g., Supreme Court justices <i>appoint</i> / <i>are appointed</i> by the president).</p> <ul style="list-style-type: none"> <li>• Instructors deduct points from written test answers when errors of tense, word form, or passive voice confuse the intended meaning or make the student's statements factually incorrect.</li> </ul>
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**6. Objective: Connect information presented in class to larger course themes or concepts.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Recognize</b> connections between individual pieces of information (from lectures, readings, discussions, and other class materials) and larger course themes and concepts.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• In U.S. History, the instructor provides a list of "Big Questions" at the beginning of each unit that ask about the main themes. Throughout the unit, instructors return to these questions and ask students to identify supporting points from lectures, readings, class discussions, etc. At the end of the unit, instructors evaluate students' ability to connect information from the course to answer one of the Big Questions in short-essay form on the test (e.g., in a unit about the Great Depression, one of the Big Questions is "What was (or still is) controversial about FDR's New Deal? Why?").</li> <li>• In Performing Arts, instructors teach theatrical terminology and regularly point out how it is used in examples throughout the class. For example, students study basic dramatic structure then complete worksheets to demonstrate that they can outline the exposition, complications, climax and resolution of a story.</li> </ul>
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**7. Objective: Respond effectively to short answer questions under time constraints.**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>● <b>Recognize</b> verbs commonly used in short-answer test items and produce appropriate answers to address such test questions.</li> <li>● <b>Synthesize</b> facts and ideas from the course in writing.</li> <li>● <b>Accurately</b> use unit vocabulary in their responses.</li> </ul>	<ul style="list-style-type: none"> <li>● On homework assignments, quizzes, and tests, instructors evaluate students' responses to a variety of open-ended questions. If the information in the student's answer is accurate, but does not match the prompt (e.g., a definition in response to an item that asks for an example) the instructor gives partial credit and circles the keyword in the prompt.</li> <li>● Instructor evaluates test answers for expected level of detail (e.g., "explain" requires a longer answer than "list." If half a page of space is given on the test for response, a one line answer is not sufficient to earn full credit).Instructors deduct points from written test answers when errors of tense, word form, or passive voice confuse the intended meaning or make the student's statements factually incorrect.</li> <li>● In short essays (one or more paragraphs) instructors evaluate how well students can answer a main idea question and support it with facts, details, and ideas discussed in class. Instructors evaluate the response for accuracy, completeness, and logical organization.</li> <li>● In short answer and short essay responses, instructors evaluate students' responses for completeness and accuracy. They will need to use the unit vocabulary to accurately answer the questions.</li> </ul>
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## ESL 094 - Content Based Writing

### Course Description and Goals

094 Content Based Writing is a sustained content-based writing course. The course is meant to simulate an undergraduate content-area course in which students explore one theme in depth for a semester. If you need ideas for your theme, talk to The Content Skills Coordinator or look through previous teachers' Content materials reviews on Google Drive: *ELC Faculty Documents* → *Sample Course Descriptions* → *Level 4* → *Content Material Reviews from Past Semesters*

Writing instruction must follow the ELC curricular objectives for 094 writing. ELC students at this level may enter the EAP following this course, or occasionally go directly into full time study at the university. Therefore, an intensive focus on academic writing is the primary goal. Essays should be thesis driven, relate to the content theme and employ multiple rhetorical modes. Typically, students in 094 CBW will write 2-3 formal, drafted essays, at least one of them using source material. Some discrete grammar should be taught as well as self-editing skills.

Keep in mind that this is **not** a Reading/Writing course (as in 092 and 093.) Reading and discussion should serve to develop critical thinking and analytical skills to improve **writing**.

Content should be explored through a variety of media and skills. While you will surely do a variety of listening, speaking, and reading activities as you explore the content, keep in mind that the main goals of such activities are (1) to help students understand and think deeply about the theme so that they can develop substantive, interesting ideas for their writing; (2) to broaden the vocabulary and language that they can use in their writing about the topic; and (3) to help students learn strategies for coping with language that is really above their level. We do want students to “drown” a bit in the content so that they learn ways to pick out main points and accomplish focused tasks. These strategies will serve them well in their future academic studies.

### Guidelines for Grading Content-Related Tasks

Quizzes over content are a great way to achieve this 094 Writing objective: *Write short answers and essays under time constraints in an effective and coherent way.*

All of your content materials and activities (readings, videos, discussions, etc.) are potential sources for students to use in their writing on the theme. When grading content-related tasks, focus on comprehension, vocabulary, critical thinking, and logical communication.

Do not devote class time to teaching discrete speaking skills, listening skills, or reading skills. Leave that to the other teachers in your section. For example, if you assign a presentation, do not spend a lot of class time teaching public speaking skills. That is the S/L teacher's job. When you grade the presentation, do not use the same rubric you would use for an S/L class. The rubric should not focus on discrete speaking skills (e.g., pronunciation, intonation, delivery). Instead, the rubric should help you assess how much information the students communicate, the accuracy of the information, how well they organize it, the critical thinking shown, etc. The skills demonstrated should be ones that easily transfer to **writing**.

## IEP Grammar Curriculum

### Overview of Grammar Assignments by Skill

	092	093	094
<b>Grammar</b>	verb tense: <ul style="list-style-type: none"> <li>• present perfect</li> <li>• past progressive</li> <li>• action &amp; stative verbs</li> <li>• past habit (<i>used to &amp; would</i>)</li> </ul> adjectives (comparisons )	verb tense: <ul style="list-style-type: none"> <li>• perfect vs. progressive</li> <li>• action &amp; stative verbs</li> </ul> clauses & connectors <ul style="list-style-type: none"> <li>• adjective clauses</li> </ul> conditionals	verb tense <ul style="list-style-type: none"> <li>• all tenses</li> <li>• discourse-level system</li> </ul> clauses & connectors <ul style="list-style-type: none"> <li>• clause structure</li> <li>• noun clauses</li> <li>• adjective clauses (incl. reduced)</li> </ul> passive ( <i>be &amp; get</i> , all tenses)
<b>Writing</b>	SVO clauses & connectors <ul style="list-style-type: none"> <li>• compound sentences</li> <li>• complex sentences</li> <li>• adverb clauses</li> <li>• adjective clauses</li> <li>• fragments</li> </ul> gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> <li>• compound sentences</li> <li>• complex sentences</li> <li>• adverb clauses</li> <li>• fragments &amp; run-ons</li> </ul> determiners gerunds & infinitives	clauses & connectors <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• adverb clauses</li> </ul> gerunds & infinitives
<b>S/L</b>	modals	modals (past probability and necessity)	conditionals
<b>Content</b>	passive (introduction) adverbs ( <i>too, very</i> )	passive (present, past & modal)	

## 092: SVO

### 1. Objective: Understand and use direct and indirect objects.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> direct and indirect objects in two grammatical patterns: S + V + DO to/for IO; or S + V + IO + DO.</li><li>● <b>Understand</b> sentences with two objects.</li><li>● <b>Produce</b> logical sentences with two objects using both patterns.</li></ul>	<ul style="list-style-type: none"><li>● On a worksheet, instructors ask students to underline the two objects in a sentence and label them as “IO” or “DO”.</li><li>● On an assignment, instructors assess whether students can accurately answer questions about a sentence with two objects (e.g., <i>He sent Tom to the advisor.</i> Q: <i>Who did he send?</i> A: <u>Tom</u>; Q: <i>Who did he send him to?</i> A: <u>the advisor</u>.)</li><li>● On quizzes or worksheets, instructors supply a verb, and ask students to write a sentence using that verb and two objects (e.g., <i>send</i> → <i>I sent a letter to my mother.</i> ) and then to write the sentence using the other pattern (e.g., <i>I sent my mother a letter.</i>) Instructors assess whether students can accurately express the idea both ways.</li></ul>

## 092: Verb Tense

### 1. Objective: Understand and use present perfect verbs in affirmative and negative statements, yes-no questions, and wh-questions.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Recognize and produce</b> accurate present perfect verb forms (<i>have</i> + 3<sup>rd</sup>).</li><li>● <b>Recognize and produce</b> the contractions of <i>have/has</i> and <i>not</i>.</li><li>● <b>Distinguish</b> between contractions of <i>is</i> and <i>has</i> using their knowledge of verb tense.</li><li>● <b>Transform</b> sentences with present perfect from affirmative to negative.</li><li>● <b>Transform</b> sentences with present perfect from statements to questions.</li><li>● <b>Understand</b> that present perfect is used to talk about things that happened</li></ul>	<ul style="list-style-type: none"><li>● On a worksheet or quiz, instructors assess students’ ability to identify present perfect forms by underlining them.</li><li>● Using cloze exercises with base forms provided, instructors assess students’ ability to produce accurate present perfect forms.</li><li>● Instructors evaluate whether students can write the contracted form of a verb phrase with <i>have/has</i> (e.g., <i>I have not been late.</i> = <i>I haven’t been late.</i>)</li></ul>



before now (while keeping focus on the present.)

- **Recognize** signal words that are used with perfect verbs (e.g., *before, since, for the last ten years, recently, just, yet, lately, still, already, ever, never, many times*).
- **Use** signal words to determine whether present perfect or simple past is more appropriate
- **Use** time expressions with *for* and *since* accurately.
- **Use** *since* + past time clause. (e.g., *I have studied at the ELC since I came to the USA.*)

- On a multiple-choice item, instructors test whether students can identify *is* or *has* as the correct long form of a contraction (e.g., *He's been late every day. a) He is... b) He has...*).
- On a quiz, instructors assess students' ability to transform an affirmative statement with a present perfect verb into a negative statement. Instructors evaluate correct word order and verb form.
- On a quiz, instructors assess students' ability to transform a statement with a present perfect verb into a yes/no question. Instructors evaluate correct word order and verb form.
- On a quiz, a multiple-choice item asks, "Which **aspect** is used to talk about things that have happened **before?**" The correct answer is *perfect*. Distractors are *simple* and *progressive*.
- Instructors ask students to circle the signal words in a paragraph and fill in the missing forms of the verbs to fit the context (present simple or perfect).
- Instructors ask students to circle the signal words in a paragraph and fill in the missing forms of the verbs to fit the context (present perfect or simple past). Common signal words for past tense include *last year, yesterday, \_\_\_ ago*, etc.
- Instructors give students a timeline and a sentence stem and ask students to fill in an accurate time expression with *since* or *for* (e.g., "*I have worked for MSU \_\_\_\_\_.*")
- On a worksheet, instructors provide the first half of a sentence with present perfect and *since*, and ask students to fill in a past tense statement to finish the sentence. ("*I have studied at the ELC since \_\_\_\_\_.*") Instructors evaluate whether the sentence is grammatical and logical.

**2. Objective: Understand and use past progressive verbs in affirmative and negative statements and questions.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Recognize and produce</b> accurate past progressive verb forms (<i>was/were + -ing.</i>)</li><li>● <b>Transform</b> sentences with past progressive from affirmative to negative.</li><li>● <b>Transform</b> sentences with past progressive from statements to questions.</li><li>● <b>Understand</b> that past progressive is used to describe the relationship between two past actions or events that happen at the same time or interrupt each other.</li><li>● <b>Understand</b> the relationship of past actions in complex sentences with <i>when</i> and <i>while</i> clauses.</li></ul>	<ul style="list-style-type: none"><li>● On a worksheet or quiz, instructors assess students' ability to identify past progressive forms by underlining them.</li><li>● Using cloze exercises with base forms provided, instructors assess students' ability to produce accurate past progressive forms.</li><li>● On a quiz, instructors assess students' ability to transform an affirmative statement with a past progressive verb into a negative statement. Instructors evaluate correct word order and verb form.</li><li>● On a quiz, instructors assess students' ability to transform a statement with a past progressive verb into a yes/no question. Instructors evaluate correct word order and verb form.</li><li>● On a quiz, a multiple-choice item asks, "Which <b>aspect</b> is used to talk about something that is happening <b>at the same time as</b> another event?" The correct answer is "progressive." Distractors are "simple" and "perfect."</li><li>● Instructors provide items such as: "<i>I _____ (fall) asleep while I _____ (take) the quiz.</i>" Students fill in the blanks with past simple or past progressive forms. Instructors evaluate responses for correct form and logical meaning (keeping in mind more than one answer may be possible.)</li><li>● Instructors provides a sentence such as: "I fell asleep while I was taking the quiz." Instructors evaluate whether students can accurately represent the relationship of the two events on a timeline (marking an X for the "fell asleep" in the middle of a longer line for "was taking the quiz.").</li></ul>

### 3. Objective: Understand the difference between action and stative verbs.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>• <b>Understand</b> the difference in meaning between action verbs and stative verbs.</li><li>• <b>Form</b> the progressive with action verbs only, not stative verbs.</li></ul>	<ul style="list-style-type: none"><li>• On a worksheet or quiz, instructors assess students' ability to label verbs in sentences as actions or states.</li><li>• On a multiple-choice item, instructors evaluate students' ability to choose the stative verb in simple aspect, not progressive.</li></ul>

### 4. Objective: Understand and use expressions of past habit (*used to + base & would + base*).

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>• <b>Form</b> expressions of past habit with <i>used to</i> and <i>would</i>.</li><li>• <b>Understand</b> that only "used to" can be used for past states. Either "used to" or "would" may describe past habits or actions.</li><li>• <b>Use</b> expressions of past habit to talk about their past experiences.</li></ul>	<ul style="list-style-type: none"><li>• On cloze exercise, instructors ask students to fill in the past habit verb forms in sentences (e.g., <i>In elementary school, I _____ (get) home from school around 3:00 every day. Then I _____ (play) with my neighbors until dinner.</i>)</li><li>• In an exercise, instructors ask students to select the possible forms (<i>used to</i> or <i>would</i> or both) for a given sentence (using their understanding of active and stative verbs).</li><li>• Instructors ask students to write a paragraph about their past habits, given a starting situation (e.g., <i>When I was in elementary school, I...</i>). Instructors grade the form and logical use of habit expressions with <i>would &amp; used to</i> in the paragraph.</li></ul>

## 092: Clauses & Connectors

### 1. Objective: Differentiate between phrases and clauses.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>• <b>Identify</b> word groups as phrases or clauses.</li></ul>	<ul style="list-style-type: none"><li>• On quizzes or assignments, instructors ask students to label word groups as</li></ul>

	phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u> , <i>I sat in the sun</i> = <u>clause</u> )
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**2. Objective: Recognize and use coordinating conjunctions (FANBOYS) as connectors between grammatically equal pieces.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> compound sentences (two or more clauses connected by a coordinating conjunction.)</li> <li>• <b>Use</b> coordinating conjunctions to logically connect grammatically equal pieces.</li> <li>• <b>Identify</b> and <b>correct</b> coordinating conjunction errors of meaning or parallel structure.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• In a short paragraph, instructors ask students to underline compound sentences.</li> <li>• On an assignment, the instructor provides sentences with missing connectors and assesses students' ability to supply a logical connector.</li> <li>• On a quiz, instructors ask students to fill in the missing element of a sentence after a coordinating conjunction (e.g., <i>He loves <u>coffee</u> and _____. He loves to <u>play</u> and _____ basketball. Michigan is <u>beautiful</u> and _____. Look for your missing homework <u>in your bag</u> and _____.</i>) Instructors evaluate whether students can supply a piece that is grammatically equal to what came before the connector.</li> <li>• On worksheets or quizzes, instructors evaluate students' ability to fix errors of parallel structure or connector choice in sentences or short paragraphs. Instructors use errors from students' own writing for this activity.</li> </ul>
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**3. Objective: Differentiate between independent and dependent clauses by recognizing subordinating connectors.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> independent and dependent clauses.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On an assignment, instructors assess students' ability to identify independent and dependent clauses by giving them complex sentences and asking students to underline the independent clause, box</li> </ul>
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	the dependent clauses, and circle the subordinating connectors.
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#### 4. Objective: Recognize complex sentences.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Identify</b> complex sentences (using the number of clauses and the types of connectors as clues.)</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● Instructor takes a familiar paragraph from one of the 092 textbooks and breaks it into sentences (one per line) then evaluates whether students can find the complex sentences.</li> </ul>
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#### 5. Objective: Produce complex sentences following common adverb clause patterns to express time, condition, and reasons.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Identify</b> subordinating connectors in adverb clauses (as soon as, before, after, since, until, when, whenever, while, if, because, and since.)</li> <li>● <b>Produce</b> accurate complex sentences that show time relationships with the subordinating connectors as soon as, before, after, since, until, when, whenever, and while.</li> <li>● <b>Produce</b> accurate complex sentences that express conditions with the subordinating connectors if and when. Students produce accurate complex sentences that express reasons with the subordinating connectors because and since.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● Instructors evaluate student's ability to identify subordinating connectors by asking them to circle those words in a paragraph. Instructors check that only subordinating connectors were circled, not other types of connecting or transition words.</li> <li>● Instructors provide two simple sentences and ask students to combine them into one complex sentence with a logical subordinating connector. Instructor evaluates sentence construction and subordinating connector choice.</li> <li>● Instructors ask students to fill in the missing part of a conditional statement (e.g., <i>If _____, I won't come to class.</i>) Instructors evaluate grammatical construction and logic of the sentence.</li> <li>● Instructors ask students to write a paragraph in response to an opinion question. In their response, they should support their opinion using complex sentences with <i>since</i> and/or <i>because</i>. One part of the rubric should evaluate effectiveness of the complex sentences.</li> </ul>
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**6. Objective: Understand and use adjective clauses with *who*, *which*, and *that*.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> adjective clauses and the nouns they modify.</li> <li>● <b>Distinguish</b> between <i>who</i> and <i>which</i>.</li> <li>● <b>Identify</b> adjective clauses as essential or nonessential.</li> <li>● <b>Combine</b> two sentences into one using an adjective clause.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On an assignment, instructors evaluate students' ability to identify adjective clauses by asking them to circle the subordinating connector, underline the whole adjective clause, and draw an arrow to the noun it modifies.</li> <li>● On a quiz, instructors evaluate students' understanding of the subordinating connectors <i>who</i> and <i>which</i> by giving them a complex sentence with the subordinator missing and asking them to complete the sentence with either <i>who</i> or <i>which</i>.</li> <li>● On an assignment, instructors evaluate students' ability to punctuate adjective clauses by giving them sentences with both identifying (essential) and non-identifying (nonessential) clauses and asking them to add punctuation (commas) where necessary.</li> <li>● On a test or quiz, instructors assess students' ability to write adjective clauses by providing students with two related sentences and asking them to combine them into one complex sentence using an adjective clause.</li> </ul>
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**7. Objective: Begin to recognize fragments as errors.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> fragments as incomplete sentences.</li> <li>● <b>Identify</b> fragments with missing subjects or verbs.</li> <li>● <b>Identify</b> fragments that are only dependent clauses (i.e., the subordinating connector makes it</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a quiz, the instructor asks students to define "fragment."</li> <li>● Instructors present a list of mixed sentences and fragments and ask students to label each one sentence (S) or fragment (F).</li> </ul>
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incomplete).	
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### 092: Passive Voice

**1. Objective: Recognize and understand passive constructions (*be +3<sup>rd</sup>*) in simple present and simple past.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Recognize</b> passive verb forms (<i>be +3<sup>rd</sup></i>) in a passage (especially simple present and past).</li> <li>● <b>Understand</b> that “active” or “passive” describes the subject of a sentence and that the agent is the “actor” or “doer” in a passive sentence.</li> <li>● <b>Recognize</b> agents indicated with <i>by</i>.</li> <li>● <b>Differentiate</b> active from passive sentences.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● Using reading passages from the 092C textbook, instructors ask students to scan for and underline only the passive verbs.</li> <li>● Instructors pull example sentences from the 092C textbook and ask students to circle the noun in each that is the actor or doer (i.e., the agent in a passive sentence and the subject in an active sentence.)</li> <li>● Using reading passages from the 092C textbook, instructors ask students to scan for “<i>by</i>” and circle agents in passive sentences.</li> <li>● On a quiz, instructors assess whether students can label sample sentences as active (A) or passive (P).</li> </ul>
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**2. Objective: Produce passive sentences in simple present and simple past.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Transform</b> (“flip”) simple present and simple past sentences from active to passive, changing word order and verb form and adding “<i>by</i>” to signal an agent.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On a quiz, instructors provide active sentences and ask students to transform them into passives. Instructors evaluate correct verb form, word order, and adding “<i>by</i>” for the agent.</li> </ul>
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### 092: Modals

**1. Objective: Understand and use modals of advice and expectation (*should, had better, be supposed to*).**

<b>SLOs:</b>	<b>Suggested MOAs:</b>
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<ul style="list-style-type: none"> <li>● <b>Differentiate</b> between true modals and “modal-like expressions” (e.g., <i>have to</i>) which express meanings similar to modals, but follow different grammar rules: subject-verb agreement, question formation, etc.</li> <li>● <b>Recognize</b> the following as expressions of advice, warning, and expectation: <i>should, had better, be supposed to</i>.</li> <li>● <b>Produce</b> correct verb phrases with <i>should, had better, and be supposed to</i>.</li> <li>● <b>Identify</b> and <b>correct</b> errors of verb form, agreement, and time frame in expressions of advice, warning, and expectation.</li> </ul>	<ul style="list-style-type: none"> <li>● Orally or on paper, instructors ask students to list the true modals (<i>will, would, can, could, may, might, shall, should, must</i>). Any other expression covered in this unit is modal-like.</li> <li>● On assignments or tests, instructors assess students’ ability to recognize modals of advice by having students underline sentences that ask for or give advice in a paragraph.</li> <li>● On a multiple-choice item, students choose the correct form of a modal to complete a sentence (e.g., <i>He <u>should</u> / <u>shoulds</u> study.</i> )</li> <li>● On a multiple-choice item, students choose the correct form of a modal-like expression to complete a sentence (e.g., <i>He <u>be supposed to</u> / <u>is supposed to</u> study.</i> )</li> <li>● On a multiple-choice item, students choose the correct form of a main verb to complete a sentence (e.g., <i>He <u>should</u> <u>study</u> / <u>studies</u> / <u>to study</u>.</i> )</li> <li>● On a test, instructors check that students can edit errors of form, agreement, or tense in sentences with <i>should, had better, be supposed to</i>.</li> </ul>
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**2. Objective: Understand and use modals of probability in present and future (*may, might, could, will, should*).**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> modals <i>may, might, could, will, and should</i> as modals of probability in affirmative and negative statements and questions.</li> <li>● Correctly <b>produce</b> correct forms of <i>may, might, could, will, should</i> in present and future expressions of probability.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a quiz, instructor assess students’ understanding of modals of probability by giving them a group of sentences and asking them to underline only sentences that express probability (e.g. Given these two sentences, students would only underline the second one. <i>Could you help me? Could it rain tomorrow?</i>)</li> <li>● On homework, instructors assess students’ ability to write the correct form of the modal by providing a paragraph</li> </ul>
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	that students can use to fill in the blank with the modal expression provided.
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### 3. Objective: Understand and use modals of ability (*can, could, may, be able to*).

<b>SLOs:</b> <ul style="list-style-type: none"> <li>• Accurately <b>form</b> expressions of ability with <i>can, could, may</i>, and <i>be able to</i> in focused exercises containing affirmative and negative statements and questions.</li> <li>• <b>Identify and correct</b> errors in expressions of ability.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>• On homework or quizzes, instructors assess students' ability to fill in the correct modals or expressions when given a statement or question of ability with a missing verb phrase. Instructor assesses correct forms and word order.</li> <li>• On assignments or quizzes, instructors provide sentences with common student errors of form using modals and modal-like expressions of ability; instructors assess students' ability to fix errors of form, word order, and agreement.</li> </ul>
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## 092: Adjectives

### 1. Objective: Make comparisons using adjectives ( *-er, more / less + than* ).

<b>SLOs:</b> <ul style="list-style-type: none"> <li>• <b>Produce</b> accurate phrases with comparative adjectives.</li> <li>• <b>Use</b> comparative forms accurately to produce meaningful comparisons.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>• On an assignment or test, instructors evaluate students' ability to complete a comparison correctly (e.g., Saud's homework is _____ Xiao's. (difficult) (Xiao's). Correct answers include <i>more difficult than</i>, and <i>less difficult than</i>.</li> <li>• Instructors evaluate students' ability to use comparisons in writing. For example, instructors may ask students to compare American customs with those of the students' home countries. Instructors should evaluate logic and form of the students' comparisons.</li> </ul>
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**2. Objective: Make comparisons with adjectives using *as...as* and *not as...as*.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Form</b> comparisons with <i>as...as</i> to show that two things are equal.</li><li>● <b>Use</b> <i>as...as</i> comparisons with the correct pronoun or pronoun + verb.</li><li>● <b>Understand</b> comparisons of equal things (<i>as...as</i>) and unequal things (<i>not as...as</i>).</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● On a test, instructors evaluate students' ability to form comparisons of equal things using <i>as...as</i> by giving students a sentence with a blank and providing them with an adjective. Students fill in the blank with the correct form. (e.g. Your car is _____ <i>as new as</i> _____ (new) mine.</li><li>● On an assignment, instructors evaluate students' ability to complete a comparison by giving the students the first part of a sentence and asking them to complete it accurately (e.g., You talk as fast as _____. Correct answers include <u>him</u> &amp; <u>he does</u>.)</li><li>● On a quiz, instructors assess students' understanding of comparisons by asking students to select the comparison that is closest in meaning to another (e.g., This pizza place is cheaper than that one. Choices: <i>This pizza place is not as expensive as that one.</i> / <i>This pizza place is as cheap as that one.</i> / <i>This pizza place is as expensive as that one.</i>)</li></ul>
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**3. Objective: Use superlative forms of adjectives (*the -est*, *the most* \_\_\_\_ ).**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Form</b> superlative adjectives with <i>the -est</i> and <i>the most</i>_____.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● On a test, instructors evaluate students' ability to form superlative adjectives by providing a sentence with a blank and an adjective in parentheses. Students have to choose between <i>the -est</i> and <i>the most</i>. (e.g. My grammar book is _____<u>the longest</u>_____ textbook I own (<i>long</i>).</li></ul>
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## 092: Adverbs

### 1. Objective: Understand and use *too* and *very*.

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Understand</b> that both <i>too</i> and <i>very</i> make an adjective stronger, but that <i>too</i> has a negative (judgmental) meaning.</li><li>● <b>Produce</b> sentences with <i>very</i> to express a neutral generalization (e.g., ELC students are <i>very</i> busy.).</li><li>● <b>Produce</b> sentences with <i>too</i> to express disapproval (e.g., ELC students are <i>too</i> busy.).</li><li>● <b>Differentiate</b> between <i>too</i> or <i>very</i> based on the context.</li></ul>	<ul style="list-style-type: none"><li>● On a multiple choice item, students see a sentence with <i>too</i> or <i>very</i> and then choose the best sentence to follow it (e.g., This cake is too sweet. a) Can I have some more? b) I don't want any more.)</li><li>● Instructors ask students to change stereotype statements (with <i>too</i>) to generalizations (with <i>very</i>).</li><li>● Instructors ask students to write stereotypes and generalizations about their own groups (nationality, gender, age, etc.). Instructors evaluate logical use of <i>too</i> and <i>very</i>.</li><li>● On a quiz, given a context and a sentence, students choose <i>too</i> or <i>very</i>. (e.g., You had a difficult time with the homework last night. You want your instructor to help you. You say, "This homework was <u>too / very</u> hard." Choose the adverb that will NOT make the instructor angry.) Instructors evaluate appropriateness of response.</li></ul>

## 092: Gerunds/Infinitives

### 1. Objective: Recognize gerunds (*base + -ing*) and infinitives (*to + base*).

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Recognize</b> gerunds and infinitives.</li></ul>	<ul style="list-style-type: none"><li>● On a class assignment, the instructor assesses students' ability to recognize gerunds and infinitives by providing them with sentences and asking them to circle the gerunds and box the infinitives.</li></ul>

### 2. Objective: Understand that gerunds and infinitives are nouns used in noun positions in a sentence like subjects, objects, or objects of a preposition.

SLOs:	Suggested MOAs:
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<ul style="list-style-type: none"> <li>● <b>Identify</b> gerund or infinitive subjects, objects, or objects of a preposition.</li> </ul>	<ul style="list-style-type: none"> <li>● On a test or quiz, the instructors assess students' understanding of gerunds and infinitives as nouns by providing them with sentences and asking them to circle the gerund or infinitive and then label it as an S or O for subject or object (of verb or preposition).</li> </ul>
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### 3. Objective: Understand and use infinitives to express purpose.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Use</b> infinitives in place of <i>in order to + base</i> to show the purpose of an action.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On an assignment, the instructor evaluates students' ability to use infinitives to express purpose by providing them with incomplete sentences that could use <i>in order to</i> and ask students to fill in the blank with the infinitive form.</li> </ul>
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### 4. Objective: Use infinitives after adjectives and adverbs.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Use</b> infinitives after adjectives or adverbs.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On a test, the instructor assesses students' ability to use infinitives after adjectives or adverbs by giving them a sentence that ends with a blank after an adjective or adverb and asking them to complete the sentence with an infinitive (e.g., <i>I was lucky _____ <u>to study Italian in Italy.</u></i> ).</li> </ul>
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### 093: Verb Tense

#### 1. Objective: Understand the difference between action and stative verbs.

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Understand</b> the difference in meaning between action verbs and stative verbs.</li><li>● <b>Form</b> the progressive with action verbs only, not stative verbs.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● On a worksheet or quiz, instructors assess students' ability to label verbs in sentences as actions or states.</li><li>● On a multiple-choice item, instructors evaluate students' ability to choose the stative verb in simple aspect, not progressive.</li></ul>
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#### 2. Objective: Understand and use perfect, progressive, and perfect-progressive in present and past time.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Understand</b> that perfect means something happened <u>before</u> and that progressive means it was happening <u>at the same time as</u> another event.</li> <li>• Paying attention to signal words and context, <b>use</b> verbs in the correct tense.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• Instructors provide single-time paragraphs with mixed aspect (i.e., a paragraph where all verbs are present but in different aspects). Instructors assess whether students can accurately answer questions about time relationships in the paragraphs, such as “Which event happened before X? What was happening at the same time as X? What happened first: X or Y?”</li> <li>• Instructors provide single-time frame paragraphs, and require students to fill in missing verbs with the correct aspect. Instructors accept a range of possible answers (i.e., sometimes a verb could logically be put in simple, perfect, or progressive aspect. Sometimes there is only one possible answer.)</li> <li>• On a multiple-choice item, students choose from a list of possible verb forms to complete a sentence. They are instructed to choose ALL possible answers. Instructors evaluate whether students can recognize all of the logical possibilities for completing a sentence, considering time and aspect.</li> </ul>
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### 093: Clauses & Connectors

#### 1. Objective: Differentiate between phrases and clauses.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> word groups as phrases or clauses.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>• On quizzes or assignments, instructors ask students to label word groups as phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u> <i>I sat in the sun</i> = <u>clause</u>).</li> </ul>
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#### 2. Objective: Identify simple, compound, and complex sentences.

<p><b>SLOs:</b></p>	<p><b>Suggested MOAs:</b></p>
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<ul style="list-style-type: none"> <li>● <b>Identify</b> all clauses contained in a sentence.</li> <li>● <b>Identify</b> different sentence types (<i>simple, compound, complex</i>).</li> </ul>	<ul style="list-style-type: none"> <li>● On an assignment, the instructor assesses students' ability to label subjects and verbs by providing them with different sentence types and asking them to label all subjects and verbs in the sentence.</li> <li>● On a quiz, the instructor evaluates students' ability to identify different sentence types by providing them with several sentences of differing types and asking them to label the sentences as simple, compound, or complex.</li> </ul>
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### 3. Objective: Identify connectors in compound and complex sentences.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Identify</b> connectors in sentences and subsequently <b>identify</b> whether the sentence is compound or complex.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On a quiz, the instructor evaluates students' ability to recognize connectors by providing them with different sentence types and asking them to circle the connector and then label the entire sentence as compound or complex.</li> </ul>
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### 4. Objective: Punctuate compound and complex sentences.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Punctuate</b> compound and complex sentences correctly.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On an assignment, the instructor provides the students with different types of sentences without any punctuation and asks students to punctuate them accurately.</li> </ul>
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### 5. Objective: Combine simple sentences to make complex sentences.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Combine</b> two simple sentences to make a complex sentence.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● Instructors identify simple sentences in students' writing that can be combined. On a draft or a worksheet, instructors ask</li> </ul>
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	students to make complex sentences by combining those sentences.
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**6. Objective: Differentiate between independent and dependent clauses by recognizing subordinating connectors.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Identify</b> independent and dependent clauses and the subordinating connectors that mark the dependent clauses.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On an assignment, instructors assess students' ability to identify independent and dependent clauses by giving them complex sentences and asking students to underline the independent clause(s), box the dependent clause(s), and circle the subordinating connectors.</li> </ul>
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**7. Objective: Produce complex sentences following common adverb clause patterns to express contrast, result, and purpose.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Produce</b> accurate complex sentences that show contrast with the subordinators <i>although, even though, and while</i></li> <li>● <b>Produce</b> accurate complex sentences that express result with the subordinating connectors <i>so</i> and <i>so that</i>.</li> <li>● <b>Produce</b> accurate complex sentences that express purpose with the subordinating connectors <i>so that</i> and <i>in order that</i>.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● Instructors ask students to write a compare/contrast paragraph. In their response, they should support their opinion using complex sentences with <i>although, even though, and while</i>. One part of the rubric should evaluate effectiveness of the complex sentences.</li> <li>● Instructors ask students to fill in the missing part of a sentence that expresses a result (e.g. <i>I had a bad day so _____</i>.) Instructors evaluate grammatical construction and logic of the sentence.</li> <li>● Instructors provide two simple sentences and ask students to combine them into one complex sentence with a logical subordinating connector. Instructor evaluates sentence construction and subordinating connector choice.</li> </ul>
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**8. Objective: Understand and use adjective clauses with the subordinating connectors *who*, *which*, and *that* as both subject and object.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Identify</b> subordinating connectors, adjective clauses, and the nouns they describe.</li><li>● <b>State</b> whether the subordinating connector is the subject or object of the clause.</li><li>● <b>Recognize</b> that only subordinating connectors that are objects can be omitted.</li><li>● <b>Choose</b> the correct subordinating connector to complete a clause (<i>who</i>, <i>which</i>, <i>that</i>)</li><li>● <b>Identify</b> essential and nonessential clauses.</li><li>● <b>Combine</b> simple sentences into a complex sentence with an adjective clause to avoid repeating the same noun.</li></ul>	<ul style="list-style-type: none"><li>● On an assignment, instructors evaluate students' ability to identify adjective clauses by asking them to circle the subordinating connector, underline the whole adjective clause, and draw an arrow to the noun it modifies.</li><li>● When discussing an exercise, the instructor assesses students' ability to identify subject and object adjective clauses by asking them to state whether the subordinating connector of the sentence is the subject or object of the adjective clause.</li><li>● In a textbook exercise, the instructor evaluates students understanding of object adjective clauses by asking them for all possible correct answers for a blank in the sentence where the subordinating connector should be. Students should include Ø as a possible answer for sentences with object adjective clauses only.</li><li>● On a test, the instructor evaluates students use of subordinating connectors by providing them with a complex sentence that includes an adjective clause with a blank where the subordinating connector is supposed to be. Students fill in the blank with any possible connector.</li><li>● On an assignment, instructors evaluate students' ability to punctuate adjective clauses by giving them sentences with both identifying (essential) and non-identifying (nonessential) clauses and asking them to add punctuation (commas) where necessary.</li><li>● On a test or quiz, instructors assess students' ability to write adjective clauses by providing students with two related sentences and asking them to combine them into one complex sentence using an adjective clause.</li></ul>

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## 9. Objective: Identify and fix fragments and run-ons.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> fragments that don't follow patterns of construction for simple, compound, or complex sentences.</li> <li>● <b>Identify</b> run-ons that don't follow patterns of construction for simple, compound, or complex sentences.</li> <li>● <b>Identify</b> and correct fragments and run-ons.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a test, the instructor assesses students' ability to recognize fragments by asking students to underline fragments in a paragraph.</li> <li>● On a test, the instructor assesses students' ability to recognize run-ons by asking students to underline run-ons in a paragraph.</li> <li>● On a class assignment, using real sentences written by students, the instructor assesses students' ability to fix any fragments and run-ons.</li> </ul>
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## 093: Passive Voice

### 1. Objective: Recognize and understand passive constructions (*be* + 3<sup>rd</sup>) in present and past (simple, perfect, & progressive) as well as passive with modals.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> passive verb forms (<i>be</i> + 3<sup>rd</sup>).</li> <li>● <b>Identify</b> sentences as active or passive.</li> <li>● <b>Identify</b> agents with <i>by</i>. (Not every passive sentence has an agent.)</li> <li>● <b>Understand</b> that "active" or "passive" describes the subject of a sentence and that the agent is the "actor" or "doer" in a passive sentence.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Using reading passages from the 093C course, instructors ask students to scan for and underline passive verbs. Instructors evaluate students' ability to identify only the passive verbs.</li> <li>● On a quiz, instructors assess whether students can label sample sentences as active (A) or passive (P).</li> <li>● Using reading passages from the 093C course, instructors ask students to scan for "<i>by</i>" and circle agents in passive sentences.</li> <li>● Instructors provide example sentences and ask students to circle the noun in each that is the actor or doer. (i.e., the agent in a passive sentence and the subject in an active sentence.)</li> </ul>
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## 2. Objective: Understand why the agent is often omitted.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Recognize</b> common reasons for omitting an agent from a passive sentence (e.g., unknown, secret, obvious, repetitive)</li> <li>● <b>Omit</b> unnecessary agents.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On an in-class exercise or quiz, instructors provide a list of passive sentences without agents and ask students to circle the best reason for each omission.</li> <li>● On an in-class exercise or quiz, instructors provide a list of passive sentences with agents and ask students to cross out those that can be omitted.</li> </ul>
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## 3. Objective: Produce passives in present and past (simple, perfect, & progressive) and with modals.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Transform</b> (“flip”) sentences from active to passive, making sure that the passive verb matches the tense of the original and agrees with its new subject.</li> <li>● <b>Use</b> accurate passive verb forms.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On a quiz, instructors provide active sentences and evaluate whether students can accurately transform them into passives. Instructors assess correct verb form, tense, and agreement.</li> <li>● On a quiz, instructors evaluate students’ ability to accurately fill in a passive verb to complete a sentence.</li> </ul>
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### 093: Modals

#### 1. Objective: Understand and use modals of necessity (*have to*, *must*, *be supposed to*, *need to*, *be required to*) in past, present, and future.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Correctly <b>form</b> modal and modal-like expressions of necessity in past, present, and future.</li> <li>● <b>Correct</b> errors in expressions of necessity.</li> <li>● <b>Use</b> modals (in both positive and negative forms) to indicate requirements and options.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● In cloze exercises, instructors evaluate students’ ability to fill in modals and modal-like expressions in a paragraph. To answer correctly students must keep in mind the time frame of the paragraph and match the S-V of the modal-like expressions.</li> </ul>
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	<ul style="list-style-type: none"> <li>● Instructors assess students' ability to fix errors of form, word order, subject-verb agreement, word order, and tense in expressions of necessity (including negatives and questions).</li> <li>● On an assignment or quiz, instructors check to see if students can differentiate between requirements and options. Instructors ask students to rewrite imperatives as statements of necessity with <i>have to</i>, <i>must</i>, <i>be supposed to</i>, <i>need to</i>, or <i>be required to</i>. (e.g., <i>Go running every day. It's an option. (have to) → You don't have to go running every day.</i>)</li> </ul>
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**2. Objective: Understand and use modals of probability (*can, may, must, should, have to, must, might, will, could*) in past, present, and future.**

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● Correctly <b>produce</b> expressions of probability with <i>can, may, must, should, have to, must, might, will</i>, and <i>could</i> in past, present, and future.</li> <li>● <b>Identify and correct</b> errors in expressions of probability (including negatives and questions), fixing errors of <i>modal + base</i>, S-V agreement, word order, and tense.</li> <li>● <b>Use</b> an appropriate modal depending on the degree of certainty of the statement provided, either implied in the context or provided explicitly.</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On homework, instructors check that students can write modal and modal-like expressions correctly if they are given a paragraph and asked to fill in the blank with the modal or modal-like expression provided. To answer correctly students must keep in mind the time frame of the paragraph.</li> <li>● Instructors assess students' ability to fix errors of form, word order, subject-verb agreement, word order, and tense in expressions of probability (including negatives and questions).</li> <li>● On a cloze item, instructors evaluate students' ability to express degree of probability by asking them to supply an appropriate modal to complete a sentence (e.g., <i>I _____ lunch with you today. (unlikely) – Student answers <i>might have.</i></i>)</li> </ul>
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**1. Objective: Understand and use real conditionals in present and future time.**

SLOs:	Suggested MOAs:
<ul style="list-style-type: none"><li>● <b>Produce</b> present and future conditional statements with if, when, or whenever. (e.g., When it rains, I don't go running. / If it rains, I won't go running.)</li><li>● <b>Produce</b> conditional questions with correct word order.</li><li>● <b>Punctuate</b> conditionals correctly, adding a comma only when the dependent clause is first in the sentence.</li><li>● <b>Use</b> present conditionals to express facts/general truths and habits/routines.</li><li>● <b>Use</b> future conditionals to express plans and predictions.</li></ul>	<ul style="list-style-type: none"><li>● On an assignment, instructors assess students' ability to write correct present and future conditionals by providing them a condition and asking students to complete the sentence with a correct main clause.</li><li>● On a quiz, instructors ask students to transform conditional statements into questions. To complete this correctly, students should use question word order only in the main clause.</li><li>● On an assignment or quiz, instructors check that students can add commas appropriately by giving them complete sentences (some with <i>if</i> clauses at the beginning and some with <i>if</i> clauses at the end) and asking students to provide all punctuation for the sentence.</li><li>● Instructors assess students' ability to use conditionals by asking them questions on an assignment and requiring them to answer with a conditional (e.g. Q: <i>What do you do after class every day?</i> A: <i>If I have time, I go to the gym.</i>)</li><li>● Instructors assess students' ability to use conditionals by providing them with a chart that contains proposals (if clause information) and plans/predictions (main clause information) and asking students to write complete sentences with correct verb tenses in each clause. (For example, students are given a situation like a person trying to lose weight. They are given the proposal "replace vending machine snacks with a piece of fruit" and the prediction "lose weight." Students write the sentence: "If you replace vending machine snacks with a piece of fruit, you will lose weight.")</li></ul>

**2. Objective: Understand and use unreal conditionals in present and future time.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> accurate unreal conditional statements in present and future time. (e.g., <i>If I had more money, I would travel the world.</i>)</li> <li>● <b>Identify</b> correct verb forms to express unreal conditional statements.</li> <li>● <b>Produce</b> accurate unreal conditional questions, using question word order in the main clause only.</li> <li>● <b>Understand</b> conditional sentences containing <i>even if</i> (whether or not) or <i>unless</i> (negative conditions).</li> <li>● <b>Recognize</b> whether a conditional statement is real (and therefore possible) or unreal (impossible).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a test, instructors assess students' ability to form accurate unreal conditionals by providing them with a real statement and asking them to change it to unreal. (e.g., <i>We have enough time, so we can check our answers before turning in our assignment.</i> → <i>If we didn't have enough time, we couldn't check our answers before turning in our assignment.</i>)</li> <li>● On a multiple-choice item, instructors assess whether students can select the correct verbs to complete an unreal conditional statement.</li> <li>● On a quiz, instructors assess students' ability to write correct unreal conditionals by providing them a condition and result and asking them to write the sentence as a question. To earn full points, students can only use question formation in the main clause.</li> <li>● On an assignment, instructors assess students' ability to understand the meaning of conditionals with <i>even if</i> and <i>unless</i> by providing them with a sentence containing that type of conditional and then asking them to choose between two possible meanings of the sentence.</li> <li>● On a quiz, instructors provide a list of conditional statements and ask students to label them real or unreal.</li> </ul>
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### 093: Determiners

#### 1. Objective: Understand indefinite and definite articles as markers of new or old information in a text.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Use</b> the indefinite article <i>a/an</i> with a singular noun the first time it appears in a text. After that, the same noun (or its synonym) takes the definite article <i>the</i>.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● In a cloze exercise, instructors provide short paragraphs with the articles deleted (including <i>zero article</i>: <math>\emptyset</math>). Students fill in <i>a</i>, <i>an</i>, <i>the</i>, or <math>\emptyset</math> before each noun. Instructors assess whether</li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Use zero article (∅)</b> with a plural or noncount noun the first time it appears in a text. After that, the repeated noun (or its synonym) takes <i>the</i>.</li> <li>● <b>Identify</b> articles that mark new and old information in a text.</li> </ul>	<p>students have used the correct article for new and old information in the text.</p> <ul style="list-style-type: none"> <li>● Instructors provide a short text of one or more paragraphs, and ask students to scan for <i>article + noun phrases</i> and circle any that are new. They underline any that are old/repeated and draw an arrow back to the original noun in the text.</li> </ul>
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### 093: Gerunds / Infinitives

#### 1. Objective: Understand and use gerunds and infinitives with appropriate collocations.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Use</b> collocations to choose a gerund or infinitive: <ul style="list-style-type: none"> <li>○ <b>Use</b> gerunds after a preposition.</li> <li>○ <b>Use</b> gerunds in adverbial phrases after prepositions (e.g., I found this school by looking on the Internet.).</li> <li>○ <b>Use</b> gerunds after <i>noun + of</i>.</li> <li>○ <b>Use</b> infinitives after nouns.</li> <li>○ <b>Use</b> gerunds after a limited set of memorized verbs.</li> <li>○ <b>Use</b> infinitives after a limited set of memorized verbs.</li> </ul> </li> <li>● <b>Use</b> an appendix or other resource to search for a list of common verbs used with gerunds and/or infinitives.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On an assignment, the instructor evaluates students' ability to choose gerunds or infinitives based on their common collocations by providing them with a sentence and the base form of a word that students use to create a gerund or infinitive to fill in the blank.</li> <li>● On a class assignment, the instructor evaluates students' ability to use the grammar textbook's appendix by asking students to fill in a chart with the gerund or infinitive form following a given set of verbs.</li> </ul>
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### 094: Verb Tense

#### 1. Objective: Identify complete verbs in authentic texts and name the tense (time + aspect).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> complete verbs in sample texts and identify the tense (time + aspect).</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● In class, instructors provide a paragraph and ask students to underline all complete verbs. Then, instructors ask each student to read aloud one sentence from the paragraph, state the verb, and name its tense.</li> </ul>
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## 2. Objective: Produce accurate verb forms in all tenses in controlled exercises.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> accurate verb forms in all tenses in controlled exercises.</li> <li>● <b>Edit</b> verb tense errors in texts provided by the instructor.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a quiz or assignment, given the verb tense chart and an infinitive, students accurately fill in all forms of a verb.</li> <li>● On a quiz or assignment, given a present tense form (in any aspect), students transform the verbs into past or future forms.</li> <li>● On a quiz or assignment, instructors assess students' ability to find and fix errors of verb form and tense in texts provided by the instructor.</li> </ul>
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## 3. Objective: Understand verb tense as a system that operates at the discourse level.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● Using time signal words and other context clues, <b>identify</b> the time frame of a passage.</li> <li>● <b>Mark</b> and <b>explain</b> the reason for any time frame shifts (e.g., a shift to present tense for generalizing; a shift to past tense for a specific past example; shifts between present, past, and future to contrast times.)</li> <li>● <b>Know</b> that native English speakers prefer to keep the time frame steady and vary aspect to show time relationships between events.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Instructors give students sample paragraphs that have only one time frame and assess whether students can name the time frame.</li> <li>● Instructors select a paragraph from an O94 textbook that contains at least one shift in the time frame. Instructors give students a copy of the paragraph and assess whether students can find the time shift (and mark it with a "/") and then explain the reason for the shift.</li> <li>● On a quiz, instructors ask students to select the true statement: <i>"In English,</i></li> </ul>
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<ul style="list-style-type: none"> <li>● <b>Understand</b> time relationships between verbs with different <i>aspects</i>: <ul style="list-style-type: none"> <li>○ <i>Simple</i> is used when there is one clear point in time, or no specific point in time (e.g., generally, always).</li> <li>○ <i>Perfect</i> is used for an action/event that has happened before another.</li> <li>○ <i>Progressive</i> is used for an action/event that is happening <i>at the same time</i> as another.</li> </ul> </li> <li>● Using knowledge of time frame, aspect, and signal words, <b>determine</b> whether to use present perfect or simple past.</li> </ul>	<p><i>writers should try to stay in one time frame and vary the aspect of their verbs.”</i>  OR <i>“In English, writers should try to stay in one aspect and vary the time frame of their verbs.”</i></p> <ul style="list-style-type: none"> <li>● Instructors provide single-time paragraphs with mixed aspect (i.e., a paragraph where all verbs are present but in different aspects). Instructors assess whether students can accurately answer questions about time relationships in the paragraphs, such as “Which event happened before X? What was happening at the same time as X? What happened first: X or Y?</li> <li>● On a quiz or homework assignment, instructors provide a paragraph with some verbs left blank (either past simple or present perfect) and assess whether students can fill in verb forms correctly. In some cases, more than one answer may be logical.</li> </ul>
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## 094: Clauses & Connectors

### 1. Objective: Differentiate between phrases and clauses.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> word groups as phrases or clauses.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On quizzes or assignments, instructors ask students to label word groups as phrases or clauses (e.g., <i>a very sunny day</i> = <u>phrase</u>, <i>I sat in the sun</i> = <u>clause</u>)</li> </ul>
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### 2. Objective: Identify sentences as simple, compound, complex, or compound-complex.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify</b> the types of sentences in a text.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Instructor highlights a variety of sentences in an article from an 094 text or authentic article and evaluates whether students can identify the type of each sentence.</li> </ul>
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**3. Objective: Identify clauses as adverb clauses, adjective clauses or noun clauses depending on their functions in the sentence.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Identify</b> the functions and types of clauses in a text. (Functions: Adjective clauses describe nouns. Noun clauses are in subject or object position. Adverb clauses describe a verb or a whole sentence.)</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● Instructor highlights a variety of clauses in an article from an 094 text or authentic article and evaluates whether students can identify the function and type of each clause. (e.g., <i>"This clause is the object in the sentence, so it's a noun clause."</i>)</li></ul>
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**4. Objective: Produce accurate adverb clauses.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Use</b> a variety of adverb clauses effectively in their own writing.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● On a draft, instructor evaluates the students' uses of adverb clauses for accurate form and meaning.</li></ul>
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**5. Objective: Understand and use adjective clauses with the subordinating connectors *who, which, that, whom, whose*, and  $\emptyset$ .**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● In article-length texts, <b>identify</b> adjective clauses and the nouns they describe.</li><li>● <b>Select</b> all subordinating connectors that can accurately complete a given adjective clause (<i>who, which, that, whom, whose, <math>\emptyset</math></i>).</li><li>● <b>Combine</b> two simple sentences into a complex sentence with an adjective clause.</li><li>● <b>Understand</b> the difference in meaning between identifying (essential) and non-identifying (nonessential) clauses.</li><li>● Appropriately <b>punctuate</b> non-identifying adjective clauses (placing commas after names or specific nouns).</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● As a pair-activity in class, instructors hand out a news article and ask students to find adjective clauses in the text, draw a box around the whole clause, circle the connector, and draw a line to the noun that is described.</li><li>● On a multiple-choice item, the instructor provides a sentence with an adjective clause and a blank in the connector position. Students choose all of the possible connectors to complete the clause.</li><li>● On a worksheet, instructors provide two simple sentences with a repeated noun and ask students to write a new complex sentence with an adjective clause (e.g.,</li></ul>
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<ul style="list-style-type: none"> <li>● <b>Add details</b> to a sentence with adjective clauses.</li> <li>● <b>Identify</b> and <b>correct</b> errors in adjective clause construction.</li> </ul>	<p><i>MSU's mascot is Sparty. MSU has a great football team this year. → <u>MSU, whose mascot is Sparty, has a great football team this year.</u></i></p> <ul style="list-style-type: none"> <li>● On a quiz, instructors assess whether students can correctly answer questions about the meaning of sentence pairs where the only difference is the commas setting off an adjective clause. (e.g., <i>My sister who lives in Istanbul came to visit. My sister, who lives in Istanbul, came to visit.</i> Which sentence implies I only have one sister?)</li> <li>● On a quiz, instructors assess whether students know to add commas to clauses that follow names or specific nouns. This can be part of an editing task.</li> <li>● On a worksheet or quiz, instructors give students a few simple sentences and ask them to add an adjective clause to the sentence. (e.g., <i>I like gifts.</i> → <i>I like gifts <u>that are thoughtful.</u></i> (Instructors evaluate the responses for accurate clause form.)</li> <li>● On a quiz, instructors present a variety of sentences containing adjective clauses, some that are accurate, some that contain errors, and evaluate whether students can find and fix the errors.</li> </ul>
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#### 6. Objective: Recognize and use reduced adjective clauses.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Reduce</b> adjective clauses to phrases by deleting the connector along with <i>be</i> or by deleting the connector and changing a simple-aspect verb into an <i>-ing</i> adjective.</li> <li>● <b>Recognize</b> adjective phrases as reduced clauses and <b>expand</b> them back into clauses.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a worksheet, given a set of sentences with adjective clauses, instructors ask students to cross out or change words to reduce the clause (e.g., <i>Follow the instructions that are given; Find a sentence that contains containing a clause.</i>)</li> <li>● On a worksheet, given a set of sentences with adjective phrases, instructors ask students to find the adjective phrases and add words to make them clauses (e.g., <i>Follow the instructions <u>given at the</u></i></li> </ul>
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	<u>top of the page</u> ; Students should add <i>that</i> are.)
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**7. Objective: Understand and use noun clauses, including quotations and reported speech.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Use</b> noun clauses to express an opinion or impression. (<i>I think that, I'm surprised that</i>)</li> <li>● <b>Form</b> correct noun clauses with embedded statements and questions.</li> <li>● <b>Transform</b> direct quotes into reported speech.</li> <li>● <b>Recognize</b> that when the main verb is in past tense (e.g., <i>He said that...</i>), the verb in the noun clause moves back one tense.</li> <li>● <b>Punctuate</b> direct quotes and reported speech correctly.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● Instructors assess students' ability to complete sentences about their own experiences using noun clauses (e.g., <i>When I first came to the U.S., I was surprised that _____. I still wonder if _____.)</i></li> <li>● On a worksheet or quiz, instructors provide an original sentence and the stem for a complex sentence and ask students to complete the sentence with a noun clause that contains the original sentence's meaning. (e.g., <i>When is the final exam? I want to know <u>when the final exam is</u>.</i>; <i>Do I need to study hard? I wonder <u>if I need to study hard</u>.</i>) Instructors evaluate responses for accurate word order, verb form, choice of subordinating connector, and punctuation.</li> <li>● During class, the instructor shows a movie clip in which characters ask each other questions. The students repeat exactly what the characters asked and answered. They then change the questions and answers to reported speech. The instructor evaluates the accuracy of reported speech constructions (checking for word order, subordinating connector choice, pronouns, and tenses). This may be done orally or in writing.</li> <li>● On a test, the instructor provides a mixed set of direct quotes and reported speech with the punctuation removed. Instructor evaluates whether students can recognize the type of quote (direct or reported) and supply the correct punctuation (commas, quotation marks, and period or question mark).</li> </ul>
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### 094: Passive Voice

**1. Objective: Recognize and form passive constructions (with *be* or *get*) in any tense, including with modals.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Identify</b> passive verbs in any tense (including with modals.)</li><li>● <b>Form</b> accurate passive verbs in any tense.</li><li>● <b>Form</b> correct negatives and questions with <i>be</i> passive and <i>get</i> passive (e.g., <i>Was he shot?</i> vs. <i>Did he get shot?</i> <i>He wasn't shot</i> vs. <i>He didn't get shot.</i>).</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● On a worksheet, given a set of sentences with adjective clauses, instructors ask students to cross out or change words to reduce the clause (e.g., <i>Follow the instructions that are given</i>; <i>Find a sentence that contains containing a clause.</i>)</li><li>● On a worksheet, given a set of sentences with adjective phrases, instructors ask students to find the adjective phrases and add words to make them clauses (e.g., <i>Follow the instructions <u>given at the top of the page</u></i>; Students should add <i>that are.</i>)</li></ul>
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**2. Objective: Understand passive constructions and use them accurately to convey intended meaning.**

<b>SLOs:</b> <ul style="list-style-type: none"><li>● <b>Understand</b> that “active” or “passive” describes the subject of a sentence and that the agent is the “actor” or “doer” in a passive sentence.</li><li>● <b>Recognize</b> when a sentence cannot be expressed with a passive construction (i.e., the verb is intransitive).</li><li>● <b>Use</b> passive verbs appropriately.</li></ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"><li>● Instructors provide example sentences and ask students to circle the noun in each that is the actor or doer. (This will be the agent in a passive sentence and the subject in an active sentence.)</li><li>● On a worksheet or quiz, instructors provide a set of active sentences and ask students to make them passive if possible. If it is impossible to “flip” the sentence (because of an intransitive verb) students should write “no change.”</li><li>● On a worksheet or quiz, when given a subject, students complete the sentence with a passive verb. Instructors assess the appropriateness and accuracy of each sentence.</li></ul>
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### 3. Objective: Understand and use participial adjectives (-ed/-ing adjectives).

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Recognize</b> that participial adjectives (-ing / -ed adjectives) come from active or passive verbs.</li> <li>● <b>Use</b> participial adjectives appropriately.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a worksheet or quiz, instructors provide a simple sentence (e.g., <i>The game entertains the children</i>) and ask students to write two sentences with different participial adjectives (e.g., 1 - <i>The game is entertaining.</i> 2 - <i>The children are entertained.</i>)</li> <li>● On a worksheet or quiz, instructors assess whether students can select the logical adjective to complete a sentence (e.g., <i>This course is interested / interesting.</i>)</li> </ul>
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## 094: Conditionals

### 1. Objective: Understand and use unreal conditionals in past time.

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Produce</b> accurate unreal conditional statements about the past (e.g., <i>If I had had more money, I would have traveled the world.</i>)</li> <li>● <b>Identify</b> correct verb forms to express conditional statements.</li> <li>● <b>Produce</b> accurate unreal conditional questions, using question word order in the main clause only.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On a test, instructors assess student's ability to form accurate unreal conditionals by providing them with a real statement and asking them to change it to unreal. (e.g., <i>We had enough time, so we could check our answers before turning in our assignment.</i> → <i>If we had not had enough time, we could not have checked our answers before turning in our assignment.</i>)</li> <li>● On a multiple choice item, students choose the correct verbs to complete a conditional statement (real or unreal, present, past, or future).</li> <li>● On a quiz or test, instructors assess students' ability to write correct past conditionals by providing them a condition and the result and asking them to write the sentence as a question. To</li> </ul>
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	complete this correctly, students can only use question formation in the main clause.
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## 2. Objective: Express wishes in the present and past.

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Produce</b> accurate wish statements in the past and present (e.g., <i>I wish I had a dog</i> and <i>I wish I had had a dog</i>).</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On an assignment, instructors assess students' ability to form accurate wishes in the present or past by providing them with a conversation that has some blanks. Students must complete the blanks with either a wish in the present or a wish in the past depending on the context.</li> </ul>
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## 094: Gerunds / Infinitives

1. Objective: Understand that in cases where both the infinitive and gerund are possible, the use of the infinitive often implies something future ("hypothetical, future, and unfulfilled") whereas the gerund implies something done or in progress ("vivid, real, fulfilled") (*The Grammar Book*, p. 648).

<b>SLOs:</b> <ul style="list-style-type: none"> <li>● <b>Use</b> gerunds or infinitives based on whether the meaning of the sentence is an implied future or something completed/in progress .</li> </ul>	<b>Suggested MOAs:</b> <ul style="list-style-type: none"> <li>● On a class assignment, the instructor assesses whether or not the students can understand the meaning of a sentence and then use those clues to choose a gerund or infinitive. In cloze sentences, students fill in the correct verb + gerund or infinitive in sentences and circle time clue words. They also classify action as <i>future</i> or <i>completed/in-progress</i> using the time clues (e.g., For now, I prefer _____ a instructor. _____ Students would circle "for now" and write <i>in progress</i> on the line after the sentence. Then they would complete the blank in the sentence with <i>being</i>. – In ten years, I would prefer _____ an administrator. Students would circle "in ten years" and then write <i>future</i> on the</li> </ul>
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	line after the sentence. Then they would complete the blank with <i>to be</i> .)
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**2. Objective: Effectively use reference materials that show grammatical patterns and collocations in order to produce correct sentences with gerunds & infinitives.**

<p><b>SLOs:</b></p> <ul style="list-style-type: none"> <li>● <b>Use</b> reference materials containing common grammatical patterns or collocations used with gerunds and/or infinitives in order to produce accurate sentences.</li> <li>● <b>Identify</b> and <b>correct</b> errors of gerund and infinitive form in their own writing.</li> </ul>	<p><b>Suggested MOAs:</b></p> <ul style="list-style-type: none"> <li>● On an in-class assignment, the instructor evaluates students' ability to use provided reference materials (e.g., advanced learner dictionary, textbook appendix) by asking students to fill in blanks in a paragraph with all of the gerunds and infinitives removed.</li> <li>● Instructors ask students to identify all gerunds and infinitives in a draft they've written and then use the reference materials to find and correct any of their mistakes.</li> </ul>
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