

Saint Michael's College
Applied Linguistics Department

2012-2013
Student Handbook

Saint Michael's College
Applied Linguistics Department
One Winooski Park
Colchester, Vermont

TABLE OF CONTENTS

WELCOME LETTER	3
THE INTENSIVE ENGLISH PROGRAM	4
Mission Statement	4
To Students: Language Learning Approach	4
Entering St. Michael's College	4
IEP Levels and Classes	5
Placement	6
Grades	7
Assessment	7
Course Syllabi	7
Textbooks	8
Laboratory Work	8
Computer Assisted Language Learning	8
Computer Orientation	8
Safety On-Line	9
College Credit	10
Tuition Credit	10
The Language Learning Resource Center (LLRC)	10
IEP DAILY SCHEDULE	11
Academic Expectations for the IEP	13
Homework	13
ACADEMIC ENGLISH PROGRAM	14
Mission statement of the AEP	14
What is the AEP?	14
How is the AEP different from an intensive program?	14
What are the requirements for admission to the AEP?	14
ACADEMIC ENGLISH PROGRAM COURSES	16
AEP Level 1 Courses	16
AEP Level II Courses	18
After the AEP	19
MAKING THE MOST OUT OF YOUR EXPERIENCE	20
Special Note	20
Vocabulary	20

Independent Listening Practice _____	20
Radio and TV Programs on the Internet _____	21
Making Recordings _____	21
Extra Speaking Practice _____	21
Independent Reading Practice _____	22
<i>EXTRACURRICULAR ACTIVITIES</i> _____	23
The ELP Activities Office _____	23
Visiting Burlington _____	23
<i>ISSUES AND CONCERNS</i> _____	24
What do I do if I have a Problem or Concern? _____	24
Medical Insurance _____	26
Imigration Information (IEP) _____	26
Immigration Information (AEP) _____	28
Personal Advising Policy _____	30
Academic Advising Policy _____	30
<i>GENERAL CAMPUS INFORMATION</i> _____	31
Applied Linguistics Department _____	31
Service Offices _____	31
Student Life and Residential Information _____	32
Library and Books _____	33
Food Services _____	34
<i>FACULTY AND STAFF DIRECTORY</i> _____	35
<i>FORMS</i>	
Student Grade / Score Report _____	37
Student Performance Warning _____	39
Student Failure Warning _____	40
Attendance Probation Form _____	41
ORAL SKILLS PLACEMENT & ASSESSMENT Rubric _____	42
WRITING PLACEMENT & ASSESSMENT Rubric _____	44
Student Self-Assessment Form _____	45



SAINT MICHAEL'S COLLEGE

Applied Linguistics Department
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Dear Student:

Welcome to Saint Michael's College and to the Applied Linguistics Department. Your teachers, the staff, and the administration are very pleased to have you here. We hope that we can help you in your goal of studying English and learning more about American culture.

We know that studying so far from your home was a big decision for you, and we will do our best to help you feel at home at Saint Michael's College. Your teachers are available to meet with you outside of your classes, and our program staff is here to assist you during your stay in Vermont.

One of the best ways to improve your English is to make new international and American friends, and to use English as often as you can. Our English classes require study outside of class to prepare for class work and discussions. The Library and the Language Learning Resource Center provide additional places for you to learn and practice English.

Please read our Academic Policies carefully. They give the guidelines that will make your program of study a successful one. If you have any questions, please speak to your teachers or come by my office for a visit.

Welcome again, and best of luck in your studies!

Sincerely,

Dan

Daniel W. Evans PhD
Director

INTENSIVE ENGLISH PROGRAM

MISSION STATEMENT

The mission of the Intensive English Program (IEP) is to provide the highest quality English-language instruction to speakers of other languages in order to meet their personal, academic or professional goals. Intensive instruction in oral skills, listening comprehension, vocabulary development, reading, writing, and grammar for both general and academic English is offered through a communicative approach. The IEP provides opportunities for students to experience U.S. culture in the context of their expanding cross-cultural perspective. The IEP is committed to academic excellence, inter-cultural understanding, and attention to individual student needs and interests.

TO STUDENTS: LANGUAGE LEARNING APPROACH

The approach to language learning in the English Language Programs at Saint Michael's College is communicative in nature with a strong "skills development" base. Core classes deal with integrated skills in reading, writing, and grammar to help you develop language and proficiency in a rich context of situations and topics. Teachers help students build skills through individualized lab work. More informal and conversational topics are addressed in afternoon classes. Both morning and afternoon classes are developed to meet your academic, social and cultural needs and expectations.

In the lower levels comprehension precedes production. Oral skills and reading and writing are combined. Upper level classes use content-based instruction, with topics ranging from academic to professional to informal/conversational within the same program. Special topics classes allow students at the upper levels to choose courses with an "academic skills" orientation, courses with practical outcomes, or courses that are just plain fun. In all courses, a multi-media format is used when it is appropriate.

ENTERING SAINT MICHAEL'S COLLEGE

There are two ways for international students to pursue an undergraduate degree at Saint Michael's College. First, if students receive a score of at least 550 (paper) or 213 (computer) or 80 (Internet based) on the TOEFL and have demonstrated acceptable academic achievement, they may be considered for full-time admission to the undergraduate program. Second, for students who may need to improve their language skills, Saint Michael's offers the Academic English Program, which is described in this handbook. Students who demonstrate the required level of academic achievement and English proficiency while in the AEP will have the option of entering the degree program.

IEP LEVELS AND CLASSES

The IEP is divided into five levels:

Level I	Beginning (only rarely offered)
Level II	Low Intermediate
Level III	Intermediate
Level IV	High Intermediate
Level V	Advanced

Class levels are occasionally combined. IEP classes are divided into two components: *Core and Afternoon*.

Morning Class: Core

The core, which meets from 9:00am to 11:30am, constitutes the morning portion of the IEP. The components of the core are *Reading, Writing, Vocabulary and Grammar*. One teacher is in charge of each Core class.

Afternoon Classes: Oral Skills and Special Topics

The Oral Skills Classes, which meet from 1:00pm to 3:05pm on Monday, Wednesday and Friday; and the Special Topics Classes, which meet from 1:00pm to 3:30pm on Tuesday and Thursday, constitute the afternoon portion of the IEP. Oral Skills classes provide practice in *Listening and Speaking* including *Pronunciation*.

Special Topics classes provide content-based courses and vary throughout the year. A wide variety of content courses are offered. Typical examples are listed below. (Not all of these courses are offered every session.)

Examples of Special Topics:

- ◆ **Conversation** Conducting Surveys
Let's Talk About It: Conversation and Pronunciation
Sing to Speak: Improving Oral English Skills Through Song
Speaking on the Spot
- ◆ **Academic** Academic Skills
Integrated Skills for TOEFL
- ◆ **Reading and Vocabulary** Idioms
Short Stories
Vocabulary and American Music

- ◆ **Culture**
 - American Culture: Self-Improvement Trends in Leisure Time Activities
 - American Culture Through Advertising
 - Community Connection
 - Discover Vermont
 - Language Through Film
 - Living in America

- ◆ **Special Interest**
 - All About Vermont
 - Art and Artisans of Vermont
 - Case Studies (Business)
 - Communication Through Drama
 - Lessons from the Garden
 - Mock Trial

- ◆ **Grammar**
 - Grammar Hospital
 - TOEFL Preparation

PLACEMENT

Upon arrival at Saint Michael's College, new IEP students are tested to determine their placement at the appropriate level. Each of the four skills is tested (writing, reading, listening, and speaking) through a combination of a Writing Placement & Assessment, Accuplacer (a computer-based reading and listening comprehension assessment), and an Oral Skills Placement & Assessment.

Writing Placement & Assessment – Students are given 30 minutes to read and respond to a prompt with a short opinion essay. Topics include culture, education, traditions, and travel, among other universal themes. Each completed essay is evaluated by no fewer than two IEP instructors according to the WRITING PLACEMENT & ASSESSMENT Rubric (see “Forms”).

Accuplacer – The Accuplacer is a two-part computer-based test. The first part consists of 22 short listening passages, each followed by a multiple choice question. The reading portion consists of 20 short passages, each followed by one multiple choice question.

Each Accuplacer part has a maximum score of 120 points. IEP levels correspond to certain Accuplacer score ranges, the details of which can be found on the Accuplacer Level Placement Chart (see “Forms”).

Oral Skills Placement & Assessment – Each student participates in a short (5-8 minute) personal interview conducted by no fewer than two IEP instructors. Students’ speaking abilities are assessed by the instructors according to the ORAL SKILLS PLACEMENT & ASSESSMENT Rubric (see “Forms”). Interviews are recorded (with the students’ permission) in case further review is needed.

GRADES

Students are evaluated and receive grades at the end of every session. Because grades are based on achievement, it is important that students prepare for classes and tests and complete all class and lab assignments.

Your teacher will provide a course outline with specific grading information at the beginning of the session. See the section titled “Academic Expectations for the English Language Program” for further information.

ASSESSMENT

Every 8 weeks, students participate in the Writing Placement & Assessment, Accuplacer, and Oral Skills Placement & Assessment as a comprehensive assessment of their progress. Continuing students’ levels may change based on a combination of these proficiency scores and their course grades.

Level advancement for continuing students is determined by a Total Achievement Score. 75% of this score comes from a student’s grades in his/her classes, while the remaining 25% comes from a cumulative total of scores on the Writing Placement & Assessment, Accuplacer, and Oral Skills Placement & Assessment. A point-by-point breakdown of the Total Achievement Score can be found on the Student Grade / Score Report form (see “Forms”).

COURSE SYLLABI

During the first week of class, teachers will give students course syllabi to inform them about the teacher's office hours, objectives of the course, course requirements and evaluations of student performance. Students should make sure that they understand everything they must do to be successful. It is a good idea to keep the course syllabus in a notebook for future reference.

TEXTBOOKS

Students are expected to buy the textbooks for each class. They are available in the Alliot Bookstore. Students should buy them when the teacher advises, after they have attended the first class. Save the receipt in case the books need to be exchanged. Your teacher will also recommend an English/English dictionary.

LABORATORY WORK

As part of Core and Oral Skills, students work on reading, grammar, and listening skills in the Language Learning Resource Center (LLRC) in Saint Edmund's Hall, Room 215.

Reading Laboratory

The purpose of the Reading Laboratory is to help you develop specific reading skills. By completing the exercises you will receive practice in reading for specific tasks. Practice in reading is essential for developing good reading strategies in English. Your teacher will check your progress weekly. Your Core teacher will introduce you to the reading lab and show you how to use it. If you have problems, ask the staff in the LLRC. Attendance is required.

Grammar Laboratory

The purpose of the Grammar Lab is to give you more opportunity to practice grammar points learned in class. Your independent Grammar Lab is supervised by your teacher. You should follow the same reporting procedures as you do for the Reading Lab. Attendance is required.

You may use the Grammar Lab for independent practice at other times too. Other programs are available. Ask your teacher or the lab staff for help.

Oral Skills Laboratory

The purpose of the Oral Skills Lab is to provide students with listening materials that develop better listening skills and pronunciation materials to help improve pronunciation. Attendance is required. Your Lab program is supervised by your teacher. The materials that you listen to and/or use for pronunciation work may be reviewed in class. Additional materials will provide you with a variety of listening opportunities. If you wish to do additional work in the lab, your teacher will help you to decide which materials to use.

COMPUTER ASSISTED LANGUAGE LEARNING

There are many software programs in the LLRC designed to help you with various English language skills (Grammar, Reading, Vocabulary, Writing, Punctuation, Language and Culture). A complete list of programs with instructions is available in the lab. Ask the LLRC staff for help.

COMPUTER ORIENTATION

A computer orientation for using Mikenet accounts and e-mail is given when students enter the program. Ask your Core teacher if you want additional computer workshops.

SAFETY ON-LINE

Email, chat rooms, instant messaging, blogs, and social networking sites like Twitter and Facebook are great. They can help you meet and communicate with people all over the world. You can make new friends, but you might also meet some people who can be dangerous to you, who steal your identity, or damage your computer. The U.S. Bureau of Consumer Protection offers these suggestions to help you be safe online:

- Think about how different online sites work before deciding to join a site. Some sites will allow only a defined community of users to see posted information such as profiles, blogs, and photos; others allow anyone and everyone to see everything.
- Keep some control over the information you post. Allow only certain groups of people to see what you post, for example, your friends from school, your club, your team, your community groups, or your family.
- Keep your information private. Don't post your full name, Social Security number, address, phone number, or bank and credit card account numbers — and don't post other people's information, either. Be careful about posting information that could be used to identify you or locate you offline. This could include the name of your school, sports team, clubs, and where you work or meet friends.
- Make sure your screen name doesn't say too much about you. Don't use your name, your age, or your hometown. It can be very easy for someone to look at all the information from your site together and learn who you are.
- Be careful what you post. Many people can see your page, including your parents, your teachers, the police, the college you might want to apply to next year, or the job you might want to apply for in five years.
- Remember that once you post information online, you can't really remove it completely. Even if you delete the information from a site, older versions exist on other people's computers.
- Do you really want to post your photo? It can be changed and broadcast in ways you may not like. If you do post a photo, choose it carefully. What would your mother or father think about this photo?
- Flirting with strangers online could be dangerous. Because some people lie about who they really are, you never really know who you are chatting with.
- Be careful if a new online friend wants to meet you in person. Before you decide to meet someone, do your research: Ask whether any of your friends know the person, and see what background you can find through Google or other online search engines. If you decide to meet a new online friend, meet in a public place, such as a coffee shop, during the day, and bring a friend you trust with you. Tell someone where you are going and when you plan to return home.

- If a situation online makes you feel uncomfortable or afraid, tell someone who can help you. Maybe you should report it to the police and the social networking site. You could end up preventing someone else from becoming a victim.

COLLEGE CREDIT

Students may receive up to six credits for 16 or more weeks of study in the IEP. These credits may be applied as elective credit toward a degree program upon enrollment in Saint Michael's College.

UNDERGRADUATE TUITION CREDIT

English Language Programs Tuition Credit is to help non-native speakers of English reduce the cost of an education at Saint Michael's. Saint Michael's will award students who complete our English-language Pathway programs an annual scholarship of \$5,000 should they matriculate into the undergraduate program.

This, in effect, allows students to study English as a Second Language "tuition-free" for two semesters prior to enrolling in our undergraduate program.

THE LANGUAGE LEARNING RESOURCE CENTER (LLRC)

Saint Michael's students have a valuable resource in the Language Learning Resource Center (LLRC), located in St. Edmund's Hall, Room 215. IEP students are assigned one or two lab periods every day. In addition, students may use the lab for further individual practice after class. The Lab Supervisor and staff will be happy to help you find what you need. The hours of the LLRC are posted on the door, or you may call x2381 for their hours.

LLRC Resources

- Books for Reading Lab
- Books and software for Listening Lab
- Pronunciation books and software
- Grammar software
- DVDs
- Various audio and video recording devices

IEP DAILY SCHEDULE

Monday through Friday

CORE CLASSES

9:00 a.m. - 11:30 a.m.

9:00 – 11:30

Reading, Writing, Vocabulary and Grammar
(Including Lab)

LUNCH 11:30-1:00

Monday, Wednesday, Friday

Tuesday, Thursday

ORAL SKILLS

1:00-3:05

(Including Lab)

SPECIAL TOPICS

1:00-3:30

(Including Lab if required)

Wednesdays only

International Coffee Hour

3:15-4:15

St. Edmund's Foyer
(attendance optional)

NOTE: Schedule may vary in the summer.

ACADEMIC EXPECTATIONS FOR THE INTENSIVE ENGLISH PROGRAM (IEP)

The following is a summary of the academic expectations that all Intensive English Program students must follow.

- Attend all classes and labs regularly
- Complete all class and lab assignments
- Make academic progress (quiz grades, test grades)
- Bring books, materials, and homework to class
- Arrive on time for class
- Participate in class
- Be alert in class
- Use only English

If your teacher finds that you are not fulfilling any of the academic expectations satisfactorily, the teacher will fill out a **Student Performance Warning** form. This form requires the student to meet with the International Student Advisor for counseling before being allowed to attend further classes.

If the performance does not improve, the teacher will issue a **Student Failure Warning** form, which indicates that the student is in imminent danger of failing the class if the performance does not immediately improve. The student is required to meet again with the International Student Advisor for additional counseling.

Any student who fails a class more than one time may be dismissed from the program at the discretion of the Director of English Language Programs.

Attendance Guidelines. Regular attendance in all class and lab meetings is a requirement of the Intensive English Program and the first of the **Academic Expectations** listed above. In order to make academic progress, students must be in class and take advantage of the classroom interaction. Those who miss class too often may also have trouble completing their assigned work and therefore their grades may suffer. In addition, teachers may impose specific penalties for excessive absences.

Reporting Procedures. Teachers will keep careful records of students' attendance. In any session (normally a session is 8 weeks), if a student has been absent **3 times** in Core or **2 times** in any other class, the teacher should issue the **Student Performance Warning** to the student with a copy to the International Student Advisor (ISA). The student must then meet with the ISA for attendance counseling and have the form signed by the ISA. The student must present the signed form to the teacher in order to be admitted back to class. The form will then be returned to the Administrative Assistant and placed in the student's file.

If a student is absent **5 times** or more in a Core class or **4 times** or more in any other class, the teacher should issue the **Student Failure Warning** form and follow the same procedures listed above.

Minimum Attendance Requirement to Maintain Student Visa Status. In order to maintain student status in the Intensive English Program and therefore qualify for a student visa, an attendance rate of 80 percent or higher in both Core and Oral Skills classes is absolutely required. An attendance rate of less than 80 percent in either type of class is considered out of status. **No excuses will be accepted: Absences for illness or any other reason will be counted.**

If a student falls below the 80 percent attendance level at the end of a session, the student will be placed on Attendance Probation. An **Attendance Probation Form** will be issued to the student with a copy to the International Student Advisor. The student must meet with the International Student Advisor for attendance counseling and have his form signed by the ISA. The student must present the signed form to the teacher to be admitted back to class. The form will then be returned to the Administrative Assistant and placed in the student's file. **If the student falls below the 80 percent minimum attendance level during any subsequent session, he or she will be dismissed from the program at the end of the session and not allowed to re-enroll.**

Being on Time: Classes begin promptly at the scheduled time, and students are expected to be in class and ready to work at that time. Tardiness may result in being marked absent.

Steps to Take for Absence Due to Illness

Absence requires a student to do the following:

- Call the ALD office at 654-2300 or email your teacher and the IEP Administrative Assistant nspaziani@smcvt.edu.
- Get the class assignments from teachers or classmates and do the homework for the next day.
- Arrange a time with teachers to take any missed tests.

If a student is very ill, he/she should go to the Health Services in the basement of Alumni Hall. Summer hours for the Health Services will be announced at the beginning of the session. During the summer, students can use Fletcher Allen Hospital in case of serious

HOMEWORK

Homework is an important part of your English program. In addition to the five hours of class work each day, you are expected to spend approximately 2 additional hours a day on out-of-class assignments (exercises, reading, etc.). Homework is assigned to give you more practice with the language outside of class. Homework should be prepared carefully and completed on time. It is important to submit all assignments on the date specified by the teacher.

ACADEMIC ENGLISH PROGRAM

MISSION STATEMENT OF THE AEP

The mission of the Academic English Program (AEP) is to provide the highest quality of English language instruction for academic purposes to students of higher levels of English proficiency. The credit-bearing undergraduate coursework offered by the AEP integrates international students into Saint Michael's College undergraduate and graduate courses. Students who complete this program are prepared to meet the academic and cultural expectations of US institutions of higher learning.

WHAT IS THE AEP?

The AEP is a credit-bearing academic preparation program consisting of course work in English and other subjects for International Students whose goals include further academic work in English. Students who want to pursue an undergraduate degree at Saint Michael's College may apply for admission to the college at the same time that they apply to the AEP. Credits earned in the AEP at Saint Michael's College may also be applied to degree programs at other U.S. colleges or universities. Course work taken in the AEP satisfies the Saint Michael's Liberal Studies requirements for all undergraduates. The AEP also provides course work for students, professionals and others who wish to improve their English for academic, professional and business purposes, even if they do not plan to continue in a degree program later.

HOW IS THE AEP DIFFERENT FROM AN INTENSIVE PROGRAM?

The AEP offers academic credit that can be applied to an undergraduate degree program at Saint Michael's College or may be transferred to other colleges.

The AEP offers a unique opportunity for focused learning in an academic and professional atmosphere at a U.S. college where students can refine all English skills as they study in undergraduate courses.

Each level of the AEP takes 1 semester to complete. The AEP is generally equivalent to the first 1 or 2 semesters of the freshman year of university study.

WHAT ARE THE REQUIREMENTS FOR ADMISSION TO THE AEP?

- ◆ Official transcripts showing completion of secondary school and evidence of scholastic performance in secondary school subjects to warrant admission to undergraduate courses at Saint Michael's.
- ◆ A Statement of Purpose indicating the student's personal and academic goals.
- ◆ Evidence of English proficiency ability sufficient to allow the student to succeed in academic courses in which instruction is given in English by native speakers such as the Test of English as a Foreign Language (TOEFL).
- ◆ Students entering from the Intensive English Program at Saint Michael's College should complete the Academic Skills Class and should have teacher recommendations.

- ◆ Completion of an application form.
- ◆ Test scores required for admission to the AEP and to the Undergraduate Program

AEP LEVEL I: DESCRIPTION AND REQUIREMENTS

Level I is open to students whose language proficiency indicates a need for more extensive work in language and study skills development. Level I students take EN 100, College Reading and Writing; EN 105, Advanced English Grammar, and one undergraduate course that is supported by an English for Academic Purposes component. Another undergraduate course may be taken with permission of the Director; additional English language course work may be arranged. The scores required for admission into Level I are:

AELSAT 1-65; AELSAT 2-65; TOEFL – 480 (157 computer-based) (54-55 iBT)*

AEP LEVEL II DESCRIPTION AND REQUIREMENTS

Level II is open to students with advanced language proficiency that would allow them to take regular undergraduate courses, along with EN 104, Advanced College Writing; and EN 102, Introduction to Literature. Many students choose to take one undergraduate course that is supported by English for Academic Purposes component. The scores required for admission into Level II are:

AELSAT-R - 80; AELSAT-L - 80; TOEFL – 520 (190 computer-based) (68 iBT)*

*AELSAT = Saint Michael's Academic English Language Skills Assessment Test

LANGUAGE PROFICIENCY REQUIREMENTS FOR ADMISSION TO SAINT MICHAEL'S UNDERGRADUATE PROGRAM

Saint Michael's College language proficiency score requirement for admission to the undergraduate program is at least 550 (paper-based), 213 (computer-based), or 80 (Internet-based) on the TOEFL or equivalent scores on other proficiency tests accepted by the Saint Michael's College Admissions Office (see table below). Students with an acceptable proficiency score and a record of completion with satisfactory academic performance in secondary school may be admitted directly to Saint Michael's College. Students with a score lower than the minimum proficiency score who have completed secondary school with satisfactory academic performance may be admitted conditionally to Saint Michael's College, pending successful completion of AEP course work.

MINIMUM TEST SCORES FOR ADMISSION TO ST. MICHAEL'S

Test	Undergraduate Programs	Master's Programs	AEP 2	AEP 1	IEP
pbTOEFL	550	550	520	480	Not required
cbTOEFL	213	213	190	157	Not required
ibTOEFL	79	79	68	55	Not required
IELTS	6.5	6.5	6.0	5.5	Not required
PTE A	54	54	47	42	Not required

WHAT COURSES ARE TAKEN IN THE AEP?

AEP Level I Courses:

REQUIRED ENGLISH COURSES

[8 classroom hours per academic semester]

EN 100—College Reading and Writing (full course)

DESCRIPTION: Introduction to the principles of composition and rhetoric and a survey of written academic subject areas with attention to academic discourse styles and vocabulary.

Basic library research and other aspects of academic orientation to written texts are discussed. This course is comparable to English 101, College Writing, as listed under the Department of English in the Saint Michael's College Catalogue and may be used to satisfy the Liberal Studies Communication Skills requirement.

EN 105—Advanced English Grammar (half course)

DESCRIPTION: A review of grammar and the mechanics of writing with emphasis on the needs of international students. Attention is given to basic forms of citation and referencing in written academic texts.

COOPERATIVE COURSES OFFERED FOR LEVEL I STUDENTS

Students must take a Cooperative Course, an undergraduate course (full course) with an English for Academic Purposes component, EN 103A (half course).

Example of a Cooperative Course:

BU 101—Business and Contemporary Society (full course)

DESCRIPTION: Explores the importance of the business organization to contemporary American society. The course includes an historical overview of the evolution of business and assesses the contributions of business to the economic and social development of the United States and the controversies to which it has been a party. It provides an introduction to the range of business skills and functions, and highlights how these skills and functions are useful in non-business organizations. The course investigates how business organizations contribute and respond to a variety of contemporary challenges, ranging from environmental and workplace concerns, to questions of maintaining competitiveness in an increasingly global economy.

EN 103—English for Academic Purposes component (half course)

DESCRIPTION: This course is designed to help international students enhance academic skills for undergraduate course work. The course is chosen from regular course listings in the Saint Michael's College Catalogue and is team-taught by an undergraduate faculty member and an ESL instructor. Students meet with the ESL instructor for four hours a week of special instruction beyond regular class hours. Instruction in the English for Academic Purposes component will clarify class readings and lectures, and address vocabulary and conceptual development necessary for successful academic work. Development of study and test-taking skills, the preparation of papers, projects or other course requirements, as well as a general orientation to academic requirements, are part of this English for Academic Purposes class. (This course can also be taken by Level II students.)

Level I students may take additional English language classes, or Writing Center assignments may be arranged, as part of the Level I program.

Level I students may continue in the AEP Level II program for the following semester if they complete the Level I courses with a "C" average or better and with no grades of "F". A grade lower than "C" in an English language course will require that the student and the Director of the AEP arrange a program for additional work in English.
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AEP Level II Courses:

REQUIRED ENGLISH COURSES

[2 full courses]

EN 102 - Introduction to Literature (full course)

DESCRIPTION: Through the reading and analysis of selected pieces of fiction, poetry, drama, essay and biography, students are introduced to the principles of literary analysis and appreciation. The selections are treated with an eye to the cultural backgrounds and understanding of the students. [This course is designed to fulfill the requirements of English 123, Introduction to Literary Studies, as listed in the Saint Michael's College Catalogue.]

EN 104 - Advanced College Writing (full course)

DESCRIPTION: The purpose of Advanced College Writing for International Students is to help students improve their reasoning and writing skills, especially writing for academic purposes. Text material is read and analyzed for content and purpose as well as for the rhetorical patterns of English. Attention to specific writing tasks, advanced grammar and persistent linguistic problem areas will receive class attention. A research paper is the final course project.

OTHER COURSES OFFERED FOR LEVEL II STUDENTS

Cooperative Course: An undergraduate course (full course) with an English for Academic Purposes component, EN 103 (half course). (See description above.)

Level II students may take the cooperative course offered for Level I students. It is highly recommended that students entering the AEP at Level II take the cooperative course with its support course as one of their courses.

OTHER ACADEMIC COURSES TAKEN FOR CREDIT

[2 full courses]

Courses taken from other academic departments will be selected from the Undergraduate Class Schedule. Selections will be made in consultation with the Associate Dean for ALD. In most cases, courses selected will be 100 or 200 level courses.

WHAT HAPPENS AFTER THE AEP PROGRAM IS COMPLETED

Students who are admitted to Saint Michael's College register for courses with the International Student Advisor or an assigned academic advisor.

Students who apply to and are conditionally admitted to Saint Michael's College at the beginning of the AEP and who successfully complete the AEP course work go on to matriculate into the College program and register for courses with an assigned academic advisor. Successful completion of AEP course work means that all English Language courses must be completed with a grade of "C" or better (2.0 Quality Point Average), with no grades of "F" in any course.

A student who meets the criteria listed in paragraph B of this section and who wishes to continue at Saint Michael's College without formal matriculation may petition for continuing enrollment as a Special Student. To continue as a Special Student, a satisfactory grade point average must be maintained. Petitions, in writing, should be directed to the International Student Advisor.

Students who have been conditionally admitted to Saint Michael's College but have not met the criteria of successful completion may continue at Saint Michael's College in a "Special Student" status, under the advisement of the International Student Advisor. A Special Student with lower than a 2.0 grade point average is placed on Academic Probation.

If the Special Student's grade point average is below 2.0 at the end of one full academic semester beyond the AEP, the student may continue under academic probation. The student will be notified in writing by the International Student Advisor that he/she has one final semester to prove that he/she is capable of fulfilling SMC academic requirements. If at the end of two full semesters beyond the AEP a student is not showing adequate progress, that is, a cumulative grade point average of 2.0 or better, he/she will not be allowed to continue at Saint Michael's College.

Non-matriculated international students in Levels I and II will be evaluated at the end of each semester and summer session by an International Student Review Board. Review Board membership will include the International Student Advisor, the Director of the ELP and a representative of the Academic Affairs Office. The Board will make determinations of good standing, probation, or dismissal according to the guidelines listed above. **Students who wish to transfer credits earned in the AEP to another institution must petition that institution for permission to transfer credits.**

MAKING THE MOST OUT OF YOUR EXPERIENCE

SPECIAL NOTE

International students are encouraged to speak English as much as possible. If you speak your native language outside of class, it will be more difficult for you to learn and use English effectively. We also encourage you to listen to the news regularly and watch TV and movies.

Your in-class study program is an important part of learning English. However, it is not the only factor that will contribute to your progress in English. Research has shown that improvements in English proficiency are highly related to the time that students spend on learning English *independently*. This includes time spent in the lab doing extra listening, pronunciation or vocabulary exercises, and very importantly, time spent watching TV, listening to the radio, (Saint Michael's radio station is WWPV, 88.7 FM) reading the daily newspaper, and practicing English outside of class by talking and listening to native speakers of English.

The following suggestions are particularly suitable to learning English outside the classroom and will greatly contribute to your awareness and understanding of current world issues. At the same time, these suggestions will help increase your ability to participate in discussions in and out of class.

VOCABULARY

Learning new words is an important part of your study of English. You should use a part of your notebook for writing down new words or phrases that you learn outside of class (for example, in a book or magazine, on TV or radio, or in a conversation).

INDEPENDENT LISTENING PRACTICE

In addition to movies, sit-coms (situation comedies on TV), and soap operas, which are excellent ways to learn about American culture, slang, and humor, you should watch news programs that deal with current domestic and international issues. Besides music, you should listen to radio news broadcasts and other news programs that analyze current domestic and world issues.

RADIO AND TV PROGRAMS ON THE INTERNET

Nearly all news programs are available on the Internet free of charge and at your convenience. Check the websites below for various news programs.

- **ABC** – www.abcnews.go.com/video
- **Al Jazeera** – www.aljazeera.com/watch_now
- **BBC** – www.bbc.co.uk/news/video_and_audio
- **CBS** - www.cbsnews.com/video
- **CNN** – www.cnn.com/video
- **FOX** – www.video.foxnews.com
- **NPR** – www.npr.org
- **Reuters** – www.reuters.com/news/video

MAKING RECORDINGS

For any kind of listening activity (TV, radio, lectures, etc.) it is a good idea to make audio and/or video recordings of the activity for later review. You may check out various recording devices from the LLRC.

EXTRA SPEAKING PRACTICE

"I Speak English"

The best way to practice your English and the only way to improve your *fluency* in English is to speak English with your classmates, with your teachers, and with American or international undergraduate and graduate students outside of the classroom. Although it may seem unnatural to you at first to speak English with a person from your own country, if you continue the effort, you won't believe the amazing results!

Conversation Partners

Many students come to the Applied Linguistics Department to improve their fluency and pronunciation. Although class activities provide you with some of the vocabulary and strategies you need in daily communication, you are strongly encouraged to practice English outside of the classroom.

Our *Conversation Partners* program can help you find a native English-speaking partner. This is a great opportunity to practice your English while at the same time learning about American customs, life styles, issues, etc. Please let your teacher or the ELP Graduate Assistant know if you are interested in participating. *Note: Conversation Partners may not be available during the summer when the U.S. students are on vacation.*

Tutoring and ESL Partnerships

It is possible to set up special tutoring sessions or partnerships for reading, speaking, writing, listening, or grammar practice outside of class with graduate students in the ALD, who are learning to teach English as a second language. If you are interested in this, please inform your teacher or the ELP Graduate Assistant.

INDEPENDENT READING PRACTICE

Your reading skills will improve through class instruction, through the reading materials in the Reading Lab and through the Extensive Readers that you choose to read. However, most of these materials are simplified for learners of English. While these materials are necessary for making progress in English reading, they are not enough.

In order to improve your proficiency in English significantly, you need to make a habit of reading non-simplified (authentic) materials outside of class every day. Newspapers or magazines are the best source. For beginning to intermediate learners of English, the local newspaper (*The Burlington Free Press*) is good. For more advanced learners *The New York Times*, *The Boston Globe*, *Newsweek*, or *Time* magazine are appropriate. If you are interested in business, the *Wall Street Journal*, *Business Week*, and the business section of *The New York Times* will provide much reading material.

EXTRACURRICULAR ACTIVITIES

THE ELP ACTIVITIES OFFICE

Extracurricular activities are an important part of the English Language Programs at St. Michael's. The ELP Activities Director (STE 119) plans a wide variety of extracurricular and recreational activities throughout the year. The activities are announced in classes, and are posted on the ELP Activities Bulletin Board, across from STE 111.

Coffee Hour

Each Wednesday afternoon a "Coffee Hour" provides seasonal as well as international refreshments and activities. This is a good opportunity for IEP students to meet other ELP students and SMC students and faculty, and is a perfect time to practice your English skills.

Field Trips

The ELP Activities Office offers optional field trips—including day trips to Boston and Montreal—throughout the year. Check the ELP Activities Bulletin Board (across from STE 111) for sign-up sheets and information about the cost.

VISITING BURLINGTON

St. Michael's is just a few minutes away from downtown Burlington. You may catch a local bus to Burlington from the St. Michael's bus stop near the McCarthy Arts Center. Full-time Students in the English Language Program may use the bus for free. Your Photo I.D. card serves as your bus pass.

Bus Schedules

Bus schedules for the local Chittenden County Transit buses (CCT) are available in the ELP Office and from the ELP Activities Director.

ISSUES AND CONCERNS

WHAT DO I DO IF I HAVE A PROBLEM OR CONCERN?

Classroom and Homework Concerns

If you have a problem or concern with your course work, please see your teacher for help. If you have a concern regarding your teacher, please see the ELP Program Director for assistance.

Class Changes and Other Program Issues

If you have a concern about your placement (if you think your class level is too high or too low) please notify your teacher. If necessary, your teacher may ask you to go to the ELP Office for a Class Change form. Fill out the form and turn it in at the ALD Office. The Program Director will consider your request and notify you and your teacher about the decision.

If you have any other concerns about the program, please go directly to the ELP Program Director.

Emergencies:

◆ On-Campus Emergency

Call Telephone & Dispatch Services by dialing **2911** from any campus phone or pick up an emergency phone; no dialing is necessary.

To report an emergency of any kind, provide the following information to the dispatcher:

Name, Location and Type of Emergency

Stay on the line until all pertinent information is clearly understood. The dispatcher has direct radio contact with Security, Fire & Rescue agencies, and can provide immediate response to any emergency.

◆ Off-campus emergency

Dial 911 or 211

Housing Concerns

If you have any questions or problems about your housing assignment contact Jeff Vincent, Housing Coordinator, in the Student Life Office (x2566).

Student Complaints

The following procedure is in place to expedite any complaints that students in the English Language Program would like to address. Here is a description of who can best help you with your complaint.

<i>Nature of Complaint</i>	<i>Person who can help you</i>
1. Academic or class issues <ul style="list-style-type: none">▪ Placement in academic classes▪ Any issue related to your academic program (classes, instructor, LLRC, library)	Director of the ELP
2. Campus life <ul style="list-style-type: none">▪ Housing, food plan, infirmary, insurance, roommates, library, parking, fines, student activities, etc.	International Student Services
3. SEVIS/BICS issues <ul style="list-style-type: none">▪ Issues relating to visas or student status	Supervisor of Operations
4. Financial Issues <ul style="list-style-type: none">▪ Issues relating to payment or account status	Supervisor of Operations

To make a complaint and get a response, follow these steps:

- ◆ **It is always best to try to resolve your problem with the party who is responsible for your complaint.** For example, if you are unhappy with your instructor, please contact him/her and discuss the issue. If this does not bring you the desired results, continue with this procedure.
- ◆ Go to the ALD Office (SE 119) and ask the receptionist for an *ELP Complaint Form*
- ◆ According to the nature of the complaint, as described above, fill out the *ELP Complaint Form* and return it to the receptionist. If you need help filling out the form, the receptionist will find someone who speaks your language to assist you.
- ◆ The receptionist will send your *ELP Complaint Form* to the appropriate person and you will be notified by e-mail and campus mail/regular mail of the time and place of the appointment.

- ◆ Go to your appointment. If you feel that you have solved your problem, the person you are meeting with will write a letter that explains the problem and the solution and send it to you for approval. If you approve, the letter is then placed in your Student File.
- ◆ Go to your appointment. If you feel that you have **not** resolved your problem, you may request a hearing for your Complaint with the Director of ELP. If your problem remains unresolved, you may go to the Provost of the College. Only in very special cases does the Complaint go beyond this point.

Medical Insurance

During the time that you are enrolled in courses through the Applied Linguistics Department (Intensive English Program, Academic English Program, Exchange Student status or Study Abroad status), you will be covered by an insurance policy for medical expenses. The insurance coverage is provided by Consolidated Health Plans. This policy is a second payer policy to any other insurance policy you may have that covers medical expenses. There is no additional charge for this coverage.

If you become sick or injure yourself, it is important that you tell someone. Please talk to your teachers, the ALD staff or the Student Assistants.

If you are sick or injure yourself, you should go to College Health Services located in the basement of Alumni Hall. If it is necessary for you to receive additional care, the staff at Health Services will refer you to an Emergency Room or to a doctor.

If you must be seen by a doctor or need to go to the emergency room, be sure to bring with you your passport, your Saint Michael's College ID card, and the insurance card from Consolidated Health Plans. After receiving care, you will be billed for services. You will need to submit an insurance claim form along with the bill to the insurance company.

You can request a copy of your insurance ID card and a copy of the claim form at the following WEB address: <https://consolidatedhealthplan.com/group/91/home>

Immigration Information (IEP)

While you are here on your F-1 Student Visa, there are a few things that you need to know and remember. This is not a complete summary of immigration regulations. If you have any questions, do not hesitate to see the PDSO (Brenda Rousselle). It is better to ask questions before you make a decision than to try to fix a situation.

COURSE LOAD

You are required by federal law to be a full-time student while you are in the United States on a student visa. For the IEP, this means that you must be enrolled in classes during the morning and afternoon. It is not possible for you to drop any classes that would reduce the number of hours that you are registered for.

US ADDRESS

The school is required to put your US address in the SEVIS computer system. This must be your actual address, not a PO Box. For example: Pontigny Hall, Room 210; not PO Box 2341. If you change rooms or move off campus, you are required to inform the PDSO/DOS immediately. The SEVIS system must be updated. Not reporting a room change will result in your being in violation of immigration regulations.

WORK

It is against Federal Law for students on an F-1 visa to work off campus. On-campus employment is possible. Please see the PDSO/DOS for more information.

COURSE COMPLETION

When you have completed your program, you have 60 days to leave the United States. This gives you time to make your travel arrangements. Remember: if you travel to Canada during this 60-day period, you have left the United States and cannot re-enter on your Student Visa. Remaining in the United States beyond the 60-day period could cause you difficulty with future travel to the US.

TRANSFER

If you are admitted to another school after your enrollment at Saint Michael's College, it will be necessary to transfer your immigration record. While this is a relatively easy process, it does have to be done in a timely manner. Please see the PDSO/DOS for information.

EXTENSION OF PROGRAM

It is possible to request an extension of your program of study. Extensions do not have to be approved by USCIS. This can be done on campus. An extension needs to be granted before your current program of study ends. Please see the PDSO/DOS as soon as you have made your decision to remain.

CHANGE OF PROGRAM

It is possible to change your program of study from the Intensive English Program to another academic program. The change of program needs to be done in a timely manner. Please see the PDSO/DOS for more information.

FINANCIAL DOCUMENTS

You are required to make sure that your financial documents are up to date. If you are requesting an extension or a change in program, it will be necessary for you to provide a new bank statement. A new I-20 form cannot be issued without new financial documents.

TERMINATION OF STUDENT STATUS

Failure to maintain your student status by violating regulations may result in the termination of your I-20 form and SEVIS record. This is a serious situation. A short list of termination situations:

- Unauthorized withdrawal from school
- Unauthorized off-campus employment
- Expulsion from school

- Suspension from classes
- Failure to enroll
- Authorized early withdrawal

Termination of your immigration would require you to file for reinstatement to student status. This is a long and expensive process.

TRAVEL TO CANADA

Canada requires visitors from some countries to have a tourist visa in their passports before crossing the border. See the PDSO for a list of countries that fall under this requirement.

HELPFUL HINTS

- Keep your passport valid at all times
- Carry your passport and immigration documents with you if you leave the US or travel outside the immediate area
- Have your I-20 signed at least every 6-8 months
- No on- or off-campus employment without prior authorization
- Maintain full-time status
- Keep your financial documents up to date

Immigration Information (AEP)

While you are here on your F-1 Student Visa, there are a few things that you need to know and remember. This is not a complete summary of immigration regulations. If you have any questions, do not hesitate to see the PDSO (Brenda Rousselle). It is better to ask questions before you make a decision than to try to fix a situation.

COURSE LOAD

You are required by federal law to be a full time student while you are in the United States on a student visa. For the AEP, this means that you must be enrolled in at least 3-4 full classes (12-16 hours). It is not possible for you to drop any classes that would reduce the number of hours that you are registered for.

US ADDRESS

The school is required to put your US address in the SEVIS computer system. This must be your actual address, not a PO Box. For example: Pontigny Hall, Room 210; not PO Box 2341. If you change rooms or move off campus, you are required to inform the PDSO/DOS immediately. The SEVIS system must be updated. Not reporting a room change will result in your being in violation of immigration regulations.

WORK

It is against Federal Law for student on an F-1 visa to work off campus. On-campus employment is possible. Please see the PDSO/DOS for more information.

COURSE COMPLETION

When you have completed your program, you have 60 days to leave the United States. This gives you time to make your travel arrangements. Remember: if you travel to Canada during this 60-day period, you have left the United States and cannot re-enter on your Student Visa. Remaining in the United States beyond the 60-day period, could cause you difficulties with future travel to the US.

TRANSFER

If you are admitted to another school after your enrollment at Saint Michael's College, it will be necessary to transfer your immigration record. While this is a relatively easy process, it does have to be done in a timely manner. Please see the PDSO/DOS for information.

EXTENSION OF PROGRAM

It is possible to request an extension of your program of study. Extensions do not have to be approved by USCIS. This can be done on campus. An extension needs to be granted before your current program of study ends. Please see the PDSO/DOS as soon as you have made your decision to remain.

CHANGE OF PROGRAM

It is possible to change your program of study from the Academic English Program to another academic program, i.e. the undergraduate program or the graduate program. The change of program needs to be done in a timely manner. Please see the PDSO/DOS for more information.

FINANCIAL DOCUMENTS

You are required to make sure that your financial documents are up to date. If you are requesting an extension or a change in program, it will be necessary for you to provide a new bank statement. A new I-20 form cannot be issued without new financial documents.

TERMINATION OF STUDENT STATUS

Failure to maintain your student status by violating regulations may result in the termination of your I-20 form and SEVIS record. This is a serious situation. A short list of termination situations:

- Unauthorized withdrawal from school
- Dropping below full-time status
- Unauthorized off-campus employment
- Expulsion from school
- Suspension from classes
- Failure to enroll
- Authorized early withdrawal

Termination of your immigration would require you to file for reinstatement to student status. This is a long and expensive process.

TRAVEL TO CANADA

Canada requires visitors from some countries to have a tourist visa in their passports before crossing the border. See the PDSO for a list of countries that fall under this requirement.

HELPFUL HINTS

- Keep your passport valid at all times
- Carry your passport and immigration documents with you if you leave the US or travel outside the immediate area
- Have your I-20 signed at least every 6-8 months
- No on- or off-campus employment without prior authorization
- Maintain full-time status
- Keep your financial documents up to date

Personal Advising Policy

Students in the Intensive English Language Program (IEP) are encouraged to consult with the International Student Advisor on any personal concerns which they may need help with. If warranted, the ISA may refer the student to the Personal Counseling Office and/or Health Services for further assessment, collaborative support, or referral to an off-campus provider.

Academic Advising Policy

Intensive English Program (IEP) students needing help or support with academic questions or concerns may consult with individual faculty members, the Director of the IEP, or the International Student Advisor. The International Student Advisor is also available to meet with students to explore plans and options for post-IEP study, either at Saint Michael's or at other institutions. Students issued academic warnings are required to meet with the International Student Advisor to discuss strategies for improvement.

GENERAL CAMPUS INFORMATION

APPLIED LINGUISTICS DEPARTMENT

Saint Edmund's Hall, Room 119
Monday-Friday 8:00-4:30 (CLOSED 12:00 -1:00)

654-2300
Fax: 654-2595

SERVICE OFFICES

Health Services

Alumni Hall, Basement

654-2234

Academic Year Hours (August – May):

MONDAY-FRIDAY 8:00am - 4:30pm

SATURDAY & SUNDAY 12:00pm - 4:00pm

From mid-May to August, students can get limited care on campus or at the Fanny Allen Walk-In Center (802) 847-1170.

You will receive information at your student orientation about what to do if you are sick.

EMERGENCIES - dial "0" and give specific information to the operator.

Security

31 College Parkway, across from the West entrance to the college.

654-2374

8:00 - 12:00 and 1:00 - 4:00 Monday through Friday.

AT ANY OTHER TIME dial "0" and ask to have security paged.

EMERGENCIES – dial 2911 or “0” (Switchboard) and give the operator the information.

Vehicle Regulations

Office of Safety and Security

31 College Parkway

Monday - Friday: 8:30am - 4:00pm

654-2374

Parking permits must be obtained from the Office of Safety and Security. All posted rules must be followed. Vehicles parked in prohibited or unassigned areas will be ticketed and/or towed.

Computer Services (Help Desk)

Saint Edmund's Hall, Room 221

654-2020

STUDENT LIFE AND RESIDENTIAL INFORMATION

Housing

Alliot Hall, Student Life Office

654-2566

If you have any questions or problems contact Sheryl Fleury, Housing Coordinator.

Linen

Hoehl Welcome Center, Basement

654-2615

Linen exchange is available in the basement of the Hoehl Welcome Center. For service hours, check the sign posted on the Linen Office door or call the Special Events office at 654-2615 for more information.

Post Office

Joyce Hall, Basement

Monday-Friday

9:00am - 4:00pm

Saturday (no window service)

10:00am - 2:00pm

Ross Sports Center and Tarrant Recreation Center

Pool, track, tennis courts, basketball courts, racquetball courts, weight room, aerobics.

See times posted on door. **Hours vary during holiday breaks and summer.**

LIBRARY AND BOOKS

Durick Library

Fall 2011 & Spring 2012

654-2400

Sun:	10:00am – 1:00am
Mon – Thurs:	7:15am – 1:00am
Fri:	7:15am – 7:00pm
Sat:	11:00am – 7:00pm

Summer 2012

Sun:	11:00am – 7:00pm
Mon – Thurs:	8:00am – 10:00pm
Fri:	8:00am – 5:00pm
Sat:	11:00am – 7:00pm

For library holiday hours, visit www.smcvt.edu/library.

There is a collection of ESL Readers on the bottom floor of the library.

The Language Learning Resource Center (LLRC)

St. Edmund's Hall, Room 215

654-2878

Fall 2011 & Spring 2012

Mon – Thurs:	8:00am – 8:00pm
Fri:	8:00am – 5:00pm
Sat & Sun:	CLOSED

For LLRC summer and holiday hours, visit [//academics.smcvt.edu/llrc/](http://academics.smcvt.edu/llrc/).

Alliot Bookstore

Alliot Hall, First Floor

654-2517

Fall 2011 & Spring 2012

Mon – Fri:	8:30am – 5:00pm
Sat:	11:00am – 3:00pm
Sun:	CLOSED

Summer 2012

Mon – Fri:	8:30am – 4:30pm
Sat & Sun:	CLOSED

For bookstore holiday hours, visit www.smcvt.edu/On-Campus/Offices-and-Services/Campus-Store.

FOOD SERVICES

The Green Mountain Dining Room

Alliot Hall, First Floor (Cafeteria)

Open seven days a week serving three meals a day. This location offers unlimited servings – the menu offers a variety of entrees, pizza, deli, grill specialties, chef’s exhibitions, salads, soups, and desserts. All meals offer vegetarian and most offer “vegan” specialties as well.

Go to www.smcvt.edu > Student Life > Dining Services > Dining Hours and Locations for more details.

Hours:

Monday – Friday: 7:15am – 8:00pm

Saturday and Sunday: Continental Breakfast 9:00am – 9:30am, Brunch 11:30am – 1:00pm,

Dinner 4:45pm – 6:30pm

The Knight Stand Café

Alliot Hall, First Floor (Lobby)

This is an “a la cart” snack bar offering hot items, deli, take out foods, as well as snacks and beverages

Go to www.smcvt.edu > Student Life > Dining Services > Dining Hours and Locations for more details.

Summer Hours may vary.

Café Cheray

Cheray Science Hall, First Floor

Café Cheray is located between the Cheray Science Center and Saint Edmunds Hall. This kiosk offer a variety of “Grab & Go” type items for carrying to and from classes. Café Cheray is open Monday thru Friday. Payment is cash or Knight Bucks.

Go to www.smcvt.edu > Student Life > Dining Services > Dining Hours and Locations for more details.

Summer Hours may vary. See Cafe or ALD office for details.

FACULTY AND STAFF DIRECTORY

Applied Linguistics Department
Saint Edmund's Hall, Saint Michael's College

Area code for Vermont: (802), Town Code for Colchester: 654-
STE = Saint Edmund's Hall

	Telephone Extension	Office Number
Administration		
ADMINISTRATIVE OFFICE	2300	STE 119
EVANS, Daniel ELP Director	2264	STE 124
GAMACHE, Richard International Student Advisor	2356	STE 115
ARANI, Mahmoud Department Chair	2277	STE 117
ROUSSELLE, Brenda Supervisor of Operations / PDSO	2657	STE 119A
Faculty		
BAUER-RAMAZANI, Christine	2642	STE 127
BOOTH, Harold	2673	STE 131
CUMMINGS, Sarah (Sally)	2366	STE 126
DAILEY, Sean	2769	STE 111
DUFFY, Carolyn	2646	STE 137
ERNST, Beth Kozbial	2673	STE 131
GORDON, Maggie	2673	STE 111
HOFFMANN, Patricia	2673	STE 111

LAROSE, Patricia	2769	STE 111
MAGER, Christina	2823	STE 111
NAVIN, Betty	2673	STE 111
O'DOWD, Elizabeth	2276	STE 122
PARKER, Mat	2673	STE 111
Staff		
PROVOST, Meg Administrative Assistant for MATESOL	2684	STE 119
CAMPBELL, Kellie Manager – Language Learning Resource Center	2878	STE 215
SONG, Emily ELP Graduate Assistant	2300	STE 119
SAMALE RODEN, Jacqui Coordinator for International Student Services	2303	STE 119
SPAZIANI, Nick Administrative Assistant for ELP	2301	STE 119

Student Grade/Score Report

Student's Name: <u>X</u>	Session dates: <u>X</u>	Level: <u>X</u>	
Classes enrolled in:	Contact Hours	Performance Description:	Achievement of Level Objectives
Reading/Vocabulary/Lab	6.25	Homework <u>X</u>	Reading/Vocabulary <u>X</u>
Writing/Grammar/Lab	6.25	Participation <u>X</u>	Writing/Grammar <u>X</u>
Speaking/Pronunciation/Lab	3.25	Effort <u>X</u>	Listening/Lab <u>X</u>
Listening/Lab	3.25	1 Excellent	Speaking/Pronunciation <u>X</u>
Special Topics	<u>6.00</u>	2 Very Good	Special Topics I <u>X</u>
Total:	25.00	3 Good	Title <u>X</u>
		4 Fair	Special Topics II <u>X</u>
		5 Poor	Title <u>X</u>

Attendance: (%) X

The student has attained the Level Objectives (see back for details) to the degree indicated. This assessment is based on class assignments, achievement tests, discussions, presentations, and projects, as appropriate.

Accuplacer Test:

	Beginning of session		End of session	
	Score:	Level:	Score:	Level:
• ESL Listening	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
• ESL Reading	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>

IEP Placement & Assessment Tests:

	Beginning of session		End of session	
	Score:	Level:	Score:	Level:
• Writing (30-minute, impromptu essay)	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>
• Oral Skills (interview)	<u>X</u>	<u>X</u>	<u>X</u>	<u>X</u>

Institutional TOEFL

	End of session Scores	Exit Assessment Average <u>X</u> (contributes 25% of total)
• Section 1—Listening	<u>X</u>	Student Assessment Average <u>X</u> (contributes 75% of total)
• Section 2—Structure and Written Expression	<u>X</u>	
• Section 3—Reading Comprehension and Vocabulary	<u>X</u>	FINAL SCORE: <u>X</u>
• Total Integrated Score (TIS)	<u>X</u>	

Attained Proficiency Level:

Based on these results, the student has mastered the English proficiency of level _____ and will probably be placed in the next level of instruction if continuing in the IEP.

Based on these results, the student has not mastered the English proficiency of level _____ and will probably continue in level _____ of instruction if continuing in the IEP.

This assessment is based on the student's course grade, achievement of level objectives, IEP assessment tests, proficiency test results, and instructor recommendations. Profiles of the different proficiency levels are on the *reverse*.

Student Grade/Score Report

Proficiency Level: Courses in English as a Second Language are conducted in eight-week units, at the following approximate levels of study:

Level 1 (100): High-Beginner – Students in Level 1 typically have a limited but often functional proficiency in English. They possess some degree of fluency in speaking and writing although their communication may still be very inaccurate and hesitant. They may vary greatly in their balance of English language skills and generally need a total of four semesters of English study before they are ready to begin an academic program or perform effectively in a professional setting.

Level 2 (200): Low-Intermediate – Students in Level 2 typically can communicate with native speakers in most social situations, although their fluency and control may still be weak in one or more areas. They are often able to use English more effectively in social settings than in academic contexts. Level 2 students generally need a total of three semesters of English study before they are ready to begin an academic program or perform effectively in a professional setting.

Level 3 (300): Intermediate – Students in Level 3 typically are approaching readiness for academic study, although they may still have some significant weaknesses in using their English skills. They generally need a total of two semesters of English study before they are ready to begin an academic program or perform effectively in a professional setting.

Level 4 (400): High-Intermediate – Students in Level 4 are typically nearly ready to begin academic study or participate in a professional setting. They have a high overall level of general proficiency, but may vary substantially in specific language skills. Level 4 students are generally ready to begin an academic program with support or perform effectively in a professional setting upon successful completion of the course.

Level 5 (500): Advanced – Students in Level 5 are typically ready to begin academic study with minimal support, or to participate with confidence in a professional setting. They may vary in specific language skills despite a high level of general proficiency.

Percentages for performance of IEP Level Objectives

Achievement of Level Objectives: Below 60%	60 – 79%	80% +	90%+
Mastery not demonstrated (D or F)	Partial mastery demonstrated (C)	Required level objectives mastered (B)	Superior performance (A)

Proficiency Testing: Saint Michael's College Department of Applied Linguistics uses the computer-adaptive Accuplacer Test for entry and exit placement and in addition uses a Writing Placement & Assessment Test as well as an Oral Skills Placement & Assessment Test to measure students' growth. The Institutional TOEFL (PBT) is used as a "check" on proficiency and level placement.

ENTRY: Accuplacer / Level Placement			EXIT: Approximate TOEFL/Level match:
Level 1	ESL Listening: ESL Reading:	< 50 < 57	Level 1 <310
Level 2	ESL Listening: ESL Reading:	50-64 57-71	Level 2 313-417
Level 3	ESL Listening: ESL Reading:	65-78 72-86	Level 3 420-470
Level 4	ESL Listening: ESL Reading:	79-89 87-101	Level 4 473-517
Level 5	ESL Listening: ESL Reading:	90+ 102+	Level 5 520+

Student Performance Warning

Student name _____ Date _____

Class _____ Teacher _____

Teacher, please indicate which of the performance expectations listed below the student has not been fulfilling with specific information and comments.

Attend all classes and labs regularly: _____

Complete all class and lab assignments: _____

Make academic progress (quiz grades, test grades): _____

Bring books, materials, and homework to class _____

Arrive on time for class _____

Participate in class _____

Be alert in class _____

Use only English _____

To the student: You are required to meet the International Student Advisor (ISA) immediately for counseling. You may not return to class until the ISA has met with you and signed this form.

The above mentioned student met with me and has been reminded and counseled about the academic expectations of the Intensive English Program at Saint Michael's College.

Signature of International Student Advisor

_____ Date _____

I understand the academic expectations of the Intensive English Program at Saint Michael's College and will try harder to fulfill them.

Signature of Student _____ Date _____

Student Failure Warning

Student name _____ Date _____

Class _____ Teacher _____

This student is in imminent danger of failing this course due to the reasons listed below.

Attend all classes and labs regularly: _____

Complete all class and lab assignments: _____

 Make academic progress (quiz grades, test grades): _____

 Bring books, materials, and homework to class _____

Arrive on time for class _____

Participate in class _____

Be alert in class _____

Use only English _____

To the student: You are required to meet the International Student Advisor (ISA) immediately for counseling. You may not return to class until the ISA has met with you and signed this form.

The above mentioned student met with me and has been reminded and counseled about the academic expectations of the Intensive English Program at Saint Michael's College.

Signature of International Student Advisor

_____ Date _____

I understand the academic expectations of the Intensive English Program at Saint Michael's College and that I am in danger of failing if I do not try harder to fulfill them.

Signature of Student _____ Date _____

Attendance Probation Form

Student name _____ Date _____

Class _____ Teacher _____

This is to inform you that your attendance record is deficient for this session. You are hereby considered to be on Attendance Probation. Please understand that if your attendance reaches the deficiency level in any subsequent session, you will be dismissed from the program.

You are required to meet with the International Student Advisor (ISA) as soon as possible. The ISA will explain the attendance policy to you and sign this form. You will not be allowed to attend class until this signed form is returned to your teacher.

.....

The above mentioned student met with me and has been reminded and counseled about the attendance policy of the Intensive English Program at Saint Michael's College.

Date _____

Signature of International Student Advisor _____

I understand the attendance policy of the Intensive English Program at Saint Michael's College.

Signature of Student _____

The student must return this form to the teacher in order to be readmitted to class.

Name: _____

**Intensive English Program
ORAL SKILLS PLACEMENT & ASSESSMENT Rubric (analytic)**

Score: _____
Level: _____

	6 ⁺	5	4	3	2	1	Rater 1	Rater 2	Final Score
<i>Task Completion/ Comprehension/ Topic Development</i>	<ul style="list-style-type: none"> Fully answers all aspects of the questions Stays on topic throughout Takes a clear position Elaborates answers with details. 	<ul style="list-style-type: none"> Answers the questions for the most part but may show some misunderstanding May need some additional prompting Takes a position and gives supporting explanations but may be unclear or not sufficiently elaborated Minor digressions may occur. 	<ul style="list-style-type: none"> Answers the questions for the most part but may show some misunderstanding May need some additional prompting Takes a position and gives supporting explanations but may be unclear or not sufficiently elaborated Minor digressions may occur. 	<ul style="list-style-type: none"> Answers some aspects of the questions Shows some misunderstanding Needs additional prompting Takes a position but lacks appropriate or sufficient detail or elaboration. Several digressions may occur. 	<ul style="list-style-type: none"> Answers the questions partially Shows several misunderstandings Needs repeated prompting Ideas are not clear or elaborated. Repetitions occur frequently. 	<ul style="list-style-type: none"> Little evidence of answering the questions Shows lack of comprehension Is unable to express or support ideas May be using words only rather than sentences 	USE WHOLE OR HALF NUMBERS ONLY!	USE WHOLE OR HALF NUMBERS ONLY!	
<i>Fluency & Coherence</i>	<ul style="list-style-type: none"> Speech is effortless and smooth with speed approaching that of a native speaker Speaks coherently with fully developed cohesive features Develops topics coherently and appropriately 	<ul style="list-style-type: none"> Speaks at length without noticeable effort or loss of coherence May demonstrate language-related hesitation at times, or and/or self-correction Uses a range of connectives and discourse markers with some flexibility 	<ul style="list-style-type: none"> Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words. Uses a range of connectives and discourse markers but not always appropriately Some non-native pauses which do not interfere with intelligibility 	<ul style="list-style-type: none"> Produces simple speech fluently but more complex communication causes fluency problems Sentences may be left uncompleted, but speaker is able to continue, however haltingly. May use repetition, self-correction and/or slow speech to keep going May over-use certain connectives and discourse markers 	<ul style="list-style-type: none"> Speech is slow and often hesitant and jerky. Difficult for a listener to perceive continuity in utterances OR speaker may not be able to continue OR speaker may not speak on topic Links basic sentences but with repetitive use of simple connectives and some breakdown in coherence 	<ul style="list-style-type: none"> Speech is very slow, halting, strained, or with long pauses OR speaker does not speak on topic Has limited ability to link simple sentences Gives only simple responses and is frequently unable to convey basic message 			

Ch. Bauer-Ramszani, February 7, 2012
Adapted from Analytic Scale for Speaking (www.nclrc.org/essentials/assessing/analyticcalepooe.htm),
IELTS Speaking band descriptors (2007). Brown, H.D. (2004). Jenkins, S. (2003)

	6*	5	4	3	2	1	Rater 1	Rater 2	Final Score
<i>Lexical Resource</i>	<ul style="list-style-type: none"> Very good range of vocabulary with evidence of sophistication and native-like expression Uses a wide vocabulary resource readily and flexibly to convey precise meaning Uses less common and idiomatic vocabulary skillfully with only some inaccuracies 	<ul style="list-style-type: none"> Strong command of idiomatic expressions Uses vocabulary resource flexibly to discuss a variety of topics Shows awareness of style and collocation, with some inappropriate choices 	<ul style="list-style-type: none"> Good range of vocabulary to discuss topics at length with some evidence of sophistication Some non-native expressions but always comprehensible Some evidence of idiomatic expressions Speaker is comfortable with circumlocution when lacking a particular word Meaning clear in spite of some inappropriate word choice 	<ul style="list-style-type: none"> Manages to talk about familiar and unfamiliar topics Adequate range of vocabulary with no evidence of sophistication Some distinctly non-native expressions or errors in word choice may impede comprehension No evidence of idiomatic expressions Speaker's attempts at circumlocution may be unsuccessful. 	<ul style="list-style-type: none"> Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics Limited range of vocabulary; frequent errors in word choice often impede comprehension Speaker has difficulty with circumlocution when lacking a particular word 	<ul style="list-style-type: none"> Uses simple vocabulary to convey personal information Has insufficient vocabulary for less familiar topics Speaker makes no attempt at circumlocution when lacking a particular word. 			USE WHOLE OR HALFNUMBERS ONLY!
<i>Grammatical range & accuracy</i>	<ul style="list-style-type: none"> Uses a wide range of complex structures flexibly Produces a majority of error-free sentences with only very occasional inappropriacies 	<ul style="list-style-type: none"> Evidence of difficult, complex patterns and idioms, used with flexibility Strong command of grammatical structure Frequently produces error-free sentences; infrequent errors do not impede comprehension 	<ul style="list-style-type: none"> Good command of grammatical structures but with imperfect control of some patterns Limited number of errors that are not serious and do not impede comprehension Less evidence of complex patterns and idioms 	<ul style="list-style-type: none"> Fair control of most basic syntactic patterns Speaker conveys meaning in simple sentences Some important grammatical patterns are uncontrolled and errors may occasionally impede comprehension. 	<ul style="list-style-type: none"> Produces basic sentence forms and some correct simple subordinate structures are rare Errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> Attempts basic sentence forms but with limited success, or relies on apparently memorized utterances Frequent errors impede comprehension. 			
<i>Pronunciation, Stress, & Rhythm</i>	<ul style="list-style-type: none"> Intelligible throughout, using a wide range of intonation and stress patterns for emphasis and pragmatic meaning. Approaches native-like pronunciation with good intonation and rhythm. 	<ul style="list-style-type: none"> Always intelligible No consistent mispronunciation Generally accurate pronunciation, stress, & rhythm Appropriate rate of speech 	<ul style="list-style-type: none"> Can generally be understood throughout Some identifiable deviations in pronunciation, but with few phonemic errors Mostly appropriate stress, & rhythm patterns 	<ul style="list-style-type: none"> Intelligible for the most part Identifiable deviations in pronunciation with phonemic errors Some errors in stress and rhythm patterns 	<ul style="list-style-type: none"> Mispronunciations lead to occasional misunderstanding or unintelligibility Non-native accent requires careful listening Slow rate of speech 	<ul style="list-style-type: none"> Many phonemic errors make understanding difficult. Frequent pronunciation errors with a heavy non-native accent Serious difficulties with stress and rhythm patterns 			
TOTAL SCORE (Add all subscores):									

*6 means the student scored outside the five IEP levels.

Score	Level	Score	Level
30 - 28	6*	13 - 17	3
27 - 23	5	8 - 12	2
22 - 18	4	7 and below	1

Name: _____

Intensive English Program—WRITING PLACEMENT & ASSESSMENT Rubric

Score: _____
Level: _____

Task	6*	5	4	3	2	1	Rater		Final Score
							2	1	
Topic Development	Rich and full development. Propositions fully supported through elaboration and detail. Unity and clarity of essay achieved. Fluency of expression apparent.	Ideas are concrete and thoroughly developed. No extraneous material. Some supporting ideas may lack focus or may be inadequately developed. Highly fluent expression of ideas.	Expresses a position but development is not always clear or not fully supported by details and elaboration. There may be irrelevant detail. Mostly fluent expression of ideas.	Adequate development of content. More than one proposition, some support, but lacking in appropriate or sufficient detail or elaboration. Ideas may be repetitive, irrelevant, or not well supported. Fluency of expression halting or awkward.	Writes within the topic but does not address the task directly. Digressions occur throughout.	Very simplistic development. Often copied from prompt or lists of information. OR: Ideas are largely undeveloped or irrelevant.			
Organization	Organization fully appropriate and effective for topic. Full use of paragraph structure. Unity achieved through logical sequencing of ideas. Very strong introduction and conclusion, providing reader with clear focus.	Organization controlled and evidence of paragraph structure. Presentation of ideas clearly sequenced and consistent with expressed point of view. Intro and conclusion appropriate and effective.	Evidence of organization, but not fully developed. Uses paragraph structure. Coherent arrangement of information and ideas. Clear progression of ideas. Introduction and conclusion adequate, but may not provide focus for reader.	Presents information with some organization but there may be a lack of overall progression, or ideas are not arranged coherently. May not use paragraph structure. Introduction of conclusion may be incomplete.	Attempt at organization, but generally unsuccessful. May have repetition of ideas and little to no use of paragraph structure. Severe problems with the order of ideas. Introduction and conclusion may be missing.	Very little control of organizational features. Strings of sentences. Intro and conclusion missing.			
Vocabulary	Broad and fluent range; frequent use of synonyms and topic-related lexicon. Choice of words achieves appropriate elaboration, detail, nuance, and metaphorical effect. Broad range of word forms, appropriately used.	Uses a sufficient range of vocabulary to allow some flexibility and precision. Makes occasional errors in word choice and/or word form but they do not impede communication.	Flexibility in range of vocabulary. Some use of synonyms and topic-associated lexicon. Not wordy. Broad range of word forms, with occasional inappropriate uses.	Adequate range to express meaning. More general than precise words used, with the effect that only basic meaning is conveyed. Basic word forms evident, with some inappropriate uses.	Narrow range, with much repetition of basic words. Little differentiation of meaning through vocabulary choice. Basic word forms, with frequent errors in use.	Simple vocabulary, often inappropriately used. Word choice often obscures meaning.			
Discourse Control	Full control and excellent use of connectors. Lexical cohesion shows unity. Sophisticated use of referents. Presentation of ideas demonstrates coherence throughout. Perception of fluency and elegance.	Successful use of discourse markers and cohesive ties in appropriate situations. Frequent use of referents and lexical cohesion. Presentation of ideas achieves coherence if not elegance.	Displays coherence; connections are used effectively; frequent use of referents and lexical cohesion; may not always use referencing clearly or appropriately.	Connections could be used more effectively; cohesion within and/or between sentences may be faulty or mechanical.	Uses a limited range of cohesive devices and those used may not indicate a logical relationship between ideas.	No evidence of connections. Presentation of ideas unclear and confusing.			
Sentence Structure and Grammar	Uses full range of sentence patterns, appropriately and effectively used. Native-like fluency in English grammar. The majority of sentences are error-free. Only very occasional errors or inappropriacies.	Uses a variety of complex structures. Produces mostly error-free sentences. Grammar problems do not obscure meaning: 1-2 run-on sentences or fragments.	Uses a mix of simple and complex sentences with relative clauses, passive voice, participial phrases, etc.) Occasional grammatical errors do not obscure meaning. 2-3 run-on sentences/fragments.	Uses a limited range of complex structures, sometimes unsuccessfully. Multiple grammatical errors, but they generally do not obscure meaning; 3-4 run-on sentences or fragments.	Uses only a very limited range of structures, some accurately, but errors predominate. Frequent grammatical errors often obscure meaning; 5 or more run-on sentences or fragments.	Uses simple sentence patterns, often unsuccessfully. Many grammatical errors interfere with communication. OR: Cannot use sentence forms.			
Mechanics	Appropriate text format (margins, indentations). Spelling, capitalization, and punctuation error-free.	Appropriate text format (margins, indentations). Occasional errors in spelling, capitalization, and punctuation but do not distract reader.	Occasional errors in appropriate text format (margins, indentations), and spelling, sometimes distracting.	Mostly appropriate text format (margins, indentations) but frequent errors in spelling, punctuation, and capitalization often distract reader.	Serious problems with appropriate text format (margins, indentations). Frequent and distracting errors in capitalization, spelling, and punctuation interfere with intelligibility.	May use listing as text format. Many errors in spelling and punctuation throughout. Errors make meaning unintelligible.			
TOTAL SCORE (Add all subscores.):									

SCORE LEVEL	SCORE	LEVEL
39 - 42	6*	18 - 24
32 - 38	5	11 - 17
25 - 31	4	4 - 10

*8 means the student scored outside the five IEP levels.

Ch. Bauer-Ramazani; adapted from MELAS (Hamp-Lyons, 1992), IELTS (2007), Brown & Bailey (1984) February 7, 2012

