# TABLE OF CONTENTS

**WELCOME LETTER**.................................................................................................................. 4

**THE INTENSIVE ENGLISH PROGRAM** ......................................................................................... 5
- Mission Statement.......................................................................................................................... 5
- To Students: Language Learning Approach .................................................................................. 5
- Entering Saint Michael’s College ................................................................................................... 5
- IEP Levels and Classes.................................................................................................................. 6
- Placement......................................................................................................................................... 7
- Grades ............................................................................................................................................... 7
- Assessment....................................................................................................................................... 8
- Course Syllabi .................................................................................................................................. 8
- Textbooks.......................................................................................................................................... 8
- Laboratory Work .............................................................................................................................. 8
- Computer Assisted Language Learning ......................................................................................... 9
- Computer Orientation .................................................................................................................... 9
- Safety On-Line ............................................................................................................................... 9
- College Credit ............................................................................................................................... 10
- Tuition Credit................................................................................................................................... 11
- The Language Learning Resource Center (LLRC) ........................................................................ 11

**IEP DAILY SCHEDULE** .................................................................................................................... 12
- Academic Expectations for the IEP ............................................................................................... 13
- Homework ........................................................................................................................................ 14

**ACADEMIC ENGLISH PROGRAM** ............................................................................................ 15
- Mission statement of the AEP ......................................................................................................... 15
- What is the AEP?.............................................................................................................................. 15
- How is the AEP different from an intensive program? ................................................................. 15
- What are the requirements for admission to the AEP? .............................................................. 15
- What courses are taken in the AEP? ............................................................................................ 17
- AEP Level I Courses ..................................................................................................................... 17
- AEP Level II Courses .................................................................................................................... 19
- After the AEP ................................................................................................................................... 20

**MAKING THE MOST OUT OF YOUR EXPERIENCE** .................................................................... 21
- Special Note ...................................................................................................................................... 21
- Vocabulary ......................................................................................................................................... 21
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 listening and speaking skills, 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 perspectives. The IEP is committed to academic excellence, intercultural 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 79 (Internet based) on the TOEFL or an equivalent score on IELTS or Pearson’s English Language Test 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 opportunity to apply for matriculation to the degree program.
IEP LEVELS AND CLASSES

The IEP is divided into five levels:

- Level I: High Beginner (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 9:00 a.m. to 11:30 a.m., 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 1:00 p.m. to 3:05 p.m. on Monday, Wednesday and Friday; and the Special Topics Classes, which meet from 1:00 p.m. to 3:30 p.m. 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 with each class typically focusing on an academic skill or cultural learning experience. Typical examples are listed below. (Not all of these courses are offered every session.)

Examples of Special Topics:

- **Academic**
  - Academic Skills/TOEFL Preparation
  - Grammar Workshop
  - Vocabulary Workshop
  - Creative Writing

- **Culture Learning**
  - American Culture Through Film
  - Mock Trial
  - Service Learning
  - Current Events
  - Lessons from the Garden
  - Discover Vermont
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 (speaking, writing, reading, and listening) through a combination of a Writing Placement & Assessment, Oral Skills Placement & Assessment, and two computer-based Accuplacer tests: Listening Comprehension and Reading Comprehension.

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”).

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.

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”).

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, Oral Skills Placement & Assessment and an institutional (paper-based) TOEFL 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. Forty percent of this score comes from a student’s grades in his/her classes, while the remaining 60 percent comes from a cumulative total of scores on the Writing Placement & Assessment, Oral Skills Placement & Assessment, and TOEFL. 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 SMC Bookstore in Alliot Hall. 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 may 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 LLRC 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 need additional computer workshops.

SAFETY ONLINE

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

<table>
<thead>
<tr>
<th><strong>CORE</strong></th>
<th>9:00 a.m. - 11:30 a.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading, Writing, Vocabulary and Grammar (Including Lab)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LUNCH 11:30-1:00</strong></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>ORAL SKILLS</strong></th>
<th><strong>SPECIAL TOPICS</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-3:05 (Including Lab)</td>
<td>1:00-3:30 (Including Lab if required)</td>
</tr>
</tbody>
</table>

| **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.

**Academic Probation.** Students who fail one or more classes will be put on academic probation. If the student’s performance does not improve in the following session, the student 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 fulltime student status in the Intensive English Program and therefore remain in good standing for a student visa, an attendance rate of 80 percent or higher in all classes is absolutely required. An attendance rate of less than 80 percent 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 Health Services in the basement of Alumni Hall. Summer hours for Health Services will be announced at the beginning of the session. During the summer, students can use Fanny Allen Walk-in Clinic (across the street from campus) in case of serious illness or injury.

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 two 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.
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.

**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 ENG 100, College Reading and Writing; ENG 105, Advanced English Grammar and Writing, and one undergraduate course that is supported by an English for Academic Purposes component, ENG103. The scores required for admission into Level I are as follows:

*AELSAT 65; TOEFL 480 (paper-based) or iBT 54 or IELTS 5.5*

**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 ENG 102, Introduction to Literature, and ENG 104, Advanced College Writing. The scores required for admission into Level II are:

*AELSAT 80; TOEFL 520 (paper-based) or iBT 68 or IELTS 6.0*

*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) or (79 Internet-based) on the TOEFL or equivalent scores on other proficiency tests accepted by the Saint Michael’s College Admissions Office (see table). 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 Saint Michael's

<table>
<thead>
<tr>
<th>Test</th>
<th>Undergraduate Programs*</th>
<th>Master's Programs*</th>
<th>AEP2</th>
<th>AEP1</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>pbTOEFL</td>
<td>550</td>
<td>550</td>
<td>520</td>
<td>480</td>
<td>Not required</td>
</tr>
<tr>
<td>ibTOEFL</td>
<td>79</td>
<td>79</td>
<td>68</td>
<td>55</td>
<td>Not required</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
<td>6.5</td>
<td>6.0</td>
<td>5.5</td>
<td>Not required</td>
</tr>
<tr>
<td>PTE A</td>
<td>54</td>
<td>54</td>
<td>47</td>
<td>42</td>
<td>Not required</td>
</tr>
</tbody>
</table>

WHAT COURSES ARE TAKEN IN THE AEP?

AEP Level I Courses:

REQUIRED ENGLISH COURSES
[8 classroom hours per academic semester]

ENG 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.

ENG 105—Advanced English Grammar and Writing (full 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, ENG 103 (half course). The cooperative 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.

Example of a Cooperative Course:
BU 113—Critical Thinking and Communication (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.

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

DESCRIPTION: 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 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.
AEP Level II Courses:

REQUIRED ENGLISH COURSES
[2 full courses]

ENG 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.)

ENG 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, ENG 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 International Student Advisor. In most cases, courses selected will be 100 or 200 level courses.
WHAT HAPPENS AFTER THE AEP 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, sitcoms (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
- FOX – www.video.foxnews.com
- NPR – www.npr.org

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 Saint Michael's. The Coordinator for International Student Services (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

Saint Michael’s is just a few minutes away from downtown Burlington. You may catch a local bus to Burlington from the Saint Michael’s bus stop near the McCarthy Arts Center. Full-time Students in the English Language Programs 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 Coordinator for International Student Services.
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

<table>
<thead>
<tr>
<th>On-Campus Emergency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Call Telephone &amp; Dispatch Services by dialing 2911 from any campus phone or pick up an emergency phone; no dialing is necessary.</td>
</tr>
<tr>
<td>To report an emergency of any kind, provide the following information to the dispatcher:</td>
</tr>
<tr>
<td><strong>Name, Location and Type of Emergency</strong></td>
</tr>
<tr>
<td>Stay on the line until all pertinent information is clearly understood. The dispatcher has direct radio contact with Security, Fire &amp; Rescue agencies, and can provide immediate response to any emergency.</td>
</tr>
</tbody>
</table>

| Off-Campus Emergency -- Dial 911 or 211 |

Housing Concerns

If you have any questions or problems about your housing assignment contact the Ambassador 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.

<table>
<thead>
<tr>
<th>Nature of Complaint</th>
<th>Person who can help you</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic or class issues</strong></td>
<td></td>
</tr>
<tr>
<td>Placement in academic classes</td>
<td>Director of the ELP, SE124</td>
</tr>
<tr>
<td>Any issue related to your academic</td>
<td></td>
</tr>
<tr>
<td>program (classes, instructor, LLRC, library)</td>
<td></td>
</tr>
<tr>
<td><strong>Campus life</strong></td>
<td></td>
</tr>
<tr>
<td>Housing, food plan, infirmary,</td>
<td>Coordinator of International Student Services, SE 119</td>
</tr>
<tr>
<td>insurance, roommates, library,</td>
<td></td>
</tr>
<tr>
<td>parking, fines, student activities, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>Immigration issues</strong></td>
<td></td>
</tr>
<tr>
<td>Issues relating to visas or student status</td>
<td>PDSO/DSO, SE 119</td>
</tr>
<tr>
<td><strong>Financial Issues</strong></td>
<td></td>
</tr>
<tr>
<td>Issues relating to payment or account status</td>
<td>PDSO/DSO, SE119</td>
</tr>
</tbody>
</table>

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 Administrative Assistant 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 Administrative Assistant. If you need help filling out the form, the Administrative Assistant will assist you.

- The Administrative Assistant will send your *ELP Complaint Form* to the appropriate person and you will be notified by SMC e-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.

OR

- 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 Dean of the College. Only in very special cases does the complaint go beyond this point.
GENERAL CAMPUS INFORMATION

APPLIED LINGUISTICS DEPARTMENT
Saint Edmund’s Hall, Room 119 654-2300
Monday-Friday 8:00-4:30 (CLOSED 12:00 - 1:00) 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 654-2374
31 College Parkway
Monday - Friday: 8:30am - 4:00pm

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.
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

General Fall & Spring Hours

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>10:00 a.m. – 1:00 a.m.</td>
</tr>
<tr>
<td>Mon – Thurs</td>
<td>7:15 a.m. – 1:00 a.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>7:15 a.m. – 7:00 p.m.</td>
</tr>
<tr>
<td>Sat</td>
<td>11:00 a.m. – 7:00 p.m.</td>
</tr>
</tbody>
</table>

General Summer Hours

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>11:00 a.m. – 7:00 p.m.</td>
</tr>
<tr>
<td>Mon – Thurs</td>
<td>8:00 a.m. – 10:00 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>8:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Sat</td>
<td>11:00 a.m. – 7:00 p.m.</td>
</tr>
</tbody>
</table>

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

General Hours

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – Thurs</td>
<td>8:00 a.m. – 8:00 p.m.</td>
</tr>
<tr>
<td>Fri</td>
<td>8:00 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Sat &amp; Sun</td>
<td>CLOSED</td>
</tr>
</tbody>
</table>

For LLRC summer and holiday hours, visit www2.smcvt.edu/llrc.

SMC Bookstore

Alliot Hall, First Floor

General Fall & Spring Hours

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – Fri</td>
<td>8:30 a.m. – 5:00 p.m.</td>
</tr>
<tr>
<td>Sat</td>
<td>11:00 a.m. – 3:00 p.m.</td>
</tr>
<tr>
<td>Sun</td>
<td>CLOSED</td>
</tr>
</tbody>
</table>

General Summer Hours

<table>
<thead>
<tr>
<th></th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon – Fri</td>
<td>8:30 a.m. – 4:30 p.m.</td>
</tr>
<tr>
<td>Sat &amp; Sun</td>
<td>CLOSED</td>
</tr>
</tbody>
</table>

For bookstore holiday hours, visit www.smcvt.edu/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: 7:15 a.m. – 8:00 p.m.
Saturday and Sunday: Continental Breakfast 9:00 a.m. – 9:30 a.m., Brunch 11:30 a.m. – 1:00 p.m., Dinner 4:45 p.m. – 6:30 p.m.

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

<table>
<thead>
<tr>
<th>Telephone Extension</th>
<th>Office Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>If off campus, dial (802) 654- followed by the extension</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMINISTRATIVE OFFICE</td>
</tr>
</tbody>
</table>
| 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 | 2657 | STE 119A |

<table>
<thead>
<tr>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>BAUER-RAMAZANI, Christine</td>
</tr>
<tr>
<td>BOOTH, Harold</td>
</tr>
<tr>
<td>CUMMINGS, Sarah (Sally)</td>
</tr>
<tr>
<td>DAILEY, Sean</td>
</tr>
<tr>
<td>DUFFY, Carolyn</td>
</tr>
<tr>
<td>GORDON, Maggie</td>
</tr>
<tr>
<td>HOFFMANN, Patricia</td>
</tr>
<tr>
<td>LANG, Melissa</td>
</tr>
<tr>
<td>Name</td>
</tr>
<tr>
<td>--------------------</td>
</tr>
<tr>
<td>LAROSE, Patricia</td>
</tr>
<tr>
<td>MAGER, Christina</td>
</tr>
<tr>
<td>MOOS, Jonah</td>
</tr>
<tr>
<td>O’DOWD, Elizabeth</td>
</tr>
<tr>
<td>PARKER, Mat</td>
</tr>
</tbody>
</table>

**Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Extension</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOLZMAN, Melissa</td>
<td>2684</td>
<td>STE 119</td>
</tr>
<tr>
<td></td>
<td>Administrative Assistant for MATESOL</td>
<td></td>
</tr>
<tr>
<td>CAMPBELL, Kellie</td>
<td>2878</td>
<td>STE 215</td>
</tr>
<tr>
<td></td>
<td>Manager – Language Learning Resource Center</td>
<td></td>
</tr>
<tr>
<td>LITTLE, Danielle</td>
<td>2300</td>
<td>STE 119</td>
</tr>
<tr>
<td></td>
<td>ELP Graduate Assistant</td>
<td></td>
</tr>
<tr>
<td>SAMALE RODEN, Jacqui</td>
<td>2303</td>
<td>STE 119</td>
</tr>
<tr>
<td></td>
<td>Coordinator for International Student Services</td>
<td></td>
</tr>
<tr>
<td>SPAZIANI, Nick</td>
<td>2301</td>
<td>STE 119</td>
</tr>
<tr>
<td></td>
<td>Administrative Assistant for ELP</td>
<td></td>
</tr>
</tbody>
</table>
### Student Grade/Score Report

<table>
<thead>
<tr>
<th>Student's Name:</th>
<th>Session dates:</th>
<th>Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Classes enrolled in:**

<table>
<thead>
<tr>
<th>Classes enroled in</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/Vocabulary/Lab</td>
<td>6.25</td>
</tr>
<tr>
<td>Writing/Grammar/Lab</td>
<td>6.25</td>
</tr>
<tr>
<td>Speaking/Pronunciation/Lab</td>
<td>3.25</td>
</tr>
<tr>
<td>Listening/Lab</td>
<td>3.25</td>
</tr>
<tr>
<td>Special Topics</td>
<td>6.00</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>25.00</strong></td>
</tr>
</tbody>
</table>

**Performance Description:**

<table>
<thead>
<tr>
<th>Performance</th>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Effort</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Achievement of Level Objectives**

<table>
<thead>
<tr>
<th>Reading/Vocabulary</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing/Grammar</td>
<td>X</td>
</tr>
<tr>
<td>Listening/Lab</td>
<td>X</td>
</tr>
<tr>
<td>Speaking/Pronunciation</td>
<td>X</td>
</tr>
</tbody>
</table>

**Special Topics**

<table>
<thead>
<tr>
<th>Title</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Topics I</td>
<td>X</td>
</tr>
<tr>
<td>Special Topics II</td>
<td>X</td>
</tr>
</tbody>
</table>

**Attendance: (%)**

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:**

- ESL Listening
  - Score: X
  - Level: X
- ESL Reading
  - Score: X
  - Level: X

**IEP Placement & Assessment Tests:**

- Writing (30-minute, impromptu essay)
  - Score: X
  - Level: X
- Oral Skills (interview)
  - Score: X
  - Level: X

**Institutional TOEFL**

- Section 1—Listening
  - Score: X
- Section 2—Structure and Written Expression
  - Score: X
- Section 3—Reading Comprehension and Vocabulary
  - Score: X
- Total Integrated Score (TIS)
  - Score: X

**End of session**

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Exit Assessment Average**

- (contributes 25% of total)

**Student Assessment Average**

- (contributes 75% of total)

**FINAL SCORE:**

**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

<table>
<thead>
<tr>
<th>Achievement of Level Objectives: Below 60%</th>
<th>60 – 79%</th>
<th>80% +</th>
<th>90%+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery not demonstrated (D or F)</td>
<td>Partial mastery demonstrated (C)</td>
<td>Required level objectives mastered (B)</td>
<td>Superior performance (A)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>ENTRY: Accuplacer / Level Placement</th>
<th>EXIT: Approximate TOEFL/Level match:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 E.L. Listening: 100+</td>
<td>Level 1 &lt;310</td>
</tr>
<tr>
<td>Level 2 E.L. Listening: 50-64</td>
<td>Level 2 313-417</td>
</tr>
<tr>
<td>Level 3 E.L. Listening: 65-78</td>
<td>Level 3 420-470</td>
</tr>
<tr>
<td>Level 4 E.L. Listening: 79-89</td>
<td>Level 4 473-517</td>
</tr>
<tr>
<td>Level 5 E.L. Listening: 90+</td>
<td>Level 5 520+</td>
</tr>
</tbody>
</table>

2/27/2014
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.
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.
## Intensive English Program

**ORAL SKILLS PLACEMENT & ASSESSMENT Rubric (analytic)**

<table>
<thead>
<tr>
<th>0°</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Rate 1</th>
<th>Rate 2</th>
<th>Final Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Task Completion/Coherence/Development</strong></td>
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<tr>
<td>• Fully answers all aspects of the question.</td>
<td>• Answers the questions.</td>
<td>• Answers some aspects of the questions.</td>
<td>• Answers the questions partially.</td>
<td>• Little evidence of answering the questions.</td>
<td>USE WHOLE OR HALF NUMBERS ONLY</td>
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</tr>
<tr>
<td>• Stays on topic throughout.</td>
<td>• No additional prompting needed.</td>
<td>• May need some additional prompting.</td>
<td>• Shows some misunderstandings.</td>
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<tr>
<td>• Takes a clear position.</td>
<td>• Some aspects are answered more fully than others.</td>
<td>• Takes a position and gives supporting explanations but may be unclear or not sufficiently elaborated.</td>
<td>• Needs additional prompting.</td>
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<tr>
<td>• Elaborates answers with details.</td>
<td>• Minor digressions may occur.</td>
<td>• Several digressions may occur.</td>
<td>• Ideas are not clear or elaborated.</td>
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<td>• Provides concrete ideas but sometimes may lack focus or not provide sufficient support.</td>
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<tr>
<td><strong>Fluency &amp; Coherence</strong></td>
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<tr>
<td>• Speech is: effortless and smooth with speed approaching that of a native speaker.</td>
<td>• Speaks at length without noticeable effort or loss of coherence.</td>
<td>• Speech is mostly smooth but with some hesitation and awkwardness caused primarily by rephrasing and groping for words.</td>
<td>• Produces simple speech fluently but more complex communication causes fluency problems.</td>
<td>• Speech is slow and often hesitant and jerky.</td>
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<tr>
<td>• Speaks coherently with fully developed cohesive features.</td>
<td>• May demonstrate language-related hesitation at times, or some repetition and/or self-correction.</td>
<td>• Uses a range of connectives and discourse markers but not always appropriately.</td>
<td>• Sentences may be left uncompleted, but speaker is able to continue, however haltingly.</td>
<td>• Difficult for a listener to perceive continuity in utterances OR speaker does not speak on topic.</td>
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<tr>
<td>• Develops topic coherently and appropriately.</td>
<td>• Some non-native pauses which do not interfere with intelligibility.</td>
<td>• May use repetition, self-correction and/or slow speech to keep going.</td>
<td>• May over-use certain connectives and discourse markers.</td>
<td>• Links basic sentences but with repetitious use of simple connectives and some breakdown in coherence.</td>
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<thead>
<tr>
<th></th>
<th>6*</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexical Resource</td>
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</tr>
<tr>
<td>• Very good range of vocabulary with evidence of sophistication and native-like expression</td>
<td>• Strong command of idiomatic expressions</td>
<td>• Good range of vocabulary to discuss topics at length with some evidence of sophistication</td>
<td>• Manages to talk about familiar and unfamiliar topics</td>
<td>• Is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics</td>
<td>• Uses simple vocabulary to convey personal information</td>
<td></td>
</tr>
<tr>
<td>• Uses a wide vocabulary resource readily and flexibly to convey precise meaning</td>
<td>• Uses vocabulary resource flexibly to discuss a variety of topics</td>
<td>• Adequate range of vocabulary with no evidence of sophistication</td>
<td>• Inadequate range of vocabulary to convey personal information</td>
<td>• Has insufficient vocabulary for less familiar topics</td>
<td>• Uses insufficient vocabulary to convey personal information</td>
<td></td>
</tr>
<tr>
<td>• Uses less common and idiomatic vocabulary skillfully with only some inaccuracies</td>
<td>• Shows awareness of style and collocation, with some inappropriate choices</td>
<td>• Some evidence of idiomatic expressions</td>
<td>• Some evidence of idiomatic expressions</td>
<td>• Miner errors in vocabulary</td>
<td>• Fails to accurately convey personal information</td>
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<tr>
<td>Grammar &amp; Accuracy</td>
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</tr>
<tr>
<td>• Uses a wide range of complex structures flexibly</td>
<td>• Evidence of difficult, complex patterns and idioms, used with flexibility</td>
<td>• Good command of grammatical structures</td>
<td>• Fair control of most basic syntactic patterns</td>
<td>• Produces basic sentence forms but with limited success, or relies on apparently memorized utterances</td>
<td>• Attempts basic sentence forms but with limited success, or relies on apparently memorized utterances</td>
<td></td>
</tr>
<tr>
<td>• Produces a majority of error-free sentences with only very occasional inappropriateness</td>
<td>• Strong command of grammatical structure</td>
<td>• Limited number of errors that are not serious and do not impede comprehension</td>
<td>• Speaker conveys meaning in simple sentences</td>
<td>• Frequent errors impede comprehension</td>
<td>• Fails to accurately convey personal information</td>
<td></td>
</tr>
<tr>
<td>• Frequently produces error-free sentences; infrequent errors do not impede comprehension</td>
<td>• Frequently produces error-free sentences; infrequent errors do not impede comprehension</td>
<td>• Some important grammatical patterns are uncontrolled and impede comprehension</td>
<td>• Errors are frequent and may lead to misunderstanding</td>
<td>• Non-native accent and pronunciation errors make understanding difficult.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SCORE (Add all subscores):

<table>
<thead>
<tr>
<th>Score</th>
<th>Level</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>36 – 38</td>
<td>6*</td>
<td>11 – 17</td>
<td>3</td>
</tr>
<tr>
<td>27 – 33</td>
<td>5</td>
<td>7 – 12</td>
<td>2</td>
</tr>
<tr>
<td>22 – 26</td>
<td>4</td>
<td>4 – 7</td>
<td>1</td>
</tr>
</tbody>
</table>

*6 means the student scored outside the five IEP levels.
<table>
<thead>
<tr>
<th>Task Completion</th>
<th>6*</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fully answers all aspects of the assigned topic. Stays on the task throughout the essay.</td>
<td>Addresses the topic. Most parts of the task are covered but some more fully than others. No digressions occur.</td>
<td>Addresses the topic. Most parts of the task are covered. Minor digressions may occur.</td>
<td>Addresses the topic. Some parts of the task are not directly addressed. Digressions may occur throughout.</td>
<td>Writes within the topic but does not address the task.</td>
<td>Little evidence of addressing the topic or the parts of the task. No attempt to address the task.</td>
<td></td>
</tr>
<tr>
<td><strong>Topic Development</strong></td>
<td>Rich and full development. Propositions fully supported through elaboration and detail. Unity and clarity of essay achieved. Fluency of expression apparent.</td>
<td>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.</td>
<td>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.</td>
<td>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 of ideas.</td>
<td>Restricted development of content. One proposition, unclear or incomplete support. Few details or elaboration. Lack of fluency of expression of ideas.</td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>Narrow range, with much repetition of basic words. Little differentiation of meaning through vocabulary choice. Basic word forms, with frequent errors in use.</td>
<td></td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>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.</td>
<td>Flexibility in range of vocabulary. Some use of synonyms and topic-related lexicon. Not wordy. Broad range of word forms, with occasional inappropriate uses.</td>
<td>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.</td>
<td>Narrow range, with much repetition of basic words. Little differentiation of meaning through vocabulary choice. Basic word forms, with frequent errors in use.</td>
<td>Simple vocabulary, often inappropriate used. Word choice often obscures meaning.</td>
<td></td>
</tr>
<tr>
<td><strong>Discourse Control</strong></td>
<td>Broad and fluent range, frequent use of synonyms and topic-related lexicon. Choice of words achieves appropriate elaboration, detail, nuance, and metrical effect. Broad range of word forms, appropriately used.</td>
<td>Full control and excellent use of connectors. Lexical cohesion shows unity. Sophisticated use of references. Presentation of ideas demonstrates coherence throughout. Perception of fluency and elegance.</td>
<td>Successful use of discourse markers and cohesive ties in appropriate situations. Frequent use of references and lexical cohesion. Presentation of ideas achieves coherence if not elegance.</td>
<td>Displays coherence; connections are used effectively; frequent use of references and lexical cohesion.</td>
<td>Connections could be used more effectively; cohesion within and/or between sentences may be faulty or mechanical.</td>
<td></td>
</tr>
<tr>
<td><strong>Sentence Structure and Grammar</strong></td>
<td>Uses a variety 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 inappropriate.</td>
<td>Uses a mix of simple and complex sentences, with relative clauses, passive voice, participial phrases, etc. Occasional grammatical errors do not obscure meaning; 1-2 run-on sentences or fragments.</td>
<td>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.</td>
<td>Uses only a very limited range of structures, some accurately, but errors predominant. Frequent grammatical errors often obscure meaning; 5 or more run-on sentences or fragments.</td>
<td>Uses simple sentence patterns, often unsuccessfully. Many grammatical errors interfere with communication. Cannot use sentence forms.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Appropriate text format (margins, indentations). Spelling, capitalization, and punctuation error-free.</td>
<td>Appropriate text format (margins, indentations). Occasional errors in spelling, capitalization, and punctuation but do not distract reader.</td>
<td>Occasional errors in appropriate text format (margins, indentations), punctuation, capitalization, and spelling, sometimes distracting.</td>
<td>Mostly appropriate text format (margins, indentations) but frequent errors in spelling, punctuation, and capitalization often distract reader.</td>
<td>Serious problems with appropriate text format (margins, indentations). Frequent and distracting errors in capitalization, spelling, and punctuation interfere with intelligibility.</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS**

**SCORE**

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>18 – 20</td>
<td>11 – 17</td>
<td>4 – 10</td>
<td>1 – 0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Ch. Bauer-Ramazzanti; adapted from MELAB (Hamp-Lyons, 1992), IBTLI (2007).
February 7, 2012.