

# Saint Leo University



## Bridge Program

### *Handbook*

*Updated Fall 2022*



## Content

- ❖ Program Mission
- ❖ Program Description
- ❖ Policies and Procedures
- ❖ Course Descriptions
  - Bridge Courses
  - University Courses
  - University Explorations Courses
- ❖ Course Sequence
- ❖ Bridge Students Share Their Learning Experiences
- ❖ Bridge Faculty
- ❖ Visa Requirements: Things to Remember
- ❖ Useful Information Sources







## Program Mission

*Following the core values and the mission of Saint Leo University, the Bridge Program at Saint Leo strives to support international students by providing them with high-quality English for academic purposes instruction. The main goal of the program is to maximize students' opportunities for academic success through assuring their balanced language development, personal and academic growth, and smooth transition and adaptation to their new academic culture. An integral part of the University community, the Bridge Program fosters the spirit of collaboration, respect, responsible stewardship, intercultural understanding, and academic integrity.*



## Program Description

The Saint Leo University Bridge Program is an academic program designed to provide qualified students with the opportunity to adjust smoothly to the US academic environment. The Program serves the needs and the interests of international students who meet the minimum English language proficiency requirements for University admission. The primary goal of the Bridge Program is to increase students' potential for success in the new academic culture. The credits earned through the successful completion of the courses offered in the Program are counted towards students' total graduation credits as general electives or University Exploration credits. Starting Fall 2014, two Bridge Program tracks are offered: (1) the students of low-intermediate and intermediate levels of proficiency, will enroll in a two-semester regular track; (2) the students of high-intermediate level of proficiency will enroll in a one-semester fast track. The placement criteria are stated in the Undergraduate Academic Catalog and in the Bridge Program brochure; more details about the course schedule are provided in the Course Description section of the handbook.





## Program Policies and Procedures

- ❖ The Program admission criteria are outlined in the [University active catalog](http://saintleo.catalog.acalog.com/content.php?catoid=26&navoid=3566&hl=Bridge&returnto=search) available at: <http://saintleo.catalog.acalog.com/content.php?catoid=26&navoid=3566&hl=Bridge&returnto=search>.
- ❖ The Bridge students follow the course sequence provided in the *Course Sequence* section of this handbook and in the University catalog.
- ❖ The Bridge students are advised by the Program Director or a Bridge faculty member. A new academic advisor will be appointed upon the successful completion of the program (typically after the undergraduate students has start their ENG 121 or ENG 119 composition course; and after the graduate students start their graduate-level courses).
- ❖ The passing grade for all Bridge Program courses is C-.
- ❖ The maximum number of credit hours for which Bridge students are registered each semester is 15 credits, the minimum number is 12.
- ❖ *Attendance and class participation are key components of students' studies.*  
The Bridge Program at Saint Leo University follows all university-wide policies, including attendance policies. They are outlined in the University Catalog, in [the Saint Leo University Academic Catalog 2021-2022: Academic Procedures and Definitions > Class Attendance](#).  
Students who show unsatisfactory attendance will receive an FA (failure absences) as a final grade for the course. Unsatisfactory attendance is defined as accumulating absences that adversely affect student's course performance ([the Saint Leo University Academic Catalog 2021-2022: Academic Procedures and Definitions > Class Attendance, #8](#)). It is students' responsibility to check regularly the class attendance records as well as the grade records as posted in the learning management system gradebook for each Bridge class.  
Refer to the Attendance Policy in its entirety in the *Saint Leo University Catalog*.
- ❖ For all students who have successfully completed ENG 118, the placement decisions for the next level ENG Composition courses are made based on their final grade for ENG 118 and the results of the English placement test taken by all freshman students. This test is taken as part of the final exam for ENG 118. The students who receive a passing ENG 118 grade and receive a passing score on the placement writing test qualify for ENG 121. All other students qualify for ENG 119.
- ❖ All Bridge students are expected to take the next composition course for which they qualify (ENG 119 or ENG 121) at Saint Leo University during the first semester after their successful completion of the Bridge program.
- ❖ If a Bridge student challenges level placement, it is his/her responsibility to contact the Program director and arrange additional placement testing before the end of the Add/Drop period. The test will be evaluated by two Bridge faculty members and final placement decision will be made. After the end of the Add/Drop period class schedules will not be modified and placement will not be changed.
- ❖ If a Bridge student challenges a course grade or has any other complaints, he/she should follow the procedures described in the [University Undergraduate Catalog](http://saintleo.catalog.acalog.com/index.php?catoid=26) (<http://saintleo.catalog.acalog.com/index.php?catoid=26>).
- ❖ All decisions regarding retaking courses, as well as probation or dismissal because of low GPA are taken based on the policies described in the *Academic Procedures and Definitions* section of the [University Catalog](#) (<http://saintleo.catalog.acalog.com/index.php?catoid=26>)

## Program Policies and Procedures (cont.)

### Placement procedures:

- Student's placement is determined based on language proficiency scores submitted as part of their university admission application; the specific scores are outlined in the University Catalog, on the Admission and Bridge Program pages on the University website, and in the Program Handbook.
- If students do not have language test scores, they **ARE REQUIRED** to be tested on University Campus using the in-house placement test prior to the beginning of the semester and before the final admission decision is made.
- ❖ If a Bridge student **challenges level placement**, it is his/her responsibility to contact the Program Director and arrange additional placement testing before the end of the Add/Drop period. The test will be evaluated by two Bridge faculty members and final placement decision will be made. After the end of the Add/Drop period class schedules will not be modified and placement will not be changed.
- ❖ If a Bridge student **challenges a course grade**, he/she should follow the procedures described in the University Undergraduate Catalog.
- ❖ All Bridge students take in-house placement test as a **diagnostic test** in the beginning (during add/drop period) and the end of the semester. The test is administered as part of SLU 110 or SLU 112 class; the results inform curriculum review and decisions. The students are expected to show 10% improvement on at least two of the four sections of the test in order to receive the assigned 10% of the course final grade for the test. Test scores are also informing the decision about student progress in border-line cases.
- ❖ **Formal Academic Complaint – Submission Process:**
  - **Step 1:** Bridge students should **first contact the Bridge Program Director** to discuss any academic complaints. If the complaint is not resolved with the Director, the student may initiate a formal complaint process.
  - **Step 2: Submit a written complaint addressed to the Director of the Bridge Program or the Dean of the School of Arts and Sciences;** the response to the complaint will be sent via email to student's university email address within five business days. The complaint can be submitted via email (addressed to the Director of the Program or Mrs. Tania Frost, the executive coordinator, School of Arts and Sciences – [tania.frost@saintleo.edu](mailto:tania.frost@saintleo.edu)), submitted as a hard copy to the Director of the Program or Mrs. Tania Frost (Saint Edward Hall, room 239) or sent by first class or priority mail (with conformation of delivery) to:
    - Tania Frost, Executive Coordinator,  
School of Arts and Sciences, mailing code 2127,  
Saint Leo University, Saint Leo, FL 33574  
OR
    - Dr. Iona Sarieva, Bridge Program Director  
Department of Language Studies and the Arts  
School of Arts and Sciences, mailing code 2127,  
Saint Leo University, Saint Leo, FL 33574
  - **Step 3:** If the complaint is not resolved, the Dean's office will direct the student to the appropriate office for further review and resolving the complaint.

**Note:** Detailed description for addressing student complaints are provided in Undergraduate Catalog > Appellate Process ([http://academiccatalog.saintleo.edu/content.php?catoid=4&navoid=159#Grade\\_Appeal\\_Procedures](http://academiccatalog.saintleo.edu/content.php?catoid=4&navoid=159#Grade_Appeal_Procedures)). The procedures related to **non-academic complaints** are described in Student Code of Conduct, Section C, pp. 33-36. If needed, the Program Director will assist Bridge students in the process of submitting their non-academic complaints. (<https://www.saintleo.edu/hubfs/Greek%20Life/Student%20Affairs/Code%20of%20Conduct.pdf>)

# Proficiency Level Description

## CERF Common Reference Levels - Global Scale

<https://www.coe.int/en/web/common-european-framework-reference-languages/>

<b>PROFICIENT USER</b>	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>INDEPENDENT USER</b>	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
<b>BASIC USER</b>	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.





# Course Description

## Bridge Courses

### *ENG 114 - Composition and Grammar for Speakers of Other Languages.*

Prerequisite: Admission into the Bridge Program.

This course is designed to remedy the special problems of non-native speakers related to developing their academic writing skills. Emphasis is on various grammatical structures used in oral and written academic communication. (3 credits)

### *ENG 118 - Composition for Speakers of Other Languages.*

Prerequisite: Admission into the Bridge Program; successful completion of ENG114

A course designed to help non-native speakers improve their critical thinking, reasoning, and academic writing skills. Increased emphasis is placed upon English idiomatic usage, academic text structure, and appropriate citation and referencing practices in academic writing. (3 credits)

### *ENG 120 - Listening, Lecture Note-Taking, and Speaking*

Prerequisite: Admission into the Bridge Program.

This course is designed to improve the academic listening and speaking skills of non-native speakers of English. Emphasis is on lecture note-taking, academic communication in various settings, and presentation skills. (3 credits)

### *ENG 115 - College Reading I*

Prerequisite: Admission into the Bridge Program.

This course is designed to improve the critical reading and academic vocabulary skills of non-native speakers of English. Emphasis is on using effective reading strategies to aid in the comprehension of general academic texts. (3 credits)





## Bridge Courses

### *ENG 117 - College Reading II*

Prerequisite: Admission into the Bridge Program; successful completion of ENG115

This course aims to support the mastery of key academic reading skills and the application of effective critical reading strategies of non-native speakers of English. During the course, the students will be involved in active reading of college-level texts, critical examination of text organization patterns, identification of main and supporting ideas, and analysis of the connections of ideas presented in the texts. (3 credits)

### *HUM 105 - Introduction to American Culture and University Life*

Prerequisite: Admission into the Bridge Program.

This course is intended for international students who are entering a US college. It focuses on improving international students' cross-cultural competence and granting opportunities for analyzing complex social, moral, and academic issues that students will have to face while studying in the US. (3 credits)

### *ENG 111 - Academic Learning Laboratory I*

Prerequisite: Admission into the Bridge Program.

This course is designed to improve the academic skills of non-native speakers of English. Emphasis is on access and evaluation of informational resources, on gaining familiarity with university expectations, regulations, and resources, as well as on developing oral and written academic presentation skills. (2 credits)

### *ENG 112 - Academic Learning Laboratory II (graduate level ENG 500- cross listed with ENG 112)*

Prerequisite: Admission into the Bridge Program; successful completion of ENG 111

This course is designed to improve the academic skills of non-native speakers of English. Emphasis is on mastery of active and critical use of informational resources in students' academic work, critical reading, logical thinking, and academic writing. (3 credits)

**For more details about each course Student Learning Outcomes and assignments, refer to the Appending.**



## University Courses for Undergraduate Bridge Students

### *SLU 101 - Introduction to the University Experience*

This course provides a unique, collective, intellectual experience that helps to establish familiar and cooperative bonds among the student, the instructor, and the academic advisor. It provides a framework of effective academic and personal strategies to help the student succeed both in and out of the classroom. Students are engaged in reflective writing assignments, group and class discussions, individual and group presentations, and various Internet activities. The course is supplemented with convocations and guest speakers from many disciplines, including career development, majors, campus support services, personal finance, Saint Leo history, and our Benedictine-inspired values. The student also becomes an active member of a support group by examining problems and issues common to the freshman experience. (1 credit)

## Transitional English Composition Course - Undergraduate Students

*(for more detail see Program Policies and Procedures section of this handbook)*

### *ENG 119 - Composition for Advanced Speakers of Other Languages*

*The course is not part of the Bridge Program. It is designed for non-native speakers of English and serves in lieu of ENG 110*

*Prerequisite:* Being a non-native speaker. Not completing or failing the University English placement test.

This course is designed to address the specific problems of non-native speakers of English; it specifically targets the refining of their academic written skills in English including grammar, vocabulary, and genre. For Bridge students, the course replaces the ENG 002 (3 credits).





## Campus Requirement and University Explorations Courses - Undergraduate

All second-semester Bridge students are required to take two mainstream university courses: University Exploration and Campus Requirement. The fast-track students are required to take one course. It is highly recommended this course to be the campus requirement course SLU 125: Choosing Wellness. They may choose these courses from the following list (course descriptions are provided in the University Catalog):

### **Campus Requirements:**

- **SLU 125** - Choosing Wellness (highly recommended as the only mainstream course to be taken by Fast track students and as one of the two mainstream courses for the Regular track students) - 3 credits
- **SLU 101** - Introduction to University Experience (required for all freshman) - 1 credit

### **University Exploration Courses**

*Note: usually taken as a second mainstream course by regular track students. The decision is made individually after a consultation with the academic advisor.*

- **MAT 003** - Basic Algebra (remedial mathematics course)
- **MAT 128** - Intermediate Algebra (after placement test) - 3 credits
- **MAT 131** - College Mathematics - 3 credits
- **MAT 141** - Business Mathematics (after placement test) - 3 credits
- **COM 140** - Basic Computer Skills - 3 credits
- **HUM 110CL** - Giants of the Arts
- **HUM 110HM** - Revolution Now! Democracy in Troubled Times
- **HTY/SSC110HM** - Native American History and Life: More than Tee Pees and Tomahawks
- **PSY 110HA** - Psychological Well Being: How to be Sane in an Insane World
- **SOC 110HA** - The McDonaldization of Society
- **SOC110HM** - Building a Multiracial Society

# Admission Requirements & Course Sequence (Undergraduate)

Fast Track (One Semester)
ENG 118- Composition for Speakers of Other Languages (3 credits)
ENG 117 – College Reading II (3 credits)
ENG 112 - Academic Learning Lab II (3 credits)
HUM 105 – Introduction to American (3 credits)
Approved Prerequisite Course (3 credits)
Approved Prerequisite Course (3 credits)

## Minimum English Proficiency Requirements

Students will be enrolled in a Fast Track or Regular Track, based on English proficiency levels.

### Fast Track (one semester)

65-78 IBT TOEFL, 5.5-6.0 IELTS, 44-52 PTE-A

### Regular Track (two semesters)

45-64 IBT TOEFL, 5.0-5.5 IELTS, 35-43 PTE-A

Regular Track (First Semester)	Regular Track (Second Semester)
ENG 114 - Composition and Grammar for Speakers of Other Languages (3 credits)	ENG 118 - Composition for Speakers of Other Languages (3 credits)
ENG 115 – College Reading I (3 credits)	ENG 117 – College Reading II (3 credits)
ENG 120 – Listening, Lecture Note-Taking, and Speaking (3 credits)	ENG 112 - Academic Learning Lab II (3 credits)
HUM 105 – Introduction to American (3 credits)	Approved Prerequisite Course (3 credits)
ENG 111 - Academic Learning Lab I (2 credits)	Approved Prerequisite Course (3 credits)
Approved Prerequisite Course (3 credits)	

Students who have taken the TOEFL, IELTS, PTE-A or Duolingo and do not meet the minimum requirements or exemption standards, will take a placement test upon arrival to determine their Bridge track.

Students may be exempt from the Bridge program if the English proficiency score meets or exceeds one of the following: TOEFL 79 IBT (*Minimum 19 subscores*), IELTS 6.5 (*Minimum 6.0 bandscores*), PTE-A 53 (*Minimum 52 bandscores*), ELS Level 112, or Duolingo 61 (*Tests prior to July 15, 2019*).

*The university reserves the right to make adjustments to the noted admission criteria.*



# Admission Requirements & Course Sequence (Graduate)

**Admission Requirements:** *the language proficiency scores for the graduate students' admission are the same as for undergraduate students (refer to the previous section of the Handbook)*

***The graduate students admitted through the one-semester fast track of the Bridge Program***

***Semester 1: The students will***

- *Be registered as undergraduate students in their first semester of studies*
- *Take four Bridge courses (12 credits)*
- *Take one higher-level major undergraduate course in their discipline (3 credits)*

***Semester 2: Students will***

- *Start their graduate studies in the corresponding major*
- *Be required to attend the English for Academic Purposes/Academic skills workshops offered through the Leadership Institute and lead by Bridge faculty (the number, topics, and sequence of the workshops will be finalized in the summer of 2022)*

***The graduate students admitted through the two-semester regular track of the Bridge Program***

***Semester 1: The students will (i. and ii. are currently in place)***

- *Be registered as undergraduate students in their first semester of studies*
- *Take 14 credit hours of Bridge courses*
- *Take one major undergraduate course on audit basis.*

***Semester 2: The students will start their graduate studies and will take***

***MBA students***

- *MBA 501: Management Essentials*
- *ENG 500 (special topic) - cross-listed with ENG 112*

*The students will be required to attend the English for Academic Purposes/Academic skills workshops offered through the Leadership Institute*

***Center for Cybersecurity Education students***

- *Introduction course to grad studies*
- *ENG 500 (special topic) - cross-listed with ENG 112*

*The students will be required to attend the English for Academic Purposes/Academic skills workshops offered through the Leadership Institute*

*The international graduate students admitted directly to their graduate programs will be required to attend the English for Academic Purposes/Academic skills workshops offered by the Bridge Program.*

# Bridge Students Share Their Learning Experiences

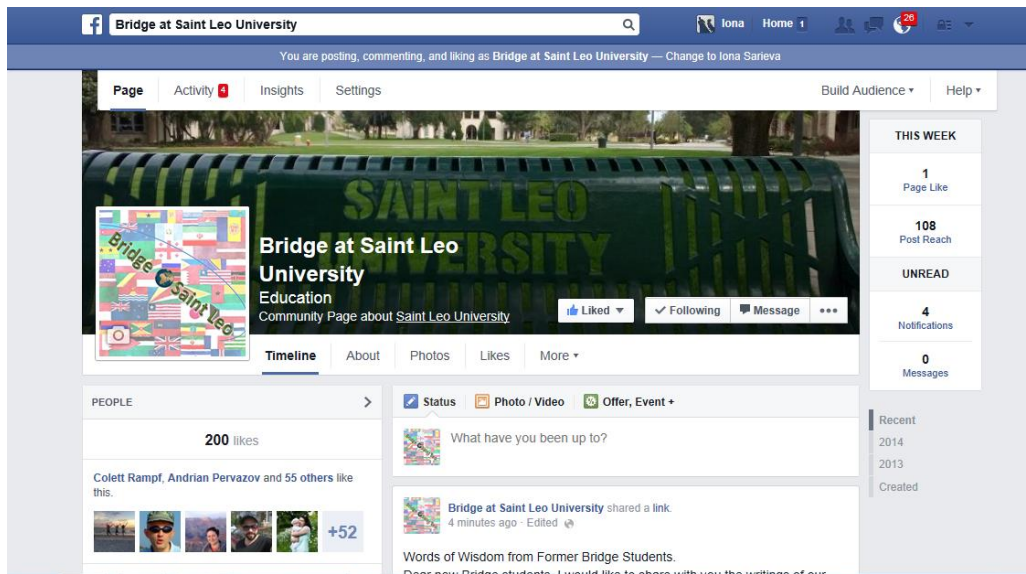
Read students' blog publications:

<http://bridge-saintleo.blogspot.com/>

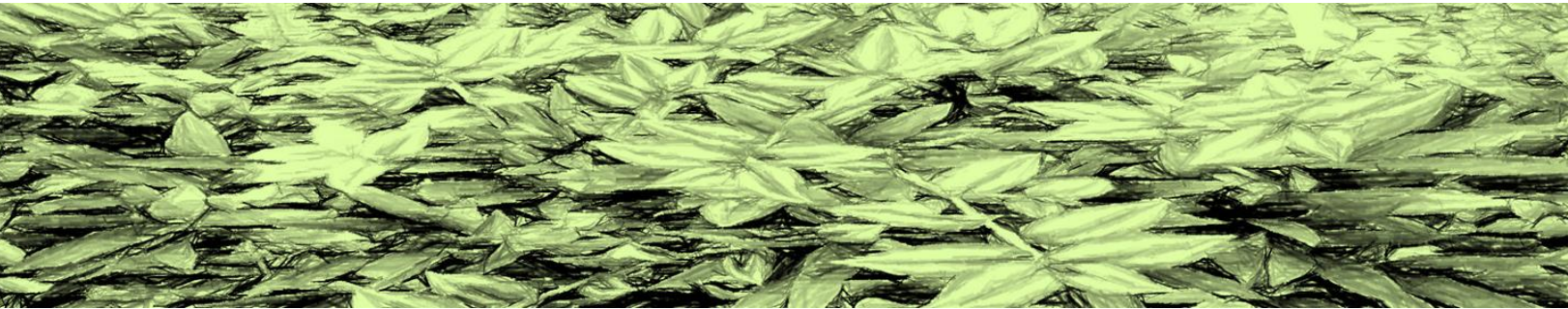
<http://bridgeprogramcarmona.blogspot.com/>



Our FaceBook Page: Bridge at Saint Leo University







**Dr. Iona Sarieva**  
**Bridge Program Director**

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Dr. Iona Sarieva earned her PhD from the University of South Florida in the field of Second Language Acquisition and Instructional Technology. She holds a Master degree in Russian Studies and Teaching English as a Foreign Language graduate certificate from Sofia University, Bulgaria. She has taught English for Academic Purposes, ESOL teacher training courses, and Russian as a Foreign Language in the United States, Europe, and Latin America. Her professional experience includes instruction of face-to-face, blended, and distance learning courses as well as development of distance learning courses in the field of TESOL. Dr. Sarieva's research agenda is focused on student-centered approaches to language teaching, teacher-training, and computer-assisted learning. She has published multiple articles and book chapters on these topics in the United States, Asia, and Europe. Dr. Sarieva is a Fulbright Alumna and worked as a Fulbright scholar at Sofia University, Bulgaria. She enjoys spending time with her family, going for long walks with her dog, reading, and traveling.



**Mrs. Nataliya Glover**  
**Bridge Program Instructor**

Dr. Kirk Hall, room 323  
Phone: 352-588-7828  
Email: [Nataliya.Glover@saintleo.edu](mailto:Nataliya.Glover@saintleo.edu)



Nataliya Glover is a full time English instructor for the Bridge Program at Saint Leo University. She is also an adjunct professor for the Department of Criminal Justice. As an English instructor she is responsible for student advising, and she teaches several classes including English for Academic Purposes, ENG 114 and 118 designed specifically for Bridge students, as well as Basic Composition Skills, ENG 002 designed for traditional students. Her professional interests are in the field of ESL writing and criminal justice. In her free time, Nataliya enjoys horseback riding and her aerobic classes in the gym.



**Dr. Marcela van Olphen**  
**Professor of Spanish and Portuguese, Bridge Program Faculty**

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Dr. Marcela van Olphen received her M. A. in Spanish Linguistics and her Ph.D. in Foreign Language Education from Purdue University. Recently, she did a Graduate Certificate in Global Public Health with a focus in Latin America at the University of South Florida. Dr. van Olphen teaches Spanish and Portuguese classes, in the bridge Program she teaches HUM 105: Introduction to American Culture and University Life. Her research interests include world languages and English to speakers of other languages (ESOL) teacher education with a focus on the integration of technology, heritage learners, international education, and global public health. Her publications include articles in journals like Learning and Leading with Technology, Journal of Technology and Teacher Education, CALICO, and the Handbook for Technological Pedagogical Content Knowledge (TPACK) for teacher educators. She is a frequent presenter at the American Council on the Teaching of Foreign Languages (ACTFL) and the Florida Foreign Language Teacher Association (FFLA). Dr. van Olphen has received teaching awards from University of Nebraska-Lincoln and Purdue University. In her spare time, she enjoys biking with her family, gardening, and cooking.

 <p><b>Ms. Iman Daadoush</b> <b>Adjunct instructor</b></p>	<p>My name is Iman Daadoush. I hold a Master's degree in Curriculum &amp; Instruction and TESOL, a Master's in Applied Linguistics and a degree in Translation. I've been teaching English for a long time. I also translate and mentor new teachers! I enjoy my job and love the fact that I meet new international students every semester! I enjoy learning about their cultures and interacting with them to help them practice their English. When I'm not teaching, I'm busy with my girls! We enjoy doing many things together!</p>
 <p><b>Ms. Salma Daadoush</b> <b>Adjunct instructor</b></p>	<p>Ms. Salma Daadoush has a BA in English Literature and a Post BA Diploma in TEFL from the American University of Beirut. She also holds an MA in TESOL from the University of South Florida. She has a total of 19 years of experience, 12 of which at college level. She has taught in various institutions and colleges in Tampa including Hillsborough Community College, ELS at University of Tampa. Additionally, and USF in addition to her current job at Saint Leo University. Ms. Daadoush has also worked as a teacher trainer. She has also received teaching awards including the Excellence in Teaching Award at ELS and many others. When not teaching, she enjoys spending time with all her family and especially, her 3 wonderful sons. She also loves working out, traveling, hiking, listening to music, and shopping.</p>
<p><b>Dr. Sangita Victor</b> <b>Adjunct Instructor</b></p>	<p>My name is Sangita Victor. I was born and raised in India. I came to the US in 2005 with my husband and son. I have a Master's in Applied Linguistics from the University of South Florida. In 2021 I got my Doctorate in Education from Southeastern Baptist Theological Seminary. I joined Saint Leo in 2021, taught ENG 112 and ENG 121. I love to meet students from all over the world who come to Saint Leo to peruse their education. My Hobbies and Personal Interest: I love to cook, read in my free time, and enjoy gardening in my backyard.</p>



# Visa Requirements: Things to Remember

A message from Mrs. Paige Ramsey-Hamacher,  
*Director for Multicultural and International Services*

Hello all - here are some really good tips from the Department of Homeland Security, Student and Exchange Visitor program regarding international students and holiday travel. Remember to travel with “SANTA”:

“During the holiday season, many international students will be traveling outside of the United States and returning home. To ensure that nonimmigrant students have an uninterrupted traveling experience, designated school officials (DSOs) should remind them about SANTA:

## 1. Sign the Form I-20.

A nonimmigrant student should travel with a valid, signed Form I-20, “Certificate of Eligibility for Nonimmigrant Student Status.” *I-20 Must be signed once every 12 months except when you are on OPT and then it is signed every 6 months. Come to Paige Ramsey-Hamacher’s office #216 in the Student Activities Building in order to have your I-20 signed.*

## 2. Apply for passport or visa renewal in the student’s home country, if necessary.

A nonimmigrant student who has either an expired passport or one that will expire within six months should apply for renewals while at home. A student who holds an expired visa must apply for renewal prior to re-entering the U.S. Students should check the website of the U.S. Embassy or Consulate in their home country to make an appointment once they know their travel dates. A student traveling on expired or soon-to-expire documents may have trouble when seeking re-entry into the United States. Advise a student traveling to a third country to check the visa requirements for that country before travel.

## 3. Note that an employed student should bring an employment letter and Form I-766, “Employment Authorization Document,” (EAD) when traveling.

An employed nonimmigrant student should travel with a valid EAD and a letter from the employer verifying employment. This will assist U.S. Customs and Border Protection in verifying the student’s information upon re-entry. *This is for students on OPT.*

## Visa Requirements: Things to Remember

A message from Mrs. Paige Ramsey-Hamacher,  
*Director for Multicultural and International Services*

### 4. **T**ravel with all required documents.

A nonimmigrant student should travel with all required documents but should never place those documents in checked luggage. The required documents include at least the following: a valid, signed Form I-20; a valid passport (good for more than six months, unless otherwise exempt); a valid nonimmigrant visa, if required; and financial information showing proof of necessary funds to cover tuition and living expenses. Failure to have all required documents may jeopardize a student's ability to re-enter the United States.

### 5. **A**ssign an emergency phone number.

School officials may wish to consider setting up a phone number that nonimmigrant students can call to contact a DSO in the event of an emergency while traveling. *At Saint Leo, the emergency number which can be called collect if need be is for Campus Safety (352) 588-8432.*

By traveling with "SANTA", international students will have an uneventful re-entry and travel experience."

Check out other good tips from ICE on this website - <http://www.ice.gov/sevis/students/>

**Paige Ramsey-Hamacher**  
*Director for Multicultural and International Services*  
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# Useful Information Sources

- **International Services, Saint Leo University:**  
<http://www.saintleo.edu/resources/international-services.aspx>  
From here you can access various useful information related to the university services for international students: International Student Handbook, driver's license information, employment information, student visa information etc.
- **Immigration and Custom Enforcement: Student Process Steps: How to Navigate the U.S. Immigration System:** <http://www.ice.gov/sevis/students/>  
This webpage highlights the key steps international students should follow from their arrival to the United States to the end of their studies.
- **Driver License Offices in Hillsborough County:**  
<http://www.saintleo.edu/resources/international-services/drivers-license-information.aspx>  
Information about driver licenses, driving tests and ID Cards
- **Health Insurance Information:** <http://www.saintleo.edu/resources/international-services/health-insurance-information.aspx>  
Saint Leo University requires all full-time undergraduate students attending University Campus to carry health insurance....
- **Culture Shock 101:** <http://www.travelinsurancereview.net/culture-shock/>  
Similar to language, the rules and customs that define a person's culture are learned early and reinforced steadily through their continued experiences and social learning...
- **GrammarBook.com:** <http://www.grammarbook.com/>  
GrammarBook.com is your site for helpful rules, real-world examples, and fun quizzes.
- **Grammarly:** <http://www.grammarly.com/>  
With Grammarly you can instantly find and correct most typical grammatical issues, improve word choice with context-optimized vocabulary suggestions, avoid plagiarism by checking your texts against over 8 billion web pages. Please use your university address to register so you can use the extended University account Grammarly Premium.
-  **Bridge at Saint Leo University on Facebook**

# Appendix

Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
		STUDENTS WILL:	STUDENTS WILL BE ABLE TO:	STUDENTS WILL COMPLETE:
ENG 114	<p>(1) Introduce students to the grammar and text structure conventions of academic writing in English</p> <p>(2) Engage students in active practice of academic paragraph writing.</p>	I. Learn how to write grammatically correct sentences including correct use of with subject-verb agreement, singular and plural nouns, definite and indefinite articles, adjectives and adverbs, verb tense; and be introduced to structure of compound and complex sentences.	1. Write grammatically correct sentences avoiding mistakes with subject-verb agreement, singular and plural nouns, definite and indefinite articles, adjectives and adverbs, verb tense; and have understanding of structure of compound and complex sentences. (A, G) 2. Appropriately punctuate simple sentences. (A, B, G)	<p><b>Practice Assignments</b></p> <p>A. Complete multiple grammar exercises at home and in class (Textbook).</p> <p>B. 5 practice quizzes which aim to assess students' understanding and practical use of learned grammar and punctuation rules of English language.</p> <p>C. Writing short summaries of provided texts.</p> <p>D. In class five paragraphs (5-7 sentences) of five different types (assessment rubric provided).</p> <p>E. At least 3 rough drafts for each paragraph with peer review for the third draft (rubric for the peer review provided).</p> <p><b>Assessments</b></p> <p>F. 5 graded grammar quizzes assessing practical application of grammar material (with at least 70% accuracy).</p> <p>G. Cumulative final exam assessing key grammar points, vocabulary, and writing skills.</p> <p><b>Writing Projects</b></p> <p>H. 5 paragraphs (one at the end of 2 week period).</p>
		II. Learn how to write coherent paragraphs using active and new vocabulary.	3. Apply appropriate and diverse vocabulary while creating coherent paragraphs in five types (description, process, narration, compare-contrast, cause/effect). (A- E, G).	
		III. Analyze and practice specific stages of writing process when working on their paragraphs (generating ideas, writing the first and second draft, revising and editing).	4. Effectively engage in the writing process applying appropriate strategies and techniques for each stage of the process: pre-writing, writing, revision and editing.(C, D, E, H, G)	
		IV. Analyze Modern language Association (MLA) formatting requirements and practice appropriate formatting.	5. Format their written work following the basic MLA formatting guidelines (C, D, H)	
		V. Learn how to work with academic texts applying active reading strategies for identifying main ideas and details.	6. Work with academic texts using active reading strategies such as predicting text topic based on images and graphs, scan and skim for key information and main ideas. (C) 7. Identify main ideas of the text and apply this knowledge for summarizing academic texts (C).	
		VI. Understand the importance of avoiding various types of plagiarism and learn how to avoid plagiarism by practicing paraphrasing.	8. Recognize the importance of avoiding plagiarism, including self-plagiarism and explore strategies for avoiding plagiarism (C, E, H). 9. Effectively use paraphrasing.(C, E, H)	
		VII. Learn how to summarize academic texts while identifying main idea, controlling idea, and main points of the texts.	10. Analyze, synthesize, and summarize short academic texts.(C)	
		VIII. Develop constructive peer reviewing skills (peer-review rubric provided )	11. Apply peer-reviewing skills while providing constructive feedback to their peers' written work using specific rubrics.(E)	



Course	Course Goals	Teaching Objectives STUDENTS WILL:	Student Learning Outcomes STUDENTS WILL BE ABLE TO:	Assessment STUDENTS WILL COMPLETE:
ENG 115	(3) Support the development of critical reading, critical thinking, and language skills. (2) Improve academic reading and writing skills.	I. Use variety of strategies when previewing texts and reading for details.	1. Support their reading process and improve comprehension applying different strategies for engaging with texts before and during detailed reading. (A, B, E, F, H, I, J)	<b>Practice Assignments and Projects</b> A. <i>Reading/Comprehension</i> activities from textbook (including pre-reading, analysis of additional text elements, and detailed reading). B. <i>Reading Discussions</i> – in class students will discuss the texts they read and will ask & answer questions related to the text. C. <i>Grammar and vocabulary</i> exercises <b>Connecting Reading and Writing: Projects</b> D. <i>Blog Project - Process Paragraph</i> : Students will write process paragraphs and will publish them in shared blog titled “How to Do It.” (process) E. <i>Extended Definitions</i> : Prepare extended definitions of a concept that cannot be translated in English. (analysis) F. <i>Summaries</i> : Prepare written summaries of course texts. (summary) G. <i>Advertising Proposal</i> : students will create an advertising proposal describing their ideas about web or print advertisement. Using extended paragraphs, in three sections, they will address describe product and advertisement visuals, and will persuade audience that this will be an effective ad. (persuasion) H. <i>Global Cooperation: Causes and/or Effects</i> : After reading the assigned texts on the topic, students will write an extended paragraph on the topic expressing their ideas and supporting them with details from the texts. <b>Assessments</b> I. 5 graded quizzes assessing reading/comprehension, target grammar, and vocabulary). J. Cumulative Midterm and Final exams which assess reading/comprehension, target grammar, and vocabulary.
		II. Read texts and summarize orally and in writing main ideas.	2. Summarize in writing or orally ideas of short texts on various topics after reading in detail. (B, F, H)	
		III. Discuss and practice the use of glosses, footnotes, visuals to aid comprehension.	3. Effectively use various elements of an academic text (organization, formatting, glosses, footnotes, illustrations, and graphics) to enhance reading for detail and comprehension. (A, H, I, J)	
		IV. Engage in asking critical questions about texts in order to develop critical-reading skills.	4. Ask critical questions about texts in order to support reading comprehension and learning. (A,B, H)	
		V. Discuss the conventions of academic paragraph organization. VI. Work on extended paragraphs of different composition patterns (process, persuasion, analysis, cause and effect, summary, based on assigned readings) that are connected to topics in course readings.	5. Based on assigned topics, write well-developed paragraphs of different composition patterns (process, persuasion, analysis, cause and effect, summary). (D, E, F, G, H, I, J)	
		VII. Practice integration of others’ ideas into their writing using paraphrase and summary.	6. Demonstrate ability to integrate other’s ideas into their writing through the use of paraphrase and summary. (F, H)	
		VIII. Practice various revision and editing strategies	7. Based on assigned topics, write paragraphs using appropriate grammar (adjective phrases, transition words, quantifiers, parallel structures, modals, passive voice, tense shift) and vocabulary. (A, C, D, E, F, G, H, I, J) 8. Successfully revise and edit their own writing addressing paragraph organization and language-related issues. (B, E, F, G, H)	
		IX. Practice target grammar features (adjective phrases, transition words, quantifiers, parallel structures, modals, passive voice, tense shift) in structured exercises and in writing.		
		X. Work on expanding their vocabulary through critical reading and use of different types of dictionaries and glosses.	9. Use effectively academic vocabulary in speech and writing. (A, B, D, E, F, G, H, I, J)	

Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
		STUDENTS WILL:	STUDENTS WILL BE ABLE TO:	STUDENTS WILL COMPLETE:
ENG 120	(4) Improve listening and speaking skills (5) Prepare students for lecture note-taking, academic communication and presentations	I. Be introduced to and practice lecture listening and note-taking strategies and formats: Cornell method, outline system, charting system, mind-mapping.	1. Apply effectively note-taking strategies during lectures. (A, B, C)	<p><b>Practice Assignments</b></p> <p>A. <i>Listening and Reading Practice Activities:</i> At least 20 listening and reading practice activities using various note-taking strategies/formats and reading comprehension strategies.</p> <p><b>Assessments</b></p> <p>B. <i>Lecture Observation Narratives:</i> Observations of at least one recorded and one live lecture and in a short narrative address presenters' styles and strategies.</p> <p>C. <i>Note-taking Graded Assessments:</i> At least 2 lecture listening/comprehension and note-taking graded assessments using various strategies/formats.</p> <p>D. <i>Listening and Reading Quizzes and Final Exam:</i> At least 6 graded listening and reading quizzes and one cumulative final exam requiring identifying and/or outlining main ideas of lectures and/or talks, and testing target grammar and pronunciation features.</p> <p>E. <i>Language Loss Narrative:</i> A narrative based on lectures about language loss and/or inability to communicate.</p> <p><b>Writing Projects</b></p> <p>F. <i>Survey Project (Written Report):</i> A survey project in which they will develop and administer a survey on media preference considering their personal experiences and the information presented in the text.</p> <p><b>Presentation Projects</b></p> <p>G. <i>Survey Project (Presentation):</i> students will analyze and present the results of the survey to the class.</p> <p>H. <i>Presentations:</i> students will make at least three presentations on topics addressed in class.</p>
		II. Be introduced to and practice active reading strategies and formats: Cornell method, outline system, charting system, mind-mapping.	2. Apply effectively note-taking when engaging in active reading. (A, D)	
		III. Practice listening for main ideas and details in adapted and authentic talks and lectures in order to master processing of and participation in academic oral discourse.	3. Represent the main ideas and details of a lecture in at least two note formats: Cornell method, outline system, charting system, mind-mapping (A, C). 4. Use their own lecture and reading notes to answer content questions and/or construct written texts (A, C, E). 5. Identify key information in academic written and oral texts and use it to answer questions related when creating their own oral or written presentations on the topic (A, C, D, F, H)	
		IV. Use strategies to improve listening/comprehension.	6. Activate prior knowledge of content; relate it to personal experience and new information (F, G, H) 7. Integrate information from various sources available prior and during lecture (A, B, C)	
		V. Learn and practice recognizing specific aspects of a lecture signaling introducing new topic, introducing lists, cause-and-effect, comparison/contrast, and inferences.	8. Identify and use effectively appropriate target grammar structures in written and oral texts. (A, C, D, E, F, G)	
		VI. Learn and practice academic vocabulary in communicative contexts.	9. To actively use expanded academic vocabulary in written and oral communication. (A-H)	
		VII. Engage in pronunciation practice in communicative situations.	10. To present in an organized & fluent manner on topics they researched and follow academic presentation conventions (G, H).	
		VIII. Be introduced to key features of academic presentation.	11. Identify and evaluate successful presentation strategies (A, B)	
		IX. Develop presentation skills by preparing talks on various topics and presenting in front of the class.	12. Prepare and deliver effective presentations on researched topics (G, H)	



	<b>Course Goals</b>	<b>Teaching Objectives</b> STUDENTS WILL:	<b>Student Learning Outcomes</b> STUDENTS WILL BE ABLE TO:	<b>Assessment</b> STUDENTS WILL COMPLETE:
<b>SENG 111</b>	(1) early and structured introduction to Saint Leo Campus and academic resources, (2) development of academic speaking and presentation skills, and (3) guided reflection on language acquisition process and academic skills development.	<ol style="list-style-type: none"> <li>I. Develop further their speaking skills in prepared and spontaneous speech with emphasis on fluency and pronunciation (2, 3, 4, 6, 7)</li> <li>II. Learn and actively use new vocabulary related to academic issues. (1, 2, 3, 4, 5)</li> <li>III. Be engaged in active learning about the available academic resources both on University Campus and online. (1, 2, 3)</li> <li>IV. Read and discuss texts related to academic issues, university values and mission. (8)</li> <li>V. Be guided in the process of preparation and delivery of oral presentations which reflect academic skills and resources (4, 7)</li> <li>VI. Prepare to interact with members of the university community on topics related to their studies, responsible academic behavior, and university resources. (4)</li> <li>VII. Develop organizational and academic skills that would help handle successfully their learning process. (5)</li> <li>VIII. Be guided in reflecting on their academic and language acquisition progress during the semester. (5, 6)</li> </ol>	<ol style="list-style-type: none"> <li>1. Select appropriate academic resources such as course schedule, eLion, University catalog, library catalog &amp; Libguides and use them effectively for obtaining specific information or completing a task (A, D, H)</li> <li>2. Discuss and relate to the values of the academic community through researching and sharing their findings about its resources, history, and signature places on campus. (A, B, C, D, E)</li> <li>3. Provide clear summary about assigned university academic tool/ information resources and guide peers in using these resources. (A, D)</li> <li>4. Plan and engage in presentations and conversations regarding academic issues. (A, B, C, E)</li> <li>5. Organize their academic work following specific instructions and use this collection to illustrate their written reflections on experiences and learning outcomes during the semester. (K)</li> <li>6. Reflect on their learning and personal experiences and share them in prepared oral narratives. (F, G)</li> <li>7. Achieve clearer pronunciation based on feedback provided by the instructor and voice-recognition software. (A, B, C, F, G, J)</li> <li>8. Improve their reading and listening comprehension. (A, B, C, H, I)</li> </ol>	<p><b>Presentations</b></p> <ol style="list-style-type: none"> <li>A. <i>Finding Information On Campus</i> - Informal presentations of a selected university online information resource researched by students (i.e. course schedule, eLion, University catalog, library catalog &amp; Libguides) – (rubric provided)</li> <li>B. <i>A Mystery Story</i> – each student will research a signature place or event on Saint Leo campus, will present two or three images of this place to initiate discussion and will present, will guide a class discussion about the place and its history, importance, and relation to university values and mission. (rubric provided)</li> <li>C. <i>Academic Integrity Interview Project</i> – presentation (rubric provided)</li> </ol> <p><b>Developing Materials Supporting Presentations</b></p> <ol style="list-style-type: none"> <li>D. <i>Finding Information On Campus</i> - Handout outlining the main screens/functionalities of the selected and presented information resource. (rubric provided)</li> <li>E. <i>Academic Integrity Project</i> - interview questions and presentation notes. (rubric provided)</li> </ol> <p><b>Recorded Presentations</b></p> <ol style="list-style-type: none"> <li>F. <i>Culture Shock</i> – Sharing Perspectives – on VoiceThread or PowerPoint (rubric provided)</li> <li>G. <i>Midterm Reflection on VoiceThread or PowerPoint</i> (recorded) – (rubric provided).</li> </ol> <p><b>Reading Assignments and Activities</b></p> <ol style="list-style-type: none"> <li>H. <i>Reading assignments</i> will be used as part of the introduction of course topics; comprehension checked in discussions, Q&amp;A activities, and assessment quizzes.</li> </ol> <p><b>Assessments</b></p> <ol style="list-style-type: none"> <li>I. <i>Course quizzes</i> – demonstrate comprehension of content discussed in the course and ability to complete tasks using university resources and following written directions.</li> <li>J. <i>Academic Pronunciation</i> – using voice recognition software Native Accent, students will practice target pronunciation points determined based on their needs.</li> </ol> <p><b>Portfolio</b></p> <ol style="list-style-type: none"> <li>K. Organize portfolio in which they will summarize their academic experiences, highlight the most important ones, and reflect on their practices and activities and articulate future plans.</li> </ol>

Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
		STUDENTS WILL:	STUDENTS WILL BE ABLE TO:	STUDENTS WILL COMPLETE:
<b>HUM 105</b>	(1) to help students raising cross-cultural awareness and lessen the effects of cultural shock and cultural conflict (2) to develop healthy behaviors and attitudes to adjust to the new culture while maintaining their own cultural identity, and (3) to provide students with a safe environment to learn to navigate the U.S. academic world.	I. 1. Be introduced to academic presentation strategies and conventions.	1. Design and deliver effective academic presentations supported with PowerPoint. (C)	A. Reading Comprehension Quizzes based on course reading.
		II. 2. Develop effective language skills and reading comprehension strategies to analyze and assess course contents.	2. Demonstrate reading comprehension of academic texts at minimum of 74% accuracy for regular track and 84% accuracy for fast-track. (A)	B. University Events: attendance log. C. My Country: Presentation with Information Session
		III. 3. Engage in class discussions to identify American culture values and beliefs while comparing them with values and beliefs of their own culture.	3. Analyze and assess course readings and make intercultural connections in order to actively engage in meaningful class discussions and journal writing on topics related to culture. (D)	D. Reflective Journals E. Cross-Cultural Interview – Self-analysis and Reflection
		IV. 4. Explore strategies that support reflective writing and engage in journal writing	4. Write reflective journals that evidence their understanding and critical thinking skills as they compare and contrast their home and U.S. cultures. (D)	F. Global Leaders Community Project Proposal
		V. 5. Will attend University events and share their observations in class discussions.	5. Talk about their observations of specific social and academic events. (B)	G. Paper-Based and E-Class Portfolio
		VI. 5. Engage in developing appropriate questions to conduct a cross-cultural interview with mainstream American students, conduct this interview, and share outcomes.	6. Design and conduct an interview on an assigned topic and present its outcomes. (E)	
		VII. Be introduced to proposal writing process: meaning, key aspects of this genre, text structure.	7. Conceptualize, design, write up, and present a proposal of a community project to be implemented in their country of origin. (F)	
		VIII. 7. Write a proposal for a mini-project to be implemented in their country of origin.		
		IX. Be introduced to the meaning and purpose of alternative forms of assessment.	8. Compose a paper-based and electronic portfolios to showcase their learning outcomes and achievement of course objectives. (G)	
		X. 9. Be guided in the process of preparing an electronic portfolio.		



Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
ENG 117	(1) Develop advanced skills and strategies for academic reading through active and critical interaction with texts on academic topics. (2) Improve reading comprehension through vocabulary building, active reading, discussion, and writing.	STUDENTS WILL: I. Practice pre-reading strategies through activating background knowledge and engaging in focused previewing of the text.	STUDENTS WILL BE ABLE TO: 1. Use effectively pre-reading strategies to enhance reading comprehension. (A, F, H)	STUDENTS WILL COMPLETE: <b>Practice Assignments</b> A. <i>Reading/Comprehension</i> activities from textbook (including pre-reading, analysis of text elements, and detailed reading). B. <i>Reading Discussions</i> – in class students will discuss the texts they read and will ask & answer questions related to the text. C. <i>Vocabulary building</i> exercises
		II. Use initial-reading strategies such as scanning and skimming to enhance the speed of reading, abilities to find specific information, and reading comprehension.	2. Find specific information in an academic texts applying scanning and skimming strategies. (A, D, F, H)	D. <b>Connecting Reading and Writing: Reports</b> During the semester, students will write 8 short reports based on the texts presented in each unit and their own research. To complete these reports they will:
		III. Be introduced to and practice a variety of strategies to support the reading/comprehension process through: -a- active engagement with text (notes, highlighting, underlining, diagrams and outlines), -b- identifying key segments and details of a text based on reading goal and learning task (identifying text organization markers, main ideas, supporting examples and facts etc.)	3. Engage in active interaction with texts applying effective strategies such as note-taking, underlining/highlighting, outlining). (A, D)	-a- read and analyze texts in the context of the assigned task -b- summarize texts -c- conduct guided research on the topic and outline their findings -d- address the assigned topic based on text summaries and research outlines.
		IV. Interpret text visuals, graphics, diagrams, and tables in the context of a specific text.	5. Derive and evaluate information presented in visuals, graphics, diagrams, and tables supporting academic texts and use them effectively for achieving the reading goal. (A, D, F, H)	<b>Assessments</b> F. 4 graded quizzes assessing reading/comprehension. G. 8 graded quizzes assessing vocabulary. H. Cumulative final exam which assesses reading/comprehension and vocabulary.
		V. Conduct guided research on topics addressed in the textbook texts answering specific questions.	10. Conduct further research on topics addressed in academic texts. (D)	
		VI. Engage in class discussions and write about topics addressed in the textbook texts using the assigned texts and the outcomes of their own research.	11. Share their analysis and evaluation of texts and support their opinion with examples from assigned texts and/or other resources orally and in writing.(B, D)	
		VII. Continue building academic vocabulary through: -a- active exposure and use of vocabulary in context, -b- using effective strategies for dealing with unknown vocabulary in context, -c- purposeful use of English-English dictionaries.	12. Effectively use English-English dictionaries during the reading process.(C, G, H) 13. Interpret and guess unknown vocabulary in context using various strategies. (A, C, D, F, H)	

Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
ENG 118	<p>(1) Develop further students' understanding of academic writing conventions as related to grammar and text structure.</p> <p>(2) Introduce students to the concepts of various academic essay types and provide opportunities for guided writing.</p>	<p>I. Learn and practice how to write grammatically correct sentences (simple, compound, and complex) avoiding common sentence problems: subject-verb agreement, avoiding sentence fragments, dangling and misplaced modifiers, illogical shifts in tense, person, and voice; applying effectively parallel structures, use of modifiers.</p>	<p>1. Write grammatically correct sentences (simple, compound, and complex) avoiding common sentence problems: subject-verb agreement, avoiding sentence fragments, dangling and misplaced modifiers, illogical shifts in tense, person, and voice; applying effectively parallel structures, use of modifiers. (A, B, C, D, E, F, G, H, I)</p> <p>2. Appropriately punctuate compound and complex sentences. (A, B, C, G, H, I)</p>	<p>STUDENTS WILL COMPLETE:</p> <p><b>Practice Assignments</b></p> <p>A. Complete multiple grammar exercises, editing activities, and essay analysis practices at home and in class (Textbook).</p> <p>B. 5 practice quizzes which aim to assess students' understanding and practical use of learned grammar and punctuation rules of English language.</p> <p>C. Writing short summaries of provided texts.</p> <p>D. In class five short (5-7 sentences) paragraphs of the five types discussed and practiced in class (assessment rubric provided).</p> <p>E. At home develop 3-paragraph essays based on each paragraph written in class.</p> <p>F. At least 3 rough drafts for each essay with peer review for the third draft (rubric for the peer review provided),</p> <p><b>Assessments</b></p> <p>G. 5 graded grammar quizzes assessing practical application of grammar material (with at least 70% accuracy).</p> <p>H. Cumulative Final exam which include a multiple choice grammar focused section and writing section.</p> <p><b>Writing Projects</b></p> <p>I. 5 short essays of the types addressed during the course (one at the end of 2 week period).</p>
		<p>II. Continue developing their writing skills by writing coherent paragraphs, using new vocabulary, and applying effective editing strategies.</p>	<p>3. Write and edit effectively coherent paragraphs incorporating three main parts of the paragraph (topic sentence, body of the paragraph, and conclusion). (A, C, D, E, F, H, I).</p>	
		<p>III. Examine and apply essay writing strategies.</p>	<p>4. Analyze sample essays in order to identify specifics related to grammar, coherence, and organization (A, F)</p> <p>5. Write a well-structured 3-paragraph essay while incorporating new vocabulary and appropriate English grammar in their writing (E, F, H, I).</p>	
		<p>IV. Learn specifics of writing essays of different types including process, cause and effect, comparison and contrast, classification, argument.</p>	<p>6. Write comprehensive essays of different types adhering to the conventions of specific academic essay type (process, cause and effect, comparison and contrast, classification, argument). (C, D, E, F, H, I)</p>	
		<p>V. Practice Modern language Association (MLA) format including creating informal outlines for the paragraphs.</p>	<p>7. Follow the MLA guidelines for formatting and organizing academic texts. (C, D, E, F, H, I)</p>	
		<p>VI. Learn how to properly cite information sources in MLA format.</p>	<p>8. Effectively use information resources to support their writing. (C, E, G, H, I)</p> <p>9. Cite the information resources they used in their writing using MLA guidelines for in-text citations as well as works cited list (C, E, H, I).</p>	
		<p>VII. Continue developing paraphrasing strategies.</p>	<p>10. Effectively use paraphrasing strategies in their writing. (C, E, G, H)</p>	
		<p>VIII. Develop further summarizing skills by working with longer academic texts (5-6 pages).</p>	<p>11. Analyze, synthesize, and summarize academic texts of 5-6 pages identifying main idea, controlling idea, and main points of the texts. (C, H, I)</p>	
		<p>IX. Practice peer reviewing skills while providing constructive feedback to peers (peer-review rubric provided)</p>	<p>11. Provide constructive feedback to their peers' written work using review guidelines and check lists. (D)</p>	



Course	Course Goals	Teaching Objectives	Student Learning Outcomes	Assessment
ENG 112	To support further development of (1) academic language skills with emphasis on writing; (2) active use of academic resources, (3) development of research skills, (4) active reflection on own language acquisition and academic experiences.	STUDENTS WILL:	STUDENTS WILL BE ABLE TO:	STUDENTS WILL COMPLETE:
		I. Explore how information resources can support achieving specific academic goals.	1. Use effectively outside information resources to support their writing. (C, D, G, H)	<b>Practice Assignments</b> A. Homework and in-class readings and activities aiming to support the development of writing, information search and evaluation skills. B. Vocabulary activities C. Citing and referencing activities D. Text analysis activities: analyzing academic resources for particular features (organization, formatting, and inclusion of outside information to support writing). E. Information search and evaluation activities <b>Assessments</b> F. 5 quizzes – to assess language and academic skills, content understanding, and new vocabulary mastery. <b>Writing Projects</b> G. 3 article summaries and abstracts H. Three researched essays of a particular type: process, compare/contrast, and cause/effect. At least 3 drafts will be submitted (draft 1 – for peer review, draft two for instructor’s feedback, draft 3 – final). I. 3 university events reports with background research. <b>Bridge Portfolio</b> J. Portfolio Collection K. Reflective Essay L. Reflective Paragraphs <b>Diagnostic Test</b> M. Beginning and end-of-semester
		I. Find, read, and select information resources appropriate for researched academic paper on assigned topic.	2. Apply effective research and reading skills to find and evaluate information resources appropriate for researched academic assignment. (A, C, E, H, I)	
		III. List complete bibliographic information for a variety of sources following MLA guidelines	3. Use MLA guidelines for citation and formatting. (D, G, H, I, K, L)	
		V. Discuss how external resources can support their original work. V. Practice researching selected topics and writing about them including the outcomes of their research into their original work.	4. Develop original texts on academic topics using a variety of sources to support their own writing and referencing them appropriately following the MLA guidelines. (G, H)	
		VI. Practice paraphrase, summarizing, and quoting techniques to support their writing with external resources.	5. Effectively paraphrase, summarize, quote, and cite academic texts identifying main ideas and details. (C, G, H)	
		VI. Analyze feedback and compile a log of their own errors and writing issues.	6. Effectively revise and edit their own writing. (A, H)	
		III. Examine and apply essay writing strategies.	7. Write well-structured 3 to 5 paragraph essays following the conventions for particular composition pattern (process, compare/contrast, and cause/effect). (G, I, K, L)	
		X. Work on organizational and academic skills that would help them handling successfully their learning process.	8. Develop organizational, language, and academic skills that would help them handling successfully their learning process. (H, I, F, M)	
X. Engage in discussion of and reflection on learning process and articulate their reflections both orally and in writing.	9. Reflect on their academic and language acquisition progress and articulate their reflections. (J, K)			



