

# LC Student Booklet

Broaden your horizons  
at the Language Center

Fall 2022

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# **I. Mission Statement, Vision, and Values**

## **Mission**

The Language Center seeks 1) to equip eligible students with the language skills necessary for success in their academic studies using materials that promote global multicultural awareness and 2) to provide tailor-made language training programs for the AUI community and other clients.

With the fostering of student learning as its primary focus, the LC provides courses and extra-curricular activities designed to develop the four language skills while integrating grammar and vocabulary in a learner-centered environment.

The LC faculty is experienced, culturally diverse, and committed to professional development. The use of modern technology and authentic materials contributes to an effective teaching/learning environment where students acquire not only the mechanics of the language but also the ability to use it in authentic contexts.

## **Vision**

The vision of the Language Center is for it to be a role model for language institutions in the Middle East and North Africa. The LC wants to be known among students, parents, and educators for providing a stimulating academic environment and a challenging student-centered curriculum that motivates, challenges and educates all students.

## **Values**

Excellence  
Integrity  
Transparency Equal  
opportunity  
Collaboration

## **II. Message from the LC Director**

Dear Student,

It is my great pleasure to welcome you to the Language Center (LC). Our Intensive English Program is accredited by CEA (The Commission on English Language Program Accreditation). This recognition signifies that our program meets the international standards that will help you succeed.

To fully understand your rights and responsibilities at the Language Center, I encourage you to read this booklet in its entirety.

You joined Al Akhawayn University knowing that English is the language of instruction. Hence, you are required to study hard from day one so that you overcome any language barrier you may encounter in your regular program. Our mission at LC is to help you improve your linguistic abilities to embark on your academic journey with ease and confidence.

We are committed to giving you the language skills you need to be successful in your chosen major. Our faculty are culturally diverse, competent, experienced, and resourceful. They will offer you the resources, assistance, and skills you need for learning and progression.

In addition to English, the Language Center offers three other languages. You will have the chance to learn French, Spanish, and Tamazight, as well as Arabic that is hosted at the School of Humanities and Social Sciences.

Welcome again to the Language Center, and I wish you the best of luck.

**Dr. Karim Achibat**  
**Language Center Director**

### III. Faculty and Staff

The faculty and staff of the Language Center wish you all a warm welcome and success with your language studies. Our names, office, and phone numbers are given below. Please contact us if we can assist you in any way. We are here to help you settle into the university as well as to help you learn English.

<b>Name</b>	<b>Bldg.</b>	<b>Office</b>	<b>Ext. #</b>
Karim Achibat – LC Director	08	006	2421
Jacob Adrianus Wildschut - LC Academic Coordinator	08	113	2455
Karima Maazouz – Administrative Assistant	08	05	2420
Mustapha Ouajjou - Building Agent	08	103	3191

#### English Program

Abouelazm, Omar	04	111	3144
Akassri, Khawla	08	08	2457
Azennoud, Abderahmane	05	104	2158
Boulahnane, Saad	06	04	3297
Brock, Karen	05	104	
Chafik, Abdelghani	06	04	3297
EL Abbadi, Loubna	8B	215	2060
El Hassani, Aziz	8B	214	2377
El Moussaddar, Jihane	08	112	3438
Islas, Rodrigo	8B	212	
Jallal, Amine	10	102	2192
Jemili, Marwen	8B	212	
Kibal, Bouchaib	10	101	2430
Loukili, Souad	06	02	2966
Mekaoui, Hafid	08	04	2429
Ouboumerrad, Said	08	113	2455
Reynolds, Melyssa	04	111	3144
Sezen, Ezgi	08	08	
Storti, Giovanna	08	112	2438

Tahtah, Jade	06	02	2118
Tesfa-Yohannes Athina	04	111	3144
Twitchell, Anna			
Wildschut, Arian	08	113	2455

### **French Program**

Devier, Melissa	06	110	4097
Ouakrime, Yasmine	06	109	2561
Savoie, Aurore	06	109	2458

### **Spanish Program**

Berrada, Adil	04	109	3745
Berrada, Mohamed	04	109	3145

### **Tamazight Program**

Lahcen, Ghechi	08	008	2457
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## IV. Curriculum Overview

### COURSE PLACEMENT

Each student will follow a schedule of courses that is made to fit his/her academic English needs. This approach is very effective because each student can focus on those courses which he/she needs to improve on. Nine Language Center courses fall into three categories:

- |  |            |
|--|------------|
| 1- Pre-Academic Listening and Speaking | (PLS 1001) |
| 2- Pre-Academic Reading                | (PRD 1001) |
| 3- Pre-Academic Writing and Grammar    | (PWG 1001) |
|  |            |
| 1- Academic Listening and Speaking 1   | (ALS 1001) |
| 2- Academic Reading 1                  | (ARD 1001) |
| 3- Academic Writing and Grammar 1      | (AWG 1001) |
|  |            |
| 1- Academic Listening and Speaking 2   | (ALS 1002) |
| 2- Academic Reading 2                  | (ARD 1002) |
| 3- Academic Writing and Grammar 2      | (AWG 1002) |

All the students coming to the University are required to have taken the TOEFL. Students are assigned to courses in pre-academic, level 1, level 2, or a combination of both levels 1 and 2 according to their TOEFL scores and Writing Placement Test.

### HOURS PER WEEK IN THE LANGUAGE CENTER

Students with a TOEFL entry score below 380 will study 20 hours per week in the Language Center (all pre-academic course levels).

Students with a TOEFL entry score below 480 will study 20 hours per week in the Language Center (all level 1) plus Arabic.

Students with a TOEFL entry score of 480 or above will take 10, 15, or 20 hours per week of Language Center courses. Their placement will be determined by the TOEFL sub-scores for Reading and Listening, and by the in-house Writing Placement Test (WPT) for Writing and Grammar.

### Exit Requirements

#### ➤ Undergraduate Students

To pass an LC course, undergraduates must obtain a passing grade of at least 70%.

All students taking pre-academic courses can only take the pre-academic courses and cannot have Level 1 courses. A student who enters the Language Center with a TOEFL score of 420-447 will take the **level 1** courses (20 hours per week) and will continue the following semester with the **level 2** courses.

Students who take the level 2 courses will pass out of the Intensive English Program by obtaining a passing grade of 70% or above. Likewise, those who take a combination of levels 1 and 2 during the same semester will pass with a Language Center passing grade of 70% or above. For example, if a student is taking Reading 1, Listening/Speaking 2, and Writing and Grammar 1, he/she must obtain a passing grade of 70% or above for each course, and the following semester he/she would continue with Reading 2, Writing and Grammar 2 and other regular university courses.

## ➤ **Graduate Students**

To pass an LC course, graduates must obtain a grade of 80% or above. A graduate student who enters the Language Center with a TOEFL score below 480 will take **level 1** courses (20 hours per week) and will continue the following semester with the **level 2** courses.

A graduate student who enters the Language Center with a TOEFL score between 480 – 547 will take from 10 to 20-course hours per week and his/her schedule may be either only level 2 or a combination of levels 1 and 2. Those who take a combination of levels 1 and 2 during the same semester will pass with a Language Center passing grade of 80% or above. For example, if a student is taking Reading 1, Writing and Grammar 1, and Listening/Speaking 2, he/she must obtain a passing grade of 80% or above for each course, and in the following semester, he/she continues with Reading 2, Writing and Grammar 2 and other non-Language Center courses.

### **LC Writing Placement Test**

The writing placement test (WPT), administered at the beginning of the semester, is used to determine placement into Writing and Grammar 1 (AWG 1001), Writing and Grammar 2 (AWG 1002), or English Composition (ENG 1013).

### **General Academic Expectations**

For each hour of LC instructional time in which a student is enrolled, that student should plan on ONE OR MORE hours of weekly homework and self-study. For example, if a student is enrolled in 10 hours of LC classes, that student should plan on 10 or more hours of homework and self-study per week. In the Al Akhawayn system, instructors expect language students to submit homework regularly. Instructors expect students to be prepared every day and to volunteer and participate actively in class.

Instructors may give announced and unannounced tests on covered material to see whether students are keeping up with the material; it is also usual for instructors to give 2 to 4 in-class tests per semester. This amount of formal assessment is in addition to the two official exams: a mid-term exam and a final exam for each course.

### **Courses Outside the Center**

It is possible for a Language Center student to take classes outside the Language Center depending on which courses he/she is taking. Al Akhawayn students are generally allowed to take five courses with some exceptions for students on probation or those who have proven outstanding academic ability.

In general, Language Center undergraduate students who enter with a TOEFL score of 420-450 will take 20 hours in the Language Center with the possibility of adding a fifth course in another university department. In addition, those who enter with a TOEFL score of above 480 will be able to take two or more other courses.



## V. Course Descriptions

### Pre-Academic Listening & Speaking 1001 (PLS 1001)

#### 1. Course Description

Pre-Academic Listening & Speaking 1001 (PLS 1001) is a 75-hour learner-centered listening and speaking course designed to introduce students to listening and speaking about subjects of general interest and which will allow them to participate actively in all aspects of academic life. To enroll in PLS 1001, students need to score a minimum between 380 and 417 on the TOEFL.

#### 2. Course Goal

The Pre-Academic Listening & Speaking course aims to give students a solid foundation in basic study skills and English skills in listening and speaking in preparation for their university studies. To achieve the goal for this course, students must fulfill all its requirements and expectations. On successful completion of PLS 1001, students will be able to enroll in the ALS 1001 course in the Language Center.

#### 3. Course Objectives

The main objective of PLS 1001 is for students to:

- comprehend short talks and discussions about everyday themes and situations.
- describe situations, ask for clarification and give information about daily events in speaking.
- express their opinions about matters relevant to their needs.

#### 4. Intended Learning Outcomes

Upon successfully completing this course, students will be able to:

- identify main ideas, details, examples, and opinions in a short talk, discussion, or lecture.
- use strategies to take notes while listening to short talks, discussions, or lectures.
- participate in discussions in English: add information, ask and answer questions, give an opinion, agree or disagree, and support ideas with examples and details.
- produce and deliver a brief informative presentation.
- employ basic grammar skills in speaking.
- employ critical thinking skills to understand a talk or lecture.

#### 5. Textbook and materials

Beatty, Ken, Leap 1: Listening and Speaking, Pearson, 2017 + Essential Online Resources (Pearson)

#### 6. Course Evaluation

See your syllabus.

## 7. Proficiency Scale

Grade	Percentage	PLS
<b>A</b>	<b>90 – 100 % Outstanding</b>	<p>You should be able to understand main ideas and details of short talks, discussions, and lectures although extra effort will be required to eventually be able to understand academic discourse, including but not limited to longer lectures, conversations, and discussions on familiar and unfamiliar topics. Your outstanding performance should enable you to ultimately overcome occasional trouble with more rapid speech. The listening strategies that you have acquired in class should enable you to take notes effectively by identifying and distinguishing key words and phrases necessary to understand the general meaning as well as basic types of information commonly used as support for main ideas such as facts, numbers, examples, and opinions.</p> <p>On the basis of the potential that you have demonstrated, you should be able to express ideas using vocabulary needed in everyday interactions and basic, introductory academic contexts. Although you may speak confidently, you are likely to exhibit language errors in structure and pronunciation that might affect overall communication.</p>
<b>B</b>	<b>80 – 89 % Good</b>	<p>You should be able to understand much of what is said in short talks, discussions, and lectures and distinguish between main ideas and specific details using listening strategies acquired in class such as basic notetaking.</p> <p>You should be able to express ideas fairly well, using appropriate vocabulary items needed in everyday and introductory academic contexts. You should be able to present detailed information orally in a fairly coherent and confident manner although some inaccurate language and some mispronounced words are likely to occur.</p>
<b>C</b>	<b>70 – 79 % Satisfactory</b>	<p>You should be able to understand some of the main ideas and details of short talks, discussions, and lectures using listening strategies acquired in class such as basic notetaking.</p> <p>You should be able to express your opinion using vocabulary needed in everyday contexts. You should be able to present somewhat detailed information orally in a coherent and confident manner although inaccurate language and mispronounced words are likely to occur.</p>
<b>D</b>	<b>60 – 69% Unsatisfactory</b>	<p>You are not able to get the gist of short talks, discussions, or lectures due to your limited listening skills.</p> <p>You may not be able to express your opinion using vocabulary needed in everyday and introductory academic contexts. You show difficulty in presenting detailed information orally, exhibiting some inaccurate language use and some mispronounced words. You need to repeat the course.</p>
<b>F</b>	<b>Below 60 % Weak</b>	<p>You are not able to get the gist of talks, discussions, or lectures due to your very limited listening skills.</p> <p>You show difficulties in expressing your opinion. You also show major difficulties in presenting information orally, exhibiting inaccurate language use and some mispronounced words. You definitely need to repeat the course.</p>
<b>WF</b>	<p>You may be withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>▪ Misconduct</li> </ul>	

## Pre-academic Reading 1001 (PRD1001)

### 1. Course Description

Pre-Academic Reading 1001 (PRD 1001) is a 75-hour learner-centered reading course designed to introduce students to reading about subjects of general interest and which will allow them to participate actively in all aspects of academic life. To enroll in PRD 1001, students need to score a minimum between 380 and 417 in TOEFL.

### 2. Course Goal

The Pre-Academic Reading course aims to give students a solid foundation in basic study skills and English skills in Reading in preparation for their university studies. To achieve the goal of this course, students must fulfill all its requirements and expectations. On successful completion of PRD 1001, students will be able to enroll in the ARD 1001 course in the Language Center.

### 3. Course Objectives

The main objective of PRD 1001 is for students to:

- Read a variety of texts about subjects of general interest and understand the main ideas and some details of non-academic and basic academic texts.
- Acquire vocabulary sufficient for functioning in an English language environment.

### 4. Intended Learning Outcomes

Upon successfully completing this course, students will be able to:

- read to identify the main ideas and specific details in a basic reading text.
- apply basic reading strategies to understand written text: predicting, scanning, understanding how information is organized in different charts, making inferences, identifying facts and opinions, and identifying the purpose.
- recognize and use high-frequency vocabulary and academic words to understand reading texts.
- apply critical thinking strategies to understand reading texts.

### 5. Course Materials

Sanabria, K. (2013). Longman Academic Reading Series 1 Essential Online Resources (Pearson)

### 6. Course Evaluation

See your syllabus

## 7. Proficiency Scale

Grade	Percentage	PRD
A	90 – 100 % Outstanding	You should in a <b>very good</b> way be able to predict text contents, comprehend short texts of general interest and introductory academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, recognize and comprehend referencing, and distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in an <b>excellent</b> way in an introductory academic setting.
B	80 – 89 % Good	You should in a <b>good</b> way be able to predict text contents, comprehend short texts of general interest and introductory academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, recognize and comprehend referencing, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in a <b>good</b> way in an introductory academic setting.
C	70 – 79 % Satisfactory	You should in a <b>satisfactory</b> way be able to predict text contents, comprehend short texts of general interest and introductory academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, recognize and comprehend referencing, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in a <b>reasonable</b> way in an academic or non-academic setting.
D	60 – 69% Unsatisfactory	You may not be able to predict text contents and comprehend short texts of general interest and introductory academic texts due to inadequate mastery of reading strategies. You may also not be able to distinguish between main idea and supporting details, recognize and comprehend referencing, distinguish facts from opinions and judgments, or orally react to reading material. Additionally, your vocabulary repertoire has not been enriched and your reading speed has not increased. You also may not be able to apply these skills in a <b>satisfactory</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
F	Below 60 % Unacceptable	Your reading comprehension is weak due to inadequate use of reading strategies. You cannot distinguish between main idea and supporting details, comprehend referencing, distinguish facts from opinions and judgments, or orally react to reading material. Additionally, your vocabulary stock is not rich and your reading speed has not increased. You will not be able to apply these skills in an <b>acceptable</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
WF		You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>• Misconduct</li> </ul>

## Pre-academic Writing and Grammar (PWG 1001)

### 1. Course Description

Pre-Academic Writing & Grammar 1001 (PWG 1001) is a 150-hour learner-centered writing and grammar course designed to introduce students to writing about subjects of general interest along with subjects necessary for active participation in all aspects of academic life. To enroll in PWG 1001, students need to score a minimum between 380 and 417 on the TOEFL.

### 2. Course Goal

The Pre-Academic Writing & Grammar course aims to give students a solid foundation in basic study skills and English skills in writing and grammar in preparation for their university studies. To achieve the goal of this course, students must fulfill all its requirements and expectations. On successful completion of PWG 1001, students will be able to enroll in the AWG 1001 course in the Language Center.

### 3. Course Objectives

The main objective of PWG 1001 is for students to:

- acquire the writing and grammar skills necessary for coping with more advanced English-language material of the next level.
- to understand and develop basic academic skills and habits necessary to achieve academic success, in accordance with expectations set at the university level.

### 4. Intended Learning Outcomes

Upon successfully completing this course, students will be able to:

- write to express oneself in response to a task.
- produce well-constructed simple and compound sentences as well as basic complex sentences.
- use correct punctuation and capitalization.
- establish a foundation of basic grammar skills - be in the simple present, past, and future other verbs in the simple present, past, and future, continuous form in the basic tenses, adjectives/adverbs, gerunds/infinitives, subject/object pronouns, modals of suggestion, prepositions of location and time.
- use pre-writing planning strategies (making a list, making a chart, making a Venn diagram).
- write a simple paragraph with a clear topic sentence, supporting sentences, and a concluding sentence (descriptive paragraph, chronological paragraph, comparison paragraph, opinion paragraph, process paragraph).
- write a formal email.
- use basic editing strategies in order to self-edit.

### 5. Course Materials

Meyers, A. (2014). *Longman academic writing series*. Pearson Education.

### 6. Course Evaluation

See your syllabus

## 7. Proficiency Scale

Grade	Percentage	PWG
<b>A</b>	<b>90 – 100 % Outstanding</b>	You should be able to write a very good paragraph that includes the essential paragraph features utilizing basic sentence types and demonstrating accurate use of level-appropriate grammar and mechanics. You should also be able to apply these skills very effectively in an introductory academic context and transfer them to other real-life contexts.
<b>B</b>	<b>80 – 89 % Good</b>	You should be able to write a good paragraph that includes essential paragraph features utilizing basic sentence types and demonstrating accurate use of level-appropriate grammar and mechanics. You should also be able to apply these skills in a good way in an introductory academic context and transfer them to other real-life contexts.
<b>C</b>	<b>70 – 79 % Satisfactory</b>	You should be able to write a satisfactory paragraph that includes the essential paragraph features utilizing basic sentence types and demonstrating accurate use of level-appropriate grammar and mechanics. You should also be able to apply these skills in a satisfactory way in an introductory academic context and transfer them to other real-life contexts.
<b>D</b>	<b>60 – 69% Unsatisfactory</b>	You may not be able to write a paragraph at a satisfactory level due to a lack of understanding of essential paragraph features and inadequate and inaccurate use of basic sentence types, level-appropriate grammar and mechanics. You may not be able to apply these skills in a satisfactory way in an introductory academic context, nor may you be able to transfer them to other real-life contexts. You will eventually need to repeat the course.
<b>F</b>	<b>Below 60 % Unacceptable</b>	You are not able to write a paragraph at the required level due to a weak grasp of essential paragraph features and an inability to utilize basic sentence types, level-appropriate grammar and mechanics. You will not be able to apply these skills in an acceptable way in an introductory academic context or other real-life contexts. You definitely need to repeat the course.
<b>WF</b>	<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>• Misconduct</li> </ul>	

### 1. Course Description

Academic Listening and Speaking 1001 (**ALS 1001**) is a 75-hour learner-centered course designed to introduce students to the major components of oral and aural academic discourse at a basic level. To enroll in **ALS 1001**, students need to score a minimum of **420- 477** in TOEFL (undergraduate students) and **450- 477** (graduate students).

- **Listening** spans over almost half of the course; it focuses on helping students to understand a lecture and analyze its components. In parallel, it deals with the organizational elements of an academic lecture with an emphasis on ‘pre-’, ‘while-’, and ‘post-’listening comprehension tasks.
- **Note-taking** covers one-tenth of the course; it enables students to use effective and various note-taking methods.
- **Speaking** spans over almost a third of the course; it allows students to participate in discussions and in-class dialogues and prepare them to give quality informative presentations.
- **Assignments:** Students are required to complete additional out-of-class level-specific activities such as weekly listening logs, online interactivities, and movie reviews.

### 2. Course Goal

The Academic Listening and Speaking course aims to help students improve their academic listening and speaking skills, take efficient notes in an academic context, and follow a process for creating and delivering an effective presentation. To achieve the goal of this course, students must fulfill all its requirements and expectations.

### 3. Course Objectives

The main objective of ALS 1001 is for students to:

- acquire the listening and note-taking skills necessary for coping with more advanced material of the next level;
- give an informative presentation in a confident, fluent, organized, and intelligible manner.

In accordance with the LC mission, ALS ensures that students apply what they learn in other language courses in their speech delivery. Simultaneously, it equips students with transferable skills that they can use in other contexts.

### 4. Intended Learning Outcomes

Upon successfully completing this course, students will be able to:

- a. listen effectively to an academic lecture for main ideas;
- b. listen for details;
- c. develop a system of note-taking, which includes markers for main ideas and major details, connectors, and abbreviations;
- d. understand and produce numbers in English;
- e. pronounce English words more clearly;
- f. maintain a conversation in English for 10 minutes;
- g. produce a well-organized presentation on an academic topic.

### 5. Textbook and materials

*Contemporary Topics 2.* (4<sup>th</sup> ed). Ellen Kisslinger, N., New York: Longman, 2017.

Supplementary materials will be handed to students by their teachers.

### 6. Course Evaluation

See your syllabus

## 7. Proficiency Scale

Grade	Percentage	ALS 1001
A	90 – 100 % Outstanding	<p>You should be able to understand main ideas and details of fairly long lectures although extra effort will be required to eventually be able to fairly understand complex academic discourse, including but not limited to longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics. Your outstanding performance should enable you to ultimately overcome occasional trouble with colloquialism, idioms, or rapid native speech. The listening strategies that you have acquired in class should enable you to take notes effectively by identifying and distinguishing key words and phrases necessary to understand the general meaning.</p> <p>On the basis of the potential that you have demonstrated, you should be able to articulate any ideas, using vocabulary needed in everyday interactions and academic contexts. You should also be able to use formal and informal language. Although you may speak confidently, you are likely to exhibit language errors that might affect overall communication and mispronounce some words.</p>
B	80 – 89 % Good	<p>You should be able to understand main ideas and details of fairly long academic lectures, using listening strategies acquired in class such as effective note-taking. You should be able to express your opinion fairly well, using a variety of vocabulary items needed in academic contexts. You may also be able to identify uses of language in formal and informal settings. You should be able to present detailed information orally in a fairly coherent and confident manner although some inaccurate language and some mispronounced words are likely to occur.</p>
C	70 – 79 % Satisfactory	<p>You should be able to understand main ideas and details of fairly long academic lectures, using listening strategies acquired in class such as effective note-taking. You should be able to express your opinion, using vocabulary needed in academic contexts. You may also be able to identify uses of language in formal and informal settings. You should be able to present detailed information orally in a coherent and confident manner although inaccurate language and mispronounced words are likely to occur.</p>
D	60 – 69% Unsatisfactory	<p>You are not able to get the gist of academic lectures due to your limited listening skills.</p> <p>You may not be able to express your opinion, using vocabulary needed in academic contexts, nor may you be able to identify various uses of language. You show difficulty in presenting detailed information orally, exhibiting some inaccurate language use and some mispronounced words. You need to repeat the course.</p>
F	Below 60 % Weak	<p>You are not able to get the gist of academic lectures due to your very limited listening skills.</p> <p>You show difficulties in expressing your opinion and identifying various uses of language. You also show major difficulties in presenting information orally, exhibiting inaccurate language use and some mispronounced words. You definitely need to repeat the course.</p>
WF	<p>You may be withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>▪ Excessive absence</li> <li>▪ Incomplete work</li> <li>▪ Academic dishonesty</li> <li>▪ Misconduct</li> </ul>	



### **1. Course Description**

**Academic Reading 1001 (ARD 1001)** is a 75-hour intensive reading course that adopts a learned-centered communicative approach and covers the following: developing basic dictionary and vocabulary skills, effective reading strategies, and timed reading. To enroll in ARD 1001, students need to score a minimum of **420- 477** in TOEFL (undergraduate students) and **450- 477** (graduate students).

### **2. Course Goals**

The Academic Reading course aims to improve students' basic and critical reading skills in order to comprehend and interpret complex reading material closely related to their fields of study. In addition, the course aims to expand the students' word-stock and reinforce and integrate with the other LC courses. To achieve the goal set for this course, students must fulfill all its requirements and expectations.

### **3. Course Objectives**

**ARD 1001** aims to help students:

- develop their reading skills, enrich their vocabulary;
- comprehend complex reading material;
- reinforce and integrate the other skills (grammar, writing and speaking);
- expose to culturally diverse and authentic material.

### **4. Intended Learning Outcomes (ILOs)**

Upon successfully completing this course, students will be able to:

#### ***Pre-reading***

1. survey text structure;
2. make predictions;

#### ***While-reading***

3. skim and scan texts for main ideas and supporting details;
4. employ note-taking techniques (glossing, questioning and underlining);
5. guess the meaning of unfamiliar words from the context;

#### ***Post-reading***

6. distinguish between facts and opinions;
7. read texts critically;
8. make inferences;
9. summarize and paraphrase texts;
10. react both orally and in writing to reading material.

#### ***General Reading Skills***

11. increase reading speed;
12. read extensively.

### **5. Course Evaluation**

See your syllabus

### **6. Course Materials**

- *Longman Academic Reading Series: Book 2*, Kim Sanabria. Pearson, 2014. (LARS 2)
- Supplementary materials provided by the instructor or available at the AUI Library.
  - *Ten Steps to Building College Reading Skills*, John Langan, 6<sup>th</sup> Edition – optional.
  - *Essential Academic Vocabulary*, Huntley, Helen, 2006 (Chapters 1 – 10) – optional.

## 7. Proficiency Scale

Grade	Percentage	ARD 1001
<b>A</b>	<b>90 – 100 % Outstanding</b>	You should in a <b>very good</b> way be able to predict text contents, comprehend academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, guess the meaning of unfamiliar words, make inferences, summarize short texts, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in an <b>excellent</b> way in an academic or non-academic setting.
<b>B</b>	<b>80 – 89 % Good</b>	You should in a <b>good</b> way be able to predict text contents, comprehend academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, guess the meaning of unfamiliar words, make inferences, summarize short texts, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in a <b>good</b> way in an academic or non-academic setting.
<b>C</b>	<b>70 – 79 % Satisfactory</b>	You should in a <b>satisfactory</b> way be able to predict text contents, comprehend academic texts, utilize reading strategies of skimming and scanning, distinguish between main idea and supporting details, guess the meaning of unfamiliar words, make inferences, summarize short texts, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, you should have enriched your vocabulary repertoire and increased your reading speed. You should also be able to apply these skills in a <b>reasonable</b> way in an academic or non-academic setting.
<b>D</b>	<b>60 – 69% Unsatisfactory</b>	You may not be able to predict text contents and comprehend academic texts due to inadequate mastery of reading strategies. You may also not be able to distinguish between main idea and supporting details, guess the meaning of unfamiliar words, make inferences, summarize short texts, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, your vocabulary repertoire has not been enriched and your reading speed has not increased. You may not also be able to apply these skills in a <b>satisfactory</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
<b>F</b>	<b>Below 60 % Unacceptable</b>	Your reading comprehension is weak due to inadequate use of reading strategies. You cannot distinguish between main idea and supporting details, guess the meaning of unfamiliar words, make inferences, summarize short texts, distinguish facts from opinions and judgments, and orally react to reading material. Additionally, your vocabulary stock is not rich and your reading speed has not increased. You will not be able to apply these skills in an <b>acceptable</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
<b>WF</b>		You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>• Misconduct</li> </ul>

## **1. Course Description**

Academic Writing and Grammar 1001 (AWG 1001) is a 150-contact-hour course. AWG 1001 begins with a focus on personal writing in order to develop writing fluency. This fluency is achieved through writing about personal experiences along with reading samples of peers' writings and a variety of other texts. Grammar is taught in parallel with emphasis on verb and noun phrases. There is a focus on the four basic sentence types in English, paying close attention to accurate and appropriate language use. Students are also introduced to paragraph writing. AWT 1001 teaches writing as a process, using a communicative and learner-centered approach in an academic environment.

## **2. Course Objective**

AWG 1001 aims to prepare students for **Academic Writing & Grammar 1002** (AWG 1002). AWG 1001 reinforces skills taught in other courses at the Language Center. In accordance with the LC mission statement, AWG 1001 exposes students to culturally diverse and authentic material, enhances critical thinking, and uses up-to-date technology.

## **3. Intended Learning Outcomes (ILOs)**

Upon successfully completing this course, students will be able to:

- write about a personal experience using adequate grammar, punctuation, and sentence structure.
- produce the four basic sentence types using appropriate transitions.
- use correct punctuation and capitalization in writing.
- use adequate grammar in writing.
- use pre-writing strategies.
- write a unified and coherent paragraph.
- write a paragraph with a clear topic sentence, supporting sentences, and a concluding sentence.
- write a well-developed paragraph according to type (reflective, narrative, process, and definition).
- use basic editing strategies to self-edit and peer-edit writing.
- use outside sources and do in-text citation

## **4. Course Evaluation**

See your class syllabus

## **5. Course materials**

- *Focus on Writing 2* (Primary text available as an E-copy) **FOW2**
- *Great Writing 2: Great Paragraphs* (4th Edition). (Secondary text available as pdf scan and hard copy for instructors only) **GW2**
- *Focus on Grammar 3*. (5<sup>th</sup> Edition) *Course Book* and *Workbook*. (Available as an E-copy) **FOG3**
- Supplementary materials including *Longman Academic Writing Series* (4<sup>th</sup> Ed.) Ch 10. **LAWS**
- Online Supplementary materials including:
  - (i) <https://www.learn-english-today.com/index.html>
  - (ii) <https://www.learnenglishfeelgood.com/>
  - (iii) <https://www.englishpage.com>
  - (iv) <https://www.englishgrammar.org/exercises/>
  - (v) <https://www.perfect-english-grammar.com/grammar-exercises.html>
  - (vi) <https://www.ego4u.com/en/cram-up/grammar>

## 6. Proficiency Scale

Grade	Percentage	AWG 1001
<b>A</b>	90 – 100 % Outstanding	You should be able to write a very good, organized, unified, and coherent paragraph utilizing various sentence types and demonstrating accurate use of style, grammar, and mechanics. Additionally, you should be familiar with some basic paragraph rhetorical patterns. You should also be able to apply these skills in an excellent way in an academic context and transfer them to other real-life contexts.
<b>B</b>	80 – 89 % Good	You should be able to write a good, organized, unified, and coherent paragraph, utilizing various sentence types and demonstrating accurate use of style, grammar and mechanics. Additionally, you should be familiar with some basic paragraph rhetorical patterns. You should also be able to apply these skills in a good way in an academic context and transfer them to other real-life contexts.
<b>C</b>	70 – 79 % Satisfactory	You should be able to write a satisfactorily organized, unified, and coherent paragraph of about 200 – 300 words, utilizing various sentence types and demonstrating accurate use of style grammar and mechanics. Additionally, you should be familiar with some basic paragraph rhetorical patterns. You should also be able to apply these skills in a reasonable way in an academic context and transfer them to other real-life contexts.
<b>D</b>	60 – 69% Unsatisfactory	You may not be able to write a paragraph at a satisfactory level due to inadequate and inaccurate use of style, grammar, and mechanics, and insufficient understanding of basic rhetorical patterns. You may not be able to apply these skills in a satisfactory way in an academic context, nor may you be able to transfer them to other real-life contexts. You will eventually need to repeat the course.
<b>F</b>	Below 60 % Unacceptable	You are not able to write a paragraph at the required level due to a weak use of style grammar, and mechanics, and a lack in understanding basic rhetorical patterns. You will not be able to apply these skills in an acceptable way both in an academic context and other real-life contexts. You definitely need to repeat the course.
<b>WF</b>	<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>• Misconduct</li> </ul>	

## Academic Listening & Speaking 1002 (ALS 1002)

### 1. Course Description

Academic Listening and Speaking 1002 (ALS 1002) is a 75-hour learner-centered course at an intermediate to high-intermediate level, in which students continue to develop their academic listening, speaking and note-taking skills. To enroll in ALS 1002, students need to either (1) successfully complete ALS 1001, (2) score in the TOEFL between **480-527** (undergraduate students) and **480- 547** (graduate students), and (3) obtain a subset score between **45-52** in the TOEFL Listening Section.

- **Listening** spans over almost a third of the course; it enables students to handle long, fast-paced technical lectures after a one-time listening. In parallel, it exposes students to the organizational elements of an academic lecture focusing on ‘pre-’, ‘while-’, and ‘post-’listening comprehension tasks.
- **Note-taking** spans over almost one tenth of the course; it further helps students to understand the principles of effective note-taking in order to create more focused, complete and organized notes.
- **Speaking** spans over almost half of the course; it focuses on building fluency, accuracy and improving pronunciation.

In ALS 1002, students cultivate skills in leading discussions and speaking persuasively through debates and individual presentations.

### 2. Course Goal

The Academic Listening and Speaking course aims to help students improve their academic listening and speaking skills, take efficient notes in an academic context, and follow a process for creating and delivering an effective presentation. To achieve the goal for this course, students must fulfill all its requirements and expectations.

### 3. Course Objectives

The main objective of ALS 1002 is for students to:

- a. develop their ability to use context in order to understand and analyze long, technical, fast-paced academic lectures and discourse;
- b. build up a personal note-taking style that serves their academic field;
- c. give oral presentations in fluent, confident, organized, and intelligible fashion while paying attention to accuracy;
- d. work in groups while developing team spirit that enables them to speak persuasively in debates and public discussions.

In accordance with the LC mission, ALS ensures that students apply what they learn in other language courses in their speech delivery. Simultaneously, it equips students with transferable skills that they can use in other contexts.

### 4. Intended Learning Outcomes

Upon successfully completing this course, students will be able to:

- a. maintain a discussion on topics of general academic nature and global issues;
- b. speak on subjects related to current events from articles, news, documentaries, etc.;
- c. produce a well-organized and persuasive presentation;
- d. take part in a debate on an academic topic, including preparation of materials, practice, and production;
- e. take effective notes from scripted and unscripted lectures and use them to write summary reports and reproduce lectures;
- f. recognize the use of rhetorical markers with stress in Academic English.

### 5. Textbook and materials

- *Contemporary Topics 3*. (4<sup>th</sup> ed). Beglar and Murray, Pearson, 2016.
- Supplementary materials will be handed to students by their teachers.
  - Lim, P. & Smalzer, W. (2014). *Listening and Note-taking Skills*. (4<sup>th</sup> ed.). Boston: National Geographic Learning and Heinle CENGAGE Learning Publisher. (Optional)

## 6. Course Evaluation:

See your class syllabus.

## 7. Proficiency Scale

Grade	Percentage	ALS 1002
A	90 – 100 % Outstanding	<p>You should be able to understand fairly complex academic discourse, including but not limited to longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics though there may still be occasional trouble with colloquialism, idioms, or rapid native speech. The listening strategies that you have acquired in class should enable you to take effective notes and better retain, order, and interpret main points, most important details, and some implicit information.</p> <p>You should be able to demonstrate the ability to conceptualize, order, and present ideas and information in various situations, using a wide range of vocabulary to effectively convey intended meaning. You should also be able to clearly express ideas and opinions confidently, justifying them with facts and examples and using appropriate language when giving a presentation and when taking part in a debate. Additionally, you should be able to use interaction strategies such as turn-taking to facilitate understanding, utilizing various conversational functions. You may, however, mispronounce some words without interfering with overall communication.</p>
B	80 – 89 % Good	<p>You should be able to understand fairly complex academic discourse though there may still be occasional trouble with colloquialism, idioms, or rapid native speech. You should be able to take effective notes and retain, order, and interpret main points and important details.</p> <p>You should be able to present ideas and information in various situations, using vocabulary to convey intended meaning. You should also be able to express ideas and opinions confidently, using appropriate language when giving a presentation and when taking part in a debate. Additionally, you should be able to use interaction strategies such as turn-taking to facilitate understanding, utilizing some conversational functions. You may, however, mispronounce a few words without interfering with overall communication.</p>
C	70 – 79 % Satisfactory	<p>You should be able to fairly understand academic discourse though you may still encounter some trouble with colloquialism, idioms, or rapid native speech. You should also be able to take effective notes and identify main points and most important details.</p> <p>You should be able to present ideas and information in various situations, using fairly adequate language when giving a presentation and when taking part in a debate. You should also be able to express ideas and opinions somewhat confidently. Additionally, you should be able to interact fairly well using some conversational strategies and functions to facilitate understanding. It is likely that you mispronounce some words, but without interfering with overall communication.</p>
D	60 – 69% Unsatisfactor y	<p>You are not able to comprehend academic lectures due to your limited listening skills.</p> <p>You may not be able to present ideas and information due to inadequate use of language when giving a presentation and when taking part in a debate. You may also not be able to confidently express opinions. Additionally, you may not be able to use conversational strategies and functions effectively. Some mispronunciations may interfere with overall communication. You need to repeat the course.</p>
F	Below 60 % Weak	<p>You are not able to comprehend academic lectures due to your limited listening skills.</p> <p>Due to your inadequate speaking skills, you show some difficulty in expressing your opinion and identifying various uses of language. Due to some lack of confidence, you also show some difficulty in presenting information orally, exhibiting inaccurate language use and some mispronounced words, which may hinder communication. You definitely need to repeat the course.</p>
WF		<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"><li>• Excessive absence</li><li>• Incomplete work</li><li>• Academic dishonesty</li><li>• Misconduct</li></ul>

### 1. Course Description

**Academic Reading 1002 (ARD 1002)** is a 75-hour intensive reading. The course adopts a learned-centered communicative approach and ranges from expanding the students' word stock and developing their critical reading strategies to producing and presenting book reports.

To enroll in **ARD 1002**, students need to either (1) successfully complete ARD 1001, (2) score in the TOEFL between **480-527** (undergraduate students) and **480- 547** (graduate students), and (3) obtain a subset score between **48-52** in the TOEFL Reading Section.

### 2. Course Goals

The Academic Reading course aims to improve students' basic and critical reading skills in order for them to comprehend and interpret complex reading material closely related to their fields of study. In addition, the course aims to expand the students' word-stock and reinforce and integrate their general language skills with the other LC courses. To achieve the goals set for this course, students must fulfill all its requirements and expectations.

### 3. Course Objectives

**ARD1002** aims to help students:

- develop their critical reading skills to comprehend and interpret a wide range of reading including materials closely related to their fields of study;
- reinforce and integrate other language skills (grammar, writing and speaking);
- understand culturally diverse and authentic materials.

### 4. Intended Learning Outcomes (ILOs)

Upon successfully completing this course, students will be able to:

- apply the reading process strategies to understand longer and more complex academic texts;

#### *While-Reading*

- use the techniques of guessing the meaning of words from the context for better comprehension of academic texts;
- distinguish between main idea and supporting details;
- identify patterns of organization (definition, description, narration, illustration, etc.);
- distinguish facts from opinions;
- recognize the author's tone, bias, intent, and attitude;
- make inferences and draw conclusions;
- take relevant notes while reading academic texts;
- distinguish between literal and figurative language;

#### *Post-Reading*

- react to texts both orally and in writing;
- use notes for summarising;

#### *General Reading Skills*

- increase reading speed;
- read extensively and intensively.

### 5. Course Evaluation

See your class syllabus

### 6. Course Materials

- *Longman Academic Reading Series Book 3*, Miller and Cohen. Pearson, 2017. (LARS 3)
- Supplementary materials provided by the instructor or available at the AUI Library.

- *Ten Steps to Advancing College Reading Skills*, John Langan, 6<sup>th</sup> Edition – optional.

- *Essential Academic Vocabulary*, Huntley, Helen, 2006 (Chapters 11 – 20) – optional.

## 7. Proficiency Scale

Grade	Percentage	ARD 1002
A	90 – 100 % Outstanding	You should be able to comprehend academic texts in an <b>excellent</b> way, utilizing reading strategies of skimming and scanning, infer meaning of unfamiliar words, identify the author’s thesis, tone, bias, intent and attitude, recognize patterns of organization, make inferences, distinguish facts from opinions and judgments, paraphrase texts, differentiate between literal and figurative language. You should also be able to apply these skills in an <b>excellent</b> way in an academic or non-academic setting.
B	80 – 89 % Good	You should be able to comprehend academic texts in a <b>good</b> way, utilizing reading strategies of skimming and scanning, infer meaning of unfamiliar words, identify the author’s thesis, tone, bias, intent and attitude, recognize patterns of organization, make inferences, distinguish facts from opinions and judgments, paraphrase texts, differentiate between literal and figurative language. You should also be able to apply these skills in a <b>good</b> way in an academic or non-academic setting.
C	70 – 79 % Satisfactory	You should be able to comprehend academic texts in a <b>satisfactory</b> way, utilizing reading strategies of skimming and scanning, infer meaning of unfamiliar words, identify the author’s thesis, tone, bias, intent and attitude, recognize patterns of organization, make inferences, distinguish facts from opinions and judgments, paraphrase texts, and differentiate between literal and figurative language. You should also be able to apply these skills in a <b>reasonable</b> way in an academic or non-academic setting.
D	60 – 69% Unsatisfactory	You may not be able to comprehend academic texts due to inadequate mastery of reading strategies. You may not also be able to infer meaning of unfamiliar words, identify the author’s thesis, tone, bias, intent and attitude, recognize patterns of organization, make inferences, distinguish facts from opinions and judgments, paraphrase texts, and differentiate between literal and figurative language. You may not also be able to apply these skills in a <b>satisfactory</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
F	Below 60 % Unacceptable	Your reading comprehension is weak due to inadequate mastery of reading strategies. You are not able to infer the meaning of unfamiliar words, identify the author’s thesis, tone, bias, intent and attitude, recognize patterns of organization, make inferences, distinguish facts from opinions and judgments, paraphrase texts, and differentiate between literal and figurative language. You will not also be able to apply these skills in an <b>acceptable</b> way in an academic or non-academic setting. You will eventually need to repeat the course.
WF		You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> <li>• Excessive absence</li> <li>• Incomplete work</li> <li>• Academic dishonesty</li> <li>• Misconduct</li> </ul>



### **1. Course Description**

Academic Writing and Grammar 1002 (AWG 1002) is a 150-contact-hour course. It reviews paragraph writing and focuses on the essay, using four rhetorical patterns: classification or process, comparison/contrast, cause/effect, and argumentation. Grammar is taught in parallel with emphasis on verb tense, modals, and noun phrase. AWG 1002 continuously reinforces the accurate use of language mechanics and adequate style. In AWG 1002, writing is taught as a process, using a communicative and learner-centered approach in an academic environment.

To enroll in AWG 1002, students need to either successfully complete AWG 1001 or score at least 5-6/9 on the Language Center Writing Placement Test (WPT).

### **2. Course Objective**

**AWG 1002** aims at preparing students for freshman composition (**English 1301**). AWG 1002 also reinforces the listening/speaking and reading skills taught in other courses at the Language Center. In accordance with the LC mission statement, AWG 1002 exposes students to culturally diverse and authentic material, enhances critical thinking, and uses up-to-date technology.

### **3. Intended Learning Outcomes (ILOs)**

Upon successfully completing this course, students will be able to:

- use prewriting strategies as a first step to producing a clear and well-organized essay outline.
- write a focused and clear thesis statement.
- write an introduction, using an effective hook.
- develop a thesis statement in several unified and coherent body paragraphs.
- write conclusions that summarize ideas and leave an impact on the reader.
- write essays, using four rhetorical patterns (classification **or** process, comparison/contrast, cause/effect, and argumentation.)
- produce a variety of sentence types, using an academic style.
- use adequate grammar in writing.
- demonstrate logical transitions.
- use basic editing strategies to self-edit their writing and peer-edit their classmates' writing.

### **4. Course evaluation**

See your syllabus.

### **5. Course Materials**

- *Longman Academic Writing Series* (4<sup>th</sup> Ed.) Handouts will be provided by the teacher.
- *Great Writing 4- Great Essays* (4th Ed.)
- *Focus on Grammar 4*

## 6. Proficiency Scale

Grade	Percentage	AWG 1002
<b>A</b>	90 – 100 % Outstanding	You should be able to write an <b>excellent</b> , organized, unified, and coherent essay utilizing various rhetorical patterns and demonstrating accurate use of style, grammar, and mechanics, both at the sentence level and the next level. You should also be able to apply these skills excellently in an academic context and transfer them to other real-life contexts.
<b>B</b>	80 – 89 % Good	You should be able to write a <b>good</b> , organized, unified, and coherent essay, utilizing various rhetorical patterns and demonstrating accurate use of style, grammar, and mechanics, both at the sentence level and the text level. You should also be able to apply these skills in a <b>good</b> way in an academic context and transfer them to other real-life contexts.
<b>C</b>	70 – 79 % Satisfactory	You should be able to write a <b>satisfactorily</b> , organized, unified, and coherent essay, utilizing various rhetorical patterns and demonstrating accurate use of style, grammar, and mechanics, both at the sentence level and the text level. You should also be able to apply these skills reasonably in an academic context and transfer them to other real-life contexts.
<b>D</b>	60 – 69% Unsatisfactory	You may not be able to write an essay at a satisfactory level due to inadequate and inaccurate use of style and mechanics, and insufficient understanding of basic rhetorical patterns. You may not be able to apply these skills satisfactorily in an academic context, nor may you be able to transfer them to other real-life contexts. You will eventually need to repeat the course.
<b>F</b>	Below 60 % Unacceptable	You are not able to write an essay at the required level due to a weak use of style, grammar, and mechanics, and a lack of understanding of basic rhetorical patterns. You will not be able to apply these skills acceptably both in an academic context and in other real-life contexts. You will need to repeat the course.
<b>WF</b>	You have been withdrawn from the course for one or more of the following reasons: Excessive absence Incomplete work Academic dishonesty Misconduct	

## VI. Evaluation Policy

This section describes the systems of evaluation operating in all LC programs. Procedures are the same for all LC courses.

### System of Evaluation

For all Language Center courses, students are evaluated in the following way:

#### a. Classwork Grade

This grade is based on performance on homework, quizzes, lab assignments, in-class work, presentations, and other assignments. Students will receive classwork grades at the middle and end of the course.

#### b. Midterm Exams

Students will take a midterm test for every LC course they are enrolled in. All midterm tests take place during week 7 or 8 of the semester.

#### c. Final Exams

A final examination of the same format as the midterms is administered at the end of the semester. Students take a final examination for every Language Center course they are enrolled in.

#### d. Final Course Grade

The grading system at the LC has known some changes. It now uses a letter system with associated percentage values. You will receive one final letter grade together with a percentage value in each course taken. It should be noted, however, that no grade point averages are awarded for these courses. In some cases, though, a virtual GPA is computed for evaluation purposes (See section f.). Therefore, they do not count toward the overall credit hours earned.

The minimum passing grade is **C (i.e., 70%)** for undergraduates and **B (i.e., 80%)** for graduates.

Grades are assigned according to the following letter system.

PA:	90% - 100%	(Excellent)
PB:	80% - 89%	(Good)
PC:	70% - 79%	(Satisfactory)
FD:	60% - 69%	(Fail)
FF:	50% - 59%	
WF:	–	(Withdrawal)

#### e. Academic Honesty

Cheating in examinations adversely affects the credibility of the University's degrees and the reputation of the institution nationally and internationally. Students are requested to assist the University in maintaining its policy of strict honesty, without which the degrees and diplomas it awards (i.e., YOUR degrees and diplomas) would be worthless.

## VII. Pre-Academic Program Exit TOEFL Policy

Students who exceed expectations in the preacademic courses will be eligible to take the TOEFL to determine correct placement for the following semester. A chance to take the TOEFL at the end of the preacademic program will be determined by a student's performance in three areas:

- pre-midterm & post-midterm coursework
- midterm & final exam scores
- instructor's evaluation of performance, participation, and dedication to studies (academic readiness)

Students who complete **all three** preacademic courses with a **final score of 80% or above** along with the **instructor's recommendation** will have the opportunity to take the TOEFL to determine accurate placement for the following semester.

## VIII. Level Two 'Superpass' Policy

### Academic Listening and Speaking:

A student may 'superpass' from ALS 1001 and be exempted from the ALS 1002 Academic Listening and Speaking. A student can only 'superpass' if he or she fulfills ALL the following criteria:

In ALS 1001, the student must:

- achieve an 'A' score (90% or more) on both the Midterm and Final Listening Examinations and Speaking Examinations,
- maintain an 'A' score average on coursework assignments throughout the semester,
- have an excellent attendance record for ALS 1001 classes,
- exhibit effective study strategies, and be a confident speaker/presenter,
- demonstrate good time management skills by timely submission of assignments.
- have permission from their ALS 1001 instructor and the Language Center Director to be exempted from ALS 1002 to proceed successfully with their university studies.

### Academic Reading:

A student may 'superpass' from ARD 1001 and be exempted from the ARD 1002 Academic Reading. A student can only 'superpass' if he or she fulfills ALL the following criteria:

In ARD 1001, the student must:

- achieve an 'A' score (90% or more) on both the Midterm and Final Reading Examinations,
- maintain an 'A' score average on coursework assignments throughout the semester,
- have an excellent attendance record for ARD 1001 classes,
- exhibit effective study strategies,
- demonstrate good time management skills by timely submission of assignments.
- have permission from their ARD 1001 instructor and the Language Center Director to be exempted from ARD 1002 to proceed successfully with their university studies.

## IX. Attendance Policy

Students in the Language Center are expected to attend all assigned classes. In-class work is an essential component of the learning process, and missed classes hurt a student's progress. It is the responsibility

of every student to make wise choices about attending classes and taking absences only for urgent situations. With this in mind, the Language Center has adopted the following policy.

The attendance policy of the Language Center allows a total of seven absences per course that meets daily (AWG), and five absences for courses that meet three times a week (ARD and ALS), per semester, beginning on the first day of classes. There is no distinction between “excused” and “unexcused” absences. Upon the eighth (AWG) or sixth absence (ARD or ALS), the student will be administratively dropped from the course and assigned the grade of “WF.”

If a student is absent, he or she is solely responsible for all missed work. This includes getting class notes, handouts, and homework assignments, either from a fellow student or by contacting the teacher during office hours or by email.

It is at the individual teacher’s discretion whether or not to arrange opportunities for students to make up missed in-class work.

## **X. LC Student Rights and Responsibilities**

All Language Center (LC) students are a part of AUI and enjoy the same rights and responsibilities as any AUI student (see AUI Student Handbook, Student Conduct section). In addition, LC students should be aware of the following rights and responsibilities that pertain to the LC specifically.

LC Student Rights: An LC student has the right to

- Quality instruction from a qualified language instructor,
- Have a written version of the course syllabus,
- Access to information about his/her assessments and grades,
- Ask questions of LC faculty and administration relevant to the course or LC program,
- Access to LC faculty and administration during regular working hours, office hours, or special meetings by appointment,
- Make a formal complaint, in writing, with the LC Administrative Assistant to be reviewed and acted upon by the LC Director or specially appointed agents.

LC Student Responsibilities: An LC student bears the responsibility to

- Be aware of the general course syllabus and day-to-day requirements of the course,
- Attend class regularly and be aware that excessive absences will result in a WF as per the LC’s attendance policy,
- Maintain access to and regularly check all AUI and LC means of communication, including special means created by LC faculty in individual courses,
- Communicate with LC faculty and administration appropriately.

# XI. Campus Map

