



LC Student Booklet

**Broaden your horizons
 at the Language Center**

Release	Amendment history
1	
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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,

On behalf of the faculty and staff, I want to welcome you to the Language Center. Please make sure you familiarize yourself with this booklet.

The Language Center uses your entry TOEFL score and sub scores, and your WPT score to determine the level and the classes you will need.

Your preparation in the Language Center – of one or two semesters – will prepare you to continue with your studies in one of the University's English-medium degree programs offered by one of the three schools of specialty.

If you regularly attend and actively participate in your classes, if you complete all of your class and home assignments, if you prepare for your classes ahead of time, you will increase your language confidence and ability, which will help you succeed in your regular university courses.

Your teachers – all well trained, highly experienced, and truly dedicated professionals – are here to help you learn and succeed. In addition to class time, they have office hours for you to use. Make sure you stop by their offices for any class related matter. They will be happy to help you.

If we have received international recognition through CEA accreditation, it's thanks to hard work and a very close partnership between motivated students, devoted instructors, and a supportive Language Center administration and University community at large.

Once again, I want to welcome you to the Language Center.

Ali Khejjou
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.

Name	Bldg.	Office	Ext. #
Ali Khejjou – LC Director	08	006	2421
Ibtissama Sebti- LC Academic Coordinator	08	08	2457
Karima Maazouz – Administrative Assistant	08	05	2420
Building Agent	08	103	3191

English Program

Abdelghani, Chafik	06	04	3297
Azennoud, Abderahmane	05	104	2158
Bailey, Jeffrey	04	109	3745
Bateman, Sara	10	101	2192
Ftough, Stephanie	08	113	2455
Kibal, Bouchaib	10	101	2430
Loukili, Souad	06	02	2966
Maderious, Sara	08	112	2438
Mekaoui, Hafid	08	04	2429
Paterson, Debra	08	08	2450
Sebti, Ibtissama	08	08	2457
Storti, Giovanna	08	112	2438
Tahtah, Jade	06	02	2118
Teal, Jamie	04	111	3144
Wildschut, Arian	08	113	2455

French Program

El Kilani, Jamila	06	110	2116
Devier, Melissa	06	110	4097
Ouakrime, Yasmine	06	109	2561
Savoie, Aurore	06	109	2458

Spanish Program

Bounou, Abdelmouneim	04	111	3144
Bousfanj , Abdelkader	04	109	3745

Tamazigh Program

Lahcen, Ghechi	08	008	2457
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IV. Curriculum Overview

COURSE PLACEMENT

The following information applies **ONLY** to the Language Center students with a TOEFL entry score of 480 or above. Students with a TOEFL score below 480, automatically take all courses in level 1, that is, 20 hours per week.

Each student will follow a schedule of courses which is made to fit his/her academic English needs. This approach has been found to be very effective because each student can focus on those courses which he/she needs to improve on. There are **SIX** Language Center courses which fall into two categories:

1- Academic Listening and Speaking 1	(ALS 1001)
2- Academic Reading 1	(ARD 1001)
3- Academic Writing and Grammar1	(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 level 1, level 2, or a combination of both levels according to their TOEFL scores and Writing Placement Test.

HOURS PER WEEK IN THE LANGUAGE CENTER

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 subscores for Reading and Listening, and by the in house Writing Placement Test (WPT) for Writing and Grammar.

EXIT REQUIREMENTS

➤ **Undergraduate Students**

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

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 the 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**

In order to pass an LC course, graduates must obtain a Language Center 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 the passing grade of 80% or above for each course, and the following semester continue with Reading 2, Writing and Grammar 2 and other non-Language Center courses.

LC Writing Placement Test (WPT)

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 COM1.

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

Academic Listening & Speaking 1001

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.
- **English Conversation Group:** Students are required to participate in an English Conversation Group (**ECG**) which is a cross-level activity held in **Building 8, Room 114** for an hour one evening a week throughout the semester. ECG sessions are additional to ALS classes and enable students to practice their English in a less formal setting.
- **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 for 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 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, 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:

Beglar, D., & Murray, N., *Contemporary Topics 3*. (3rd ed). New York: Longman, 2009.

Supplementary materials will be handed to students by their teachers.

6. Course Evaluation:

See your syllabus

9. Proficiency Scale:

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.</p> <p>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.</p> <p>You should be able to express your opinion, using vocabulary needed in academic contexts. You may also be able to identify uses of language</p>

		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.
D	60 – 69% Unsatisfactory	You are not able to get the gist of academic lectures due to your limited listening skills. 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.
F	Below 60 % Weak	You are not able to get the gist of academic lectures due to your very limited listening skills. 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.
WF	You may be withdrawn from the course for one or more of the following reasons: <input type="checkbox"/> Excessive absence <input type="checkbox"/> Incomplete work <input type="checkbox"/> Academic dishonesty <input type="checkbox"/> Misconduct	

Academic Reading 1001 (ARD1001)

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).

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.

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.

Intended Learning Outcomes (ILOs)

By the end of the 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.

Course Evaluation

See your syllabus

Course Materials- *10 Steps to Building College Reading Skills, 5th Edition*- *Essential Academic Vocabulary*, Huntley, Helen**Proficiency Scale**

Grade	Percentage	Level One
A	90 – 100 % Outstanding	You should in a very good 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 excellent way in an academic or non-academic setting.
B	80 – 89 % Good	You should in a good 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 good way in an academic or non-academic setting.
C	70 – 79 % Satisfactory	You should in a satisfactory 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 reasonable way in an academic or non-academic setting.
D	60 – 69% Unsatisfactory	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 satisfactory 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, 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 acceptable 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: <input type="checkbox"/> Excessive absence <input type="checkbox"/> Incomplete work <input type="checkbox"/> Academic dishonesty <input type="checkbox"/> Misconduct

Academic Writing and Grammar 1001 (AWG 1001)

Course Description:

Academic Writing and Grammar 1001 (AWG 1001) is a 150-contact-hour course. AWG 1001 begins with a focus on personal writings 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 a learner-centered approach in an academic environment.

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.

Intended Learning Outcomes (ILOs):

By the end of the course, students will be able to

1. write about a personal experience using adequate grammar, punctuation and sentence structure.
2. produce the four basic sentence types using appropriate transitions.
3. use correct punctuation and capitalization in writing.
4. use adequate grammar in writing.
5. use pre-writing strategies.
6. write a unified and coherent paragraph.
7. write a paragraph with a clear topic sentence, supporting sentences, and a concluding sentence.
8. write a well-developed paragraph according to type (reflective, narrative, process, and definition).
9. use basic editing strategies to self-edit and peer-edit writing.

Course Evaluation

See your class syllabus

Course materials

- *Great Writing 2- Great Paragraphs*. (4th Ed.)
- *Focus on Grammar 3, 4th Edition: An Integrated Skills Approach* (Course book & Workbook).
- Supplementary materials including *Longman Academic Writing Series* (4th Ed.) chapters 9 & 10

Proficiency Scale for AWG 1001

Grade	Percentage	AWG Level One
A	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	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.
C	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.
D	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.
F	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.
WF	You have been withdrawn from the course for one or more of the following reasons: Excessive absence Incomplete work Academic dishonesty Misconduct	

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:

Lim, P. & Smalzer, W. (2014). *Listening and Note-taking Skills*. (4th ed.). Boston: National Geographic Learning and Heinle CENGAGE Learning Publisher.

Supplementary materials will be handed to students by their teachers.

6. Course Evaluation:

See your class syllabus.

8. Proficiency Scale:

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% Unsatisfactory	<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 may be withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Excessive absence <input type="checkbox"/> Incomplete work <input type="checkbox"/> Academic dishonesty <input type="checkbox"/> Misconduct 	

Academic Reading 1002 (ARD1002)**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.

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.

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.

Intended Learning Outcomes (ILOs): By the end of the course, students will be able to:

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

While-Reading

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

Post-Reading

10. react to texts both orally and in writing;
11. use notes for summarising;

General Reading Skills

12. increase reading speed;
13. read extensively and intensively.

Course Evaluation

See your class syllabus

Course Materials

- *Ten Steps to Advancing College Reading Skills*, John Langan, 5th Edition

- *Essential Academic Vocabulary*, Huntley, Helen, 2006

Proficiency Scale

Grade	Percentage	Level Two
A	90 – 100 % Outstanding	You should be able to comprehend academic texts in an excellent 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 excellent way in an academic or non-academic setting.
B	80 – 89 % Good	You should be able to comprehend academic texts in a good 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 good way in an academic or non-academic setting.
C	70 – 79 % Satisfactory	You should be able to comprehend academic texts in a satisfactory 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 reasonable 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 satisfactory 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 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 acceptable 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: <input type="checkbox"/> Excessive absence <input type="checkbox"/> Incomplete work <input type="checkbox"/> Academic dishonesty <input type="checkbox"/> Misconduct

Academic Writing & Grammar 1002 (AWG 1002)

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 the noun phrase. AWG 1002 continuously reinforces accurate use of language mechanics and adequate style. In AWG 1002, writing is taught as a process, using a communicative and a 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).

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.

Intended Learning Outcomes (ILOs)

By the end of the course, students will be able to

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

Course evaluation

Academic Writing & Grammar 1002 is a non-credit pass/fail course. It is a prerequisite for enrolling in beginning composition. The pass/fail grade is determined by the following criteria:

Portfolio

A portfolio is a collection of the student's writing assignments and is worth 60% of the semester grade. The portfolio is intended to reinforce writing as a process. Students will be asked to complete writing assignments utilizing various stages of the writing process. Each student will revise 5 assignments during the semester- 2 before the midterm and 3 before the final. These revised assignments will be graded and will make up most of the portfolio

grade. Students are expected to keep all work from each stage of the writing process in their portfolios in order to demonstrate growth over time and over drafts.

Writing Assignments

Students will complete at least 4 writing assignments before the midterm. Of these 4 assignments, 2 will be selected for revision and will count for most of the midterm portfolio grade. After the midterm, students will complete at least 6 writing assignments. Of these, 3 will be selected for revision and will represent most of the final portfolio grade. Assignments must be completed on time, and failure to complete will reflect poorly on the portfolio grades.

Grading: the weighting of individual drafts (2 of 3 or 3 of 3) is left to the teachers' discretion. **Also, students will be evaluated on each essay pattern through an in class timed writing.**

Course Materials:

- **Longman Academic Writing Series** (4th Ed.) Handouts will be provided by the teacher.
- **Great Writing 4- Great Essays** (4th Ed.)
- **Focus on Grammar 4 & 5**

Proficiency Scale for AWG 1002

Grade	Percentage	AWG Level Two
A	90 – 100 % Outstanding	You should be able to write an excellent , 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 an excellent way in an academic context and transfer them to other real-life contexts.
B	80 – 89 % Good	You should be able to write a good , 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 good way in an academic context and transfer them to other real-life contexts.
C	70 – 79 % Satisfactory	You should be able to write a satisfactorily , 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 reasonable way in an academic context and transfer them to other real-life contexts.
D	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

		<p>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.</p>
F	<p>Below 60 % Unacceptable</p>	<p>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 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 will definitely need to repeat the course.</p>
WF	<p>You have been withdrawn from the course for one or more of the following reasons: Excessive absence Incomplete work Academic dishonesty Misconduct</p>	

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 minimal 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

Honesty in examinations is taken very seriously at Al Akhawayn University. All attempts at cheating in tests or plagiarizing of any kind will result in disciplinary action being taken against the individual(s) concerned. Students caught cheating will be called to the LCACC (**Language Center Academic Conduct Committee**) or to the University's disciplinary committee who will decide on the action to be taken. Students may have their examination scores canceled, or, in serious cases, be suspended or expelled from the University.

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 award (i.e. YOUR degrees and diplomas) would be worthless.

VII. 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 have a negative effect on 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 courses that meet on a daily basis (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.

VIII. 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 in an appropriate manner.

IX. AUDIO AND VIDEO LABORATORIES

There are two Language Laboratories in Building 4 on the upper floor. The Audio Lab (AL) is equipped with cassette players in the student booths, a teacher console and a data show. The Video Lab (VL) has TV sets and cassette recorders in the student booths and a master DVD player, a VCR, and satellite TV controlled by the teacher console.

These facilities should allow you to improve your English to the required level quickly, so that you can begin your specialization in the near future.

Where Are They?

They are located in Buildings 4 and 10, Rooms 103 & 106 (bld. 4)

Language Laboratory Materials

The Audio Lab

Materials are available at all levels of English, from beginning to advanced. You will find a wide range of materials, including basic and practical listening tasks, Business English, TOEFL preparation exercises, authentic lectures, interviews with a variety of people on various topics, grammar listening exercises, pronunciation exercises, stories, and popular songs.

The Video Lab

Materials include a variety of educational videos as well as movies. These films will be studied and discussed in the laboratory, so attending the film sessions can be a good and entertaining way to improve your English. A full schedule of all Video Lab activities will be posted on the lab's door.

X. The LC Help Center

The LC Help Center (LCHC) It is a place where students can meet to work on reading, speaking, grammar or writing skills to improve these specific areas of English language proficiency with the help of an LC instructor.

It is a new service offering tutoring sessions to LC students. The tutoring sessions will be offered by LC faculty 5 days/week and 3 to 4 hours/day. The tutoring sessions are on a drop-in basis, so no appointments are needed. In addition, students are free to borrow textbooks, reference books, and novels.

The LCHC is located in room 114, building 08.

Reading Materials Available in the LCHC:

- a) Reading Skills Worksheets
- b) Novels and short stories
- c) Magazines and newspapers
- d) TOEFL materials

LCHC Policies

- Talking is kept to a minimum. Remember, the SAC is a quiet place to study uninterrupted.
- Users are to show respect for others.
- A teacher may ask a student to leave if he/she disregards any of the above stated policies.

XI. The Multimedia Laboratories

The Language Center operates two ergonomic 25-station Multimedia Laboratories (MML) which offer a wide range of courseware programs.

Exclusively open to LC students and located in buildings 4 and 10, the MMLs host equipment that offers an integrated learning environment. Courses taught at the MML will benefit from the essential interactivity of multimedia systems, which integrate learning methodologies and computer technologies. Students can work with animated visuals, data processing, Internet access and digital video, all in the same environment.

Independent Study

The MMLs offer many opportunities for independent study, and students can use available software. Individual students might incorporate some or all of the following to practice or develop language skills:

- E-mail correspondence to develop writing skills
- Internet websites for ESL or general interest
- CD-ROM packages which emphasize several skills
- Vocabulary building
- Grammar review
- Listening comprehension
- Pronunciation drills
- Word Processing and spreadsheet packages

All these features are available to students at all levels of English or computer knowledge. It is not necessary to be a computer expert to benefit from these activities. The programs are user-friendly and self-directed. Some record progress and others offer on-line assistance.

ITS technicians and LC faculty are available to help with equipment problems, software questions and general concerns.

XIII. Campus Map

