



[www.aui.ma](http://www.aui.ma)

Language Center

# LC Faculty Handbook

Version 1.0 (Summer 2009)

# Table of Contents

## **Introduction**

Mission Statement

Description of the Program

## **AUI and LC Admission Requirements**

### **Students**

### **Faculty and Staff**

### **Program Offerings**

Course Descriptions

LC Business English Program (BEP) and English for Staff

### **Facilities**

### **Administrative Procedures for Faculty**

Faculty Absences

Scheduling make-up classes

Faculty Communication

Supplies

Keys

Reserving Equipment

Check-out at Contract-end

Maintenance Requests

Computing or ITS

Lotus Notes

Copying

Office hours

Using the AUI Library

Etiquette

Professional Development

Research grants

Committee work

Coordinator positions

Hiring/Contracts/Renewal

Evaluation

Teaching preferences

Faculty Meetings and Coordination Meetings

### **Academic Procedures**

Placement

TOEFL

WPT

Level Changes

Syllabi

Supplementary Materials

Classroom Management

Attendance Records

Cheating and Plagiarism

Other Disciplinary Issues

### **Assessment and Exams**

System of Evaluation

Continuous Assessment

Preparing for Exams

Proctoring Exams

Grading Exams

Midterm Grade Reports

Deliberations

Entering Grades—Jenzabar

At-Risk Reports

Student Questions about Grades

### **Program Review**

Course Evaluation

Summer Program Review Meetings (SPR)

### **Handling Student Complaints**

#### **Who-to-call List**

#### **FAQs**

#### **Student Clubs**

### **Appendices**

Appendix 1: Job Descriptions

Appendix 2: Forms

Appendix 3: LC Booklet

Appendix 4: Resource Lists—LC Resources, SAC holdings, MML LC Software

Appendix 5: List of Acronyms in Al Akhawayn University

# **Introduction**

This manual describes the procedures and policies in place at the Language Center (LC). The LC is a center serving students at Al Akhawayn University in Ifrane (AUI). The LC was founded at the start of the university as an independent center, reporting to the Vice President of Academic Affairs (VPAA).

## **Mission Statement**

The LC seeks 1) to equip eligible students with the language skills necessary for success in their academic studies, as well as in a global multicultural society and 2) to provide tailor-made language training programs to other clients.

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

Experienced and culturally diverse faculty, the latest technology, and authentic materials contribute to an effective teaching/learning environment where students acquire not only the mechanics of the language but also the discourses and contexts in which it is used.

## **Description of the Program**

The LC allows AUI to achieve its goal of educating students in English, as defined by the Royal Dahir (Royal Charter), by preparing students for success in English language degree courses.

## **AUI and LC Admission Requirements**

Undergraduate applicants are required to provide a TOEFL score of 530 in addition to a minimum score of 4.5 in English Writing in order to be admitted to the regular programs, or a TOEFL score of 420 to be admitted to the AUI Language Center.

Graduate applicants are required to provide a TOEFL score of 550 in addition to a minimum score of 5.0 in English Writing in order to be admitted to the regular programs, or a TOEFL score of 450 (500 for MAISD applicants) to be admitted to the AUI Language Center.

Applicants to the Master of Arts in International Studies and Diplomacy with a score between 500 and 547 may enroll in the AUI Language Center either on a full-time or a part-time basis.

- Students with a TOEFL entry score below 450 will study 20 hours per week in the LC (all level 1).
- Students with a TOEFL entry score of 480 or above will take 5, 10, 15 or 20 hours per week of LC courses, depending on their results in the Writing Placement Test (WPT) and their TOEFL subscores for Listening, Grammar and Reading.
- Students with a TOEFL entry score ranging between 450 and 477 will take 30 hours per week exclusively in the LC.

The following are the four scenarios for LC students with a TOEFL entry score of 480 or above:

1. Students will study 5 or 10 hours per week in the LC plus 2 CAD courses plus 1 other credit-bearing language course (Arabic, Math, etc.).
2. Students will study 15 hours per week in the LC plus 2 CAD courses (optional: may take an additional 5 hours in the LC).
3. Students will study 20 hours per week in the LC plus 1 CAD course.
4. Students will study 30 hours per week in the LC only.

## **Students**

All LC students are already enrolled at AUI. Most AUI students come from Morocco and generally speak any combination of the following native and other languages: Arabic (Classical and Moroccan), French, Berber (one or more of four dialects), and Spanish. A significant number of exchange students are on campus every semester—some from Sub-Saharan Africa. Occasionally, these students take LC courses—especially those from French-speaking countries. The majority of LC students are undergraduate students pursuing their Bachelor's degrees in Business Administration, Engineering, Computer Science, or Humanities. However, in addition to the undergraduates, there are graduate students working toward their Master's degrees in Business Administration, Corporate Finance, International Studies and Diplomacy, Computer Science, Computer Networks, Software Engineering, and Biotechnology.

## **Faculty and Staff**

The administrative staff of the LC is composed of a director, an assistant to the director, and a Multi-Media Lab (MML) technician.

The LC director is a representative of the LC in the greater university; conversely, he is also a representative of the university to the LC. The LC duties of the director include managing, developing, and evaluating LC programs, admission and records of LC students, faculty appointment and supervision, and budget management for the LC.

The assistant to the director (LC Assistant) also has multiple responsibilities including serving as a liaison between faculty, students, and the greater campus, arranging and assisting with schedules for faculty and staff, keeping records, and acquiring office supplies. The LC Assistant is also the first point of contact for new faculty looking for specific information. The MML technician operates and maintains the Multi-Media Lab in Building 10.

Each of the four LC courses are managed by a Course Coordinator, who are faculty members appointed by the Director to provide support and materials for teachers and to ensure consistency throughout the course and the two levels. There is also a Test Coordinator who manages placement, midterm, and final exams.

Full-time LC faculty members are AUI lecturers who are appointed to twelve-month contracts and are responsible for twenty contact hours per week and nine office hours. Teachers should expect to teach up to four courses per semester. See Appendix 1 for full job descriptions for the LC Director, LC Assistant, MML Technician, Course Coordinators, and faculty.

# **Program Offerings**

## **Course Descriptions**

### **ALS 1001**

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 in TOEFL. The course consists of listening, speaking, and note-taking. 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.

### **ALS 1002**

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 successfully complete ALS 1001 or score at least 480 in TOEFL. 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.

### **ALS 1003**

Academic Listening and Speaking 1003 (ALS 1003) is a 112-hour learner-centered course at a low to high-intermediate level, in which students develop their academic listening, speaking and note-taking skills. To enroll in ALS 1003, students need to score between 450 and 477 in TOEFL. Listening spans over almost a third of the course. First, it develops students’ understanding of a lecture and analysis of its components after a two-time listening. Second, it enables students to handle long, fast-paced technical lectures after a one-time listening. In both stages, students are exposed to the organizational elements of an academic lecture focusing on ‘pre-’, ‘while-’, and ‘post-’listening comprehension tasks. Note-taking spans over almost a tenth of the course; it helps students to use effective and various note-taking methods and 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 allows students to participate in in-class dialogues focusing on building fluency, accuracy and

improving pronunciation. In ALS 1003, students cultivate skills in leading discussions and speaking persuasively through debates and individual presentations.

### **ARD 1001**

Academic Reading 1001 (ARD 1001) is a 75-hour intensive reading course designed for students with a TOEFL score between 420 and 477. The course adopts a learned-centered communicative approach, and covers the following: developing basic dictionary and vocabulary skills, effective reading strategies, and speed reading.

### **ARD 1002**

Academic Reading 1002 (ARD 1002) is a 75-hour intensive reading course designed for students who have successfully completed ARD1001 course or, if newly admitted, have a minimum TOEFL score of 480 and 527. 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.

### **ARD 1003**

Academic Reading 1003 (ARD 1003) is a 112-hour course spanning over one semester and designed for students with a TOEFL score between 450 and 477. ARD 1003, which adopts a learner-centered communicative approach, introduces students to the basic reading strategies and gradually brings them to an advanced level of critical reading skills to cope with challenging academic texts.

### **AWT 1001**

Academic Writing 1001 (AWT 1001) is a 75-contact-hour course, which focuses on the four basic sentence types in English, paying close attention to accurate and appropriate language use. The course also introduces the students to paragraph writing, using three rhetorical patterns: narrative, process analysis, and definition. AWT 1001 teaches writing as a process, using a communicative and a learner-centered approach in an academic environment. To enroll in AWT 1001, students need to score a minimum of 420 in TOEFL in addition to 4/09 in the Language Center Writing Placement Test (WPT).

### **AWT 1002**

Academic Writing 1002 (AWT 1002) is a 75-contact-hour course. It reviews paragraph writing and focuses on the essay, using five rhetorical patterns: classification, process, comparison/contrast, cause/effect, and argumentation. AWT 1002 continuously reinforces accurate use of language mechanics and adequate style. AWT 1002 teaches writing as a process, using a communicative and a learner-centered approach in an academic environment. To enroll in AWT 1002, students need to either successfully complete AWT 1001 or score at least 5-6/09 in the Language Center Writing Placement Test (WPT).

### **AWT 1003**

Super Intensive Academic Writing 1003 is a 112-contact-hour course in one semester, which teaches writing starting at the level of the sentence, moving to the paragraph, and ending with the essay. AWT 1003 exposes students to a variety of rhetorical patterns, both at the paragraph level (narrative, process, and definition) and at the essay level (classification, process, comparison/contrast, cause/effect, and argumentation). AWT 1003 continuously teaches and reinforces accurate and appropriate use of language mechanics and style. AWT 1003 actively engages students in process writing using a communicative and learner-centered approach in an academic environment. To enroll in AWT 1003, students need to have a TOEFL score between 450 and 477.

### **GAC 1001**

Grammar in Academic Context (GAC) 1001 is an intensive English language course extending over a semester of 75 contact hours at the rate of 5 hours per week. Students taking this course must have a TOEFL score ranging from 420 to 477. GAC 1001 syllabus consists of basic verb tenses, basic components of the noun phrase, pronouns, simple forms of modals, adjectives and adverb forms, basic conditional forms, prepositions of time and place, and question forms. GAC 1001 focuses on communicative tasks which privilege “use” rather than “form.” It is also learner-centered; therefore, most of the activities aim at developing the learner’s ability to use English in appropriate contexts, rather than just mastering language forms.

### **GAC 1002**

Grammar in Academic Context (GAC) 1002 is an advanced intensive English language course extending over a semester of 75 contact hours at the rate of 5 hours per week. Students taking this course have successfully completed GAC 1001 course or, if directly placed in level two, score a TOEFL minimum of 480 to 527. GAC 1002 syllabus consists of complex verb forms, complex forms of modals, nouns; count and non-count, different forms of conditionals, wishes and regret items, the subjunctive mood, gerunds and infinitives, prepositions, the passive voice, and phrasal verbs. GAC 1002 focuses on communicative tasks which privilege “use” rather than “form.” It is also learner-centered; therefore, most of the activities aim at developing the learner’s ability to use English in appropriate contexts, rather than just mastering language forms.

### **GAC 1003**

Grammar in Academic Context (GAC) 1003 is an intensive English language course extending over a semester of 112.5 contact hours at the rate of 7.5 hours per week. Students taking this course must have a TOEFL score of 450 to 477. The syllabus of GAC 1003 consists of verb tenses, question forms, gerunds and infinitives, adjective and adverb forms, modal forms and similar expressions, verb forms, pronouns, nouns—count and non-count, different forms of conditionals, wishes and regret items, the subjunctive mood, prepositions, the passive voice, and phrasal verbs. GAC 1003 focuses on communicative tasks which

privilege “use” rather than “form”. It is also learner-centered; therefore, most of the activities aim at developing the learner’s ability to use English in appropriate contexts, rather than just mastering language forms.

### **LC Business English Program (BEP) and English for Staff**

The LC has been offering a Business English Program (BEP) in the summer session since 1996. The BEP is a module-style class, meeting for two weeks of semi-immersion during the summer session. (During the summer session, LC faculty teach either in the BEP or in regular LC courses, offered in intensive, six-week modules.)

Other tailor-made English language programs for continuing education have been offered depending on demand and availability of faculty. The LC also offers from time to time programs called “English for Staff” for specific cohorts of university personnel.

## **Facilities**

The main LC office building is Building 8 where the LC Director and LC Assistant's offices can be found. There are also LC faculty offices in Buildings 5 and 6. Most LC classrooms are in Building 4, directly across from Building 8, though SuperIntensive classes meet in the AUI Library. Room 102 in Building 4 is equipped with a TV/DVD and CD player. The LC's Audio and Video labs are in Building 4 as well. The Audio lab has been fitted with an LCD projector (but not a laptop). The MML, or computer lab fitted with LC-selected software is upstairs in Building 10. The AUI Library also has a computer lab and LCD projection which can be reserved at the library by LC by teachers. The SAC, or the LC student library, is upstairs in Building 8 (see Appendix 4 for a list of reading material in the SAC). This room is assigned to reading teachers on a weekly basis but can be reserved through the LC assistant if needed. It is also equipped for with an LCD projector (no laptop).

# **Administrative Procedures for Faculty**

## **Faculty Absences**

There are no designated sick or personal days for full-time LC faculty. In case of a pressing family or personal need, faculty may complete a request to cancel and make-up a class (see form in Appendix 2). The faculty member should attempt to make-up the class before the date of absence. (See below for Make-Up Class procedure.) The form should be submitted to the LC Director at least two days before the intended absence.

In case of sickness or emergencies on the part of the teacher or his/her immediate family, the faculty member should call the LC Assistant who will post notice for the students that the class is canceled and will be made-up in the near future. When the faculty member returns to work, s/he should work with students to schedule make-up classes as soon as possible (within the next week preferably).

In case of extended absence or as an alternative to holding a make-up class, a faculty member may contact a colleague to substitute. Substitution for another teacher is considered a favor and by no means required of any LC faculty member. The teacher requesting the substitution may do so via email (addressing *lcfaculty*). Of course, the regular teacher should provide the class activities to the substituting teacher. Again, the make-up arrangements should be communicated to the LC Director using the Leave Request/Make-up Class form.

Maternity and Paternity leaves are not automatically granted. Faculty should meet with the LC Director to determine an arrangement.

## **Scheduling make-up classes**

### **Teacher Absence**

Teachers should first discuss scheduling with students and should select a time that best fits the class. Teachers should keep in mind previously scheduled LC events and not expect the students to miss those events to attend a make-up class. Classrooms should be reserved through the LC Assistant at least 24 hours in advance of use.

### **Pedagogical Reasons**

Some teachers may need to have more time in a class period to teach or test a given part of the syllabus or unit. Examples of this situation include timed writing for AWT or movie watching for ALS. For pedagogical reasons, teachers may combine classes (i.e. hold a double class on Thursday and cancel Friday's class) without specific permission or completing a request form. Teachers should ensure that students are receiving the same hours of instruction each week.

### **Student Request**

Make-up classes should not be given simply because students request them. Teachers should be reluctant to allow students to negotiate for classes to be cancelled prior to a school holiday,

for example. All cancellations and make-ups for such reasons must be submitted to the LC Director for approval at least 24 hours in advance.

### **Faculty Communication**

In the LC Assistant's office, there are faculty mailboxes or Pigeon Holes (PH). All faculty should check these boxes daily. This is also where international mail will be delivered to faculty living in university housing.

In addition, faculty should regularly check their AUI email accounts, including the regular campus updates. Faculty can communicate to all LC-faculty by typing *lcfaculty* into the address line of a Lotus Notes outgoing email. This feature should be used only to communicate information which pertains to all LC faculty.

Teachers can access their email remotely through the AUI website. Call ITS (666 from campus phones) for your user name and password. Go to [www.aui.ma](http://www.aui.ma) and click on *webmail*, located at the upper right hand of the website. Choose *Faculty/Staff Webmail*.

Within the first week of school, the LC Assistant will produce a phone number directory of all LC faculty offices. Until that time, faculty members can request the numbers from the LC Assistant who can be reached from campus phones at 2420.

There are also a number of multi-lingual student and staff publications such as *Suggestion Boxes*, *Talk*, *Perspectives*, and *The Bridge*. LC faculty members are encouraged to submit articles for any of the campus publications. The AUI Communications department manages the production of each publication.

### **Supplies**

Faculty members will receive their office and classroom supplies within the first week of school from the LC Assistant. Each full-time faculty member can expect to find already in his/her office a desktop computer and a telephone. The LC Assistant will provide a stapler and staples, scotch tape, paper clips, pens, pencils, a ream of white printer paper, a white-board maker and eraser, and a bottle of correction fluid (list may vary based on supply). The LC Assistant keeps the supply stock in the office; faculty members should simply ask for a replacement when any supply is exhausted. Faculty members may pick up white paper from the LC Assistant's office as needed. The supply is usually stored under the copy machine or nearby. The LC Assistant may also supply on request blank CDs and DVDs, transparency film, folders, and push pins. In addition, the AUI Campus Store maintains a sufficient supply of office materials, including pens, pencils, blank CDs and DVDs, folders, portfolios, etc.

### **Keys**

Faculty members will be issued keys for their offices. The LC buildings remain open at all times, so a building key is not necessary. If a faculty member needs a building or office open, he/she may call campus security at 2222 from campus phones.

Faculty members assigned to teach level 1 or 2 of Academic Listening and Speaking will be given keys to the Audio and Video labs. Faculty teaching levels 1 or 2 of Academic Reading will be given keys to the student library, the Self-Access Center (SAC) which is room 114 Building 8.

All keys must be returned to the LC Assistant before a faculty member checks out to leave for vacation (i.e. end of fall semester and end of summer session).

### **Reserving Equipment**

LC Faculty may reserve overhead projectors, TV/DVD carts, Audio/Video recorders, CD players, and LCD projectors/laptops for classroom use at any time. All requests should be submitted via email to the LC Assistant at least one day before the need. The equipment will be delivered to the classroom by the LC Building Assistant. Should a faculty member require training about the use of any piece of equipment, this can be arranged by the LC Assistant as well.

The Audio and Video labs will be scheduled for use by the ALS teachers throughout the week; however, other faculty members are welcome to reserve them. The same is true for the SAC in Building 8 (for Reading classes) and the MML in Building 10 (for Writing and Grammar classes).

A schedule of the reserved and open times in each lab will be made available by the second week of classes and posted in the LC Assistant's office. It is considered a courtesy to notify all LC faculty via email (addressing *lcfaculty*) when using a lab without being previously scheduled to do so, even if the time slot is free.

### **Check-out**

At the end of faculty member's contract, s/he needs to request a Check-out Form from the LC Assistant (see Appendix 2 for a sample). This form will indicate to him/her the steps to complete before he/she can receive his/her final paycheck. The signatures on the form must be obtained in the order they appear. The AUI Human Resources (HR) department (housed in Building 2) can also provide guidance for faculty members completing their contracts.

### **Maintenance Requests**

Faculty members should contact the LC Assistant (2420) with any maintenance needs in offices, labs, or other locations. The LC Assistant will contact the appropriate department to address the needs. The only exception to this procedure is computing issues (see below).

### **Computing or ITS**

The number for reaching ITS on campus is 666. They can be called to deal with problems pertaining to any computing or printing problems. They also have user names and passwords for both Lotus Notes and Jenzibar. ITS hours are Monday through Friday, from 8:30 a.m. to 5:30 p.m. (closed 1:00 p.m. to 2:00 p.m. for lunch time).

## **Lotus Notes**

All AUI staff, faculty, and students will be assigned an AUI email address to be used for all AUI business and all communication with students. Training manuals for Lotus Notes are available through ITS (contact them by dialing 666). Some important features of the program include the AUI email and phone directory, found under the menu tab “Collaboration” and organized by department or by name.

Faculty will receive campus news updates via mail addressed to *AUI Faculty*. These emails are automatically saved in a email folder or group called AUI Faculty, located on the left side of the Lotus Notes homepage. Work orders for ITS can be requested through the ITS Help Desk feature, also located in the left hand menu; however, it may be more efficient to call them directly.

## **Copying**

Each LC Faculty member will be issued a copy code to be used on the LC copy machine in the LC Assistant’s office. This machine is designated for copy needs of 20 sheets or fewer. Please note that this machine is available only when the LC Assistant is in the office—from 9:30 a.m. to 1:00 p.m. and from 2:30 p.m. to 5:30 p.m. Hours will change during Ramadan.

The AUI Copy Center is available for copy needs larger than 20 sheets. Forms for copy requests are available in the LC Assistant’s office. Faculty must complete the form and have it stamped and signed by the LC Assistant. The faculty member then takes the original and the stamped, signed form to the Copy Center, located in building 9 (see sample form in Appendix 2). The Copy Center can collate and bind projects according to the teacher’s instructions. Requests should be made 24 hours in advance, especially at the beginning of the semester or during exam periods. There is also a color printer available in the Copy Center. Projects should be brought on USB key; the color printing is done for a per-page fee. Copy Center hours are Monday through Friday, from 8:30 a.m. to 5:30 p.m. (closed 1:00 p.m. to 2:00 p.m. for lunch time).

The computers in each LC office are networked into printers located somewhere in the office building. White paper for printing is available in the LC Assistant’s office.

## **Office hours**

Faculty are reminded that they are contractually bound to be present for at least nine office hours per week. These hours should be scheduled during the first week of classes, sent to the LC Assistant, posted on the faculty member’s office door, and communicated to students orally and in writing.

## **Using the AUI Library**

AUI has the largest English-language library in North Africa. LC teachers are encouraged to use the resources both for classroom materials and personal enjoyment. Holdings include

over 70,000 titles in print and over 1 million full-text articles in over 4500 journals. The library is equipped with wireless internet.

### Opening hours

Monday – Thursday: 08:00 a.m. – midnight

Friday: 08:00 a.m. – 6:00 p.m.

Saturday: 10:00 a.m. – 7:00 p.m.

Sunday: 12:00 p.m. – midnight

Hours are subject to changed during holidays or to extend during exam periods.

Faculty members can set up a library account to check out books at the library. International faculty will need to provide passport information to open an account. Late fees are 10 dirhams per day. All books should be returned and late fees paid before checkout can be approved. There is a large collection of *TESOL Quarterly* issues in the periodical room of the library (ground floor).

### **Etiquette**

Common standards of courtesy and respect are expected of both teachers and students. Teachers are asked to begin and end classes promptly, and students are expected to arrive on time to class. Teachers are asked to treat each other with respect by waiting outside the classroom until another class is complete, erasing the whiteboard after a session, maintaining a collegial environment. Treating the support staff with respect and appreciation is also expected. Also, use of mass emails should be limited to those times when everyone is truly concerned.

### **Professional Development**

The LC defines professional development as both the training that is commensurate with the needs and requirements of the current jobs and the training opportunities that would help staff take on more responsibilities and develop in their professional careers.

All LC faculty positions are that of lecturer; therefore, teaching is considered the faculty member's primary duty, and teaching reductions are not typically available for research. However, participation in conferences is encouraged and occasionally actively promoted by the LC. Faculty participating in conferences can request a stipend for travel expenses up to 700dhs per diem.

Before departure for a conference or other professional trip, it is necessary to submit a Business Trip Order (see Appendix 2) and to reschedule any missed classes. Make up classes must be reported through the normal channel (see Appendix 2 for Absence Request/Make-up Request form). Upon return, reimbursement forms along with receipts must be completed and returned to the LC Assistant.

### **Research grants**

Seed grants also become available once or twice per year from the Administration. Information pertaining to grants is disseminated by Faculty News on Lotus Notes. In order to receive such a grant, the faculty member must submit an appropriate proposal to the LC Director, who may approve or deny it on the basis of its relevance to the goals of the grants. All accepted grants must meet the criteria of the of the grants' purpose, which include professional development for the faculty member and research outcome's potential relevance to the immediate community. Grants do not exceed 10,000 Dh per annum and are designed to cover directly relevant costs such as materials, travel, and research assistants' wages.

### **Ideas for professional development within the AUI/LC context**

- Attend and present at a Moroccan Teachers of English event or an international event. The main one (with the largest number of subscribers) is MATE (the Moroccan Association of Teachers of English): <http://www.mate.org.ma/>
- There is also MARS (the Moroccan Association of Researchers and Scholars): <http://www.mars-net.org/>.
- Observe a colleague (with permission) or ask a colleague to observe you. Discuss observations/reactions/suggestions.
- Read a book/article on a professional topic. Incorporate ideas into teaching methodology, curricular design, or classroom management. Report to LC faculty about ideas and applications.
- Develop an academic unit for one of the courses. Share it with colleagues for feedback.
- Prepare and deliver a workshop to LC colleagues or colleagues from other schools.
- Do action research in your classes and report to colleagues about it.
- Write an article for publication.

## **Committee work**

In addition to regular LC teaching and teaching-related duties, faculty members may participate in committees on a voluntary basis. Committees may be at the university or the LC level. Strategic Agenda (LC level) and Academic Council (university wide) are two such committees. Members are nominated during a general LC faculty meeting and elected by anonymous ballot. Lecturers who serve on these committees are granted reduced teaching schedules to accommodate the additional work involved.

## **Coordinator positions**

The LC has six coordinator positions filled by faculty. There is a coordinator for each of the four skills taught as well as one for the Business English Program and a testing coordinator. The responsibilities accorded each coordinator are described in Appendix 1.

## **Hiring/Contracts/Renewal**

LC faculty are hired as AUI lecturers for one twelve month period. Teachers may request nine-month contracts. After successful completion of the initial contract, a second one-year contract may be offered, but the terms will not change. That is, faculty should not expect a raise or any other change to the terms of the contract for the second one year contract under any circumstances. If both parties agree, a third contract renewal may be offered. At this time, faculty and administration may discuss changes to contractual terms.

## **Evaluation**

The LC evaluates its instructors in three ways: student evaluations (twice each semester), peer evaluations (observations and Coordinator reports), and director evaluations (as per contract). (See Appendix 2 for copies of all forms relevant to faculty evaluation.) In addition, the faculty member completes a Self-evaluation in which s/he discusses professional goals and professional development. A course coordinator evaluation form is completed by the coordinator of each skill the faculty member has taught since the last evaluation.

Faculty Evaluation and Development surveys are administered to students near the end of each semester. It is the faculty member's duty to deliver survey forms to students with adequate in-class time to respond and to appoint a student responsible for delivering the surveys in a sealed, signed envelope to the administrative assistant, who will tabulate and report the results. This process protects the students' anonymity and grants them freedom to express approval or grievance without consequence or reward.

Evaluations will be carried out in the Spring semester of each year. The LC Assistant will distribute Evaluation Folders and provide a due date. Once the faculty member has received his/her evaluation folder, s/he will complete the self-evaluation form and will collaborate with colleagues to schedule two classroom observations. Teachers are encouraged to meet together before and after the observations. One observer must be a member of the Evaluation Committee. (The LC Assistant has an updated list of faculty members serving on this committee). The teacher submits the folder to the LC Assistant upon completion.

The Evaluation Committee will review all bids for renewal and make recommendations to the director. After receiving the recommendations of the Evaluation Committee, the LC Director will meet individually with candidates.

### **Teaching preferences**

Faculty members will be asked about their preferences for teaching at the end of each semester. Every attempt to honor those requests will be made, but schedules depend on the number of students enrolled in each course in a given semester. Faculty are usually notified of their course schedule during the week before classes begin. However, due to enrollment fluctuations, changes could be made up through the first week of classes.

### **Faculty Meetings and Coordination Meetings**

Faculty meetings will be called by the LC Director two to four times per semester. They are held after 4:30 p.m. in the Language Center Meeting Room (LCMR), located on the ground floor of Building 8, next door to the LC Director's office. Faculty members will be assigned the duty of taking minutes on a rotating basis.

Coordination meetings will be called by the Course Coordinator approximately every two weeks or when needed. These meetings will be arranged at a time when all course teachers are available. The purpose of these meetings is to check that all teachers are maintaining consistency vis-à-vis the syllabus, to distribute supplementary materials, to address any concerns, to create tests, to evaluate test results, etc.

## **Academic Procedures**

### **Placement**

Students are placed into their LC courses based on their TOEFL scores and their WPT exam. Placement is completed by Enrollment Services prior to the beginning of the semester.

### **TOEFL**

Students are placed into the LC based on their scores on the TOEFL. For Academic Reading (ARD), Academic Listening and Speaking (ALS), Grammar in Academic Contexts (GAC) they are placed into levels 1 or 2 based on their TOEFL sub-scores.

LC Faculty are responsible for managing the TOEFL sittings provided by AUI each year. These sittings take place in the Fall, Spring, and Summer sessions. The testing centers include Ifrane, Casablanca, Rabat, Tangier, and Marrakech; not every testing center is utilized every semester/session. The LC Director will send an email requesting volunteers or assigning teachers to manage the testing sites a few weeks before the exam dates.

### **WPT**

The Writing Placement Test (WPT) is administered to students along with their General Admissions Test (GAT). For the WPT, students are asked to write a paragraph on a given prompt in English in thirty minutes. This sample is used to place students into AWT 1 or 2 or into the Composition sequence.

Teachers will be responsible to double grade these tests after the test sittings for incoming students. The Testing Coordinator will divide the tests among faculty members who should grade them according to the rubric provided at that time by the Testing Coordinator (see Appendix 2 for a sample). These tests are then given to another faculty member for double grading. The two teachers meet to discuss their grades and manage any discrepancies. The average number of WPT tests per pair is 30 – 40. Teachers are usually expected to complete and return the papers to the Testing Coordinator within two or three days of receiving them.

### **Level Changes**

Teachers are encouraged to use diagnostic measures in each course during the first week of classes to verify placement. Having done so, teachers may feel that a student has been placed either too high or too low in a given course. In order to have a student changed from one level to another, the teacher should consult the LC Director. After that decision has been made, the teacher should inform the LC Assistant, who will manage the changes and communicate the new schedule to the student. All changes should be made before the end of the Add/Drop period at the beginning of each session.

Students requesting level changes should be referred to the LC Director, who will in turn consult the student's teachers about the case.

### **Syllabi**

Course Coordinators will provide all teachers with the course syllabi for each course they are scheduled to teach. The course syllabi include a course description, course objectives, a list of required and recommended texts, the evaluation grid, and the course outline. All teachers in a course use the same syllabus. See Appendix 2 for a unified cover page which should be personalized for each course. There is also a soft copy available on the N:drive (see below).

## **Supplementary Materials**

### **The N:drive**

LC supplementary materials such as unit plans, worksheets, quizzes, handouts, etc. are available to all LC faculty on a shared network drive—the N:drive. Course coordinators have the responsibility for posting and organizing materials listed under each course title. They are also responsible to train new faculty to use the N:drive and to help them become familiar with the materials that are available.

All faculty are expected to submit supplementary materials to Course Coordinators throughout the semester. Coordinators are expected to post new materials promptly and to regularly add their own materials as well.

If faculty members have any problems accessing the N:drive from their office desktop, they should contact ITS directly (666) or their Course Coordinator.

### **LC Resource Library**

Faculty is invited to explore and make use of the resource library located in the LC Assistant's office. The resources in the LC Assistant's office are available for copying or check-out. Simply let the LC Assistant know if you wish to check out materials for review or use in class. See Appendix 4 for a list of titles available.

## **Classroom Management**

### **Attendance**

Students in the LC 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 LC has adopted the following policy.

The attendance policy of the LC allows a total of ten absences per course, per semester, beginning on the first day of classes. There is no distinction between "excused" and "unexcused" absences. Upon the eleventh absence, the student will be administratively dropped from the course and assigned the grade of "WF."

In addition, one half point (0.5%) will automatically be deducted from the "Teacher's Evaluation" grade for each absence.

If a student is absent, s/he 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 to arrange opportunities for students to make up missed in-class work.

There are three exceptions to this policy, as established by the university. Absences will be allowed if the reason is for:

- 1) university sponsored events,
- 2) field trips, and
- 3) protracted illness or hospitalization, which will be dealt with on a case-by-case basis.

Exceptional cases will be individually dealt with at the level of the LC Director or the Vice President for Student Affairs.

### **Attendance Records**

Teachers should maintain records of student attendance on the Jenzabar data management system. Each time an absence is recorded in this system, students are automatically notified by email. When a student has received five unexcused absences, teachers should email the student and copy (Cc) the LC Director and LC Assistant. The same procedure should be repeated for a student's seventh and ninth absences. It is essential that teachers carefully follow this procedure in order to provide ample evidence that the student was notified of his/her attendance record in the event that assigning a WF becomes necessary.

When a student misses his eleventh class, the teacher should begin the Withdraw/Failing (WF) process. The form can be requested from the LC Assistant. (See Appendix 2 for a sample.) Teachers should complete the form, attach a printed copy of all correspondence regarding attendance with the student, and submit the form to the LC Assistant. The student will be assigned a grade of WF and should not be permitted back into the class. Any appeals by the student should be directed to the LC Director.

### **Cheating and Plagiarism**

Honesty in examinations is taken very seriously at AUI. All attempts at cheating on tests of any kind will result in disciplinary action being taken against the individual(s) concerned. Students caught cheating will be called to the 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 AUI.

LC teachers are encouraged to use measures to prevent plagiarism, such as using creative assignments and requiring students to submit all written work to [www.turnitin.com](http://www.turnitin.com). Each semester, there are training sessions available for the use of this web resource. Contact your Coordinator or turnitin.com point-person Dr. Nancy Hottel (in the School of Humanities and Social Sciences) for more information.

All cases of student plagiarism should be reported to the LC Director. The student will be called to a meeting with the LC Director and the teacher where the case and the penalty will be discussed. The potential penalties include redoing the assignment, receiving a zero with no change of redoing the assignment, receiving a WF for the course, or even withdrawal from AUI.

### **Other Disciplinary Issues**

If a LC faculty member finds that a student is causing problems or disruptions in class, s/he should meet personally with that student to discuss the problem and to find a solution. If the problem persists, teachers should arrange a meeting with the student and the LC Director. The LC Director maintains an “open door” policy on all disciplinary issues teachers may experience in the classroom. Any issues or concerns can be handled in cooperation with the administration.

## **Assessment and Exams**

### **System of Evaluation**

All LC courses shall evaluate students in the following way:

#### **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.

#### **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. These tests will be administered on consecutive days in the evening.

#### **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 LC course they are enrolled in.

#### **Attendance**

Each time a student misses a class, s/he shall have 0.5% deducted from this 5% grade allocation. Students who have used up their absence allowance (10 class days per semester) will be reported to the administration and will be excluded from the final examinations.

#### **Teacher's Evaluation**

A 5% teacher's evaluation grade shall also be allocated. This grade should be considered a measurement of student participation, work ethic, behavior, and cooperation in class.

#### **Final Course Grade**

Students 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 LC courses. 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.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

F = Below 70% (Fail)

WF = (Withdrawal, Failing)

Students who earn above a 90% are eligible to skip the next level of the same course. This is referred to as “superpass.” Students are eligible to superpass in all course sequences except AWT. Students placed into AWT 1001 must also take AWT 1002, regardless of their final grade percentage.

## **Continuous Assessment**

### **Homework**

Students can expect to spend a minimum of one hour each day preparing for each course, thus about four hours of homework a night. Homework assignments may include worksheets, workbooks, reading, writing paragraphs and essays, completing listening and speaking practice such as watching movies and documentaries, conducting interviews, etc. In the past, there has been a false notion among students that LC course are “easy”; every attempt should be made to keep the students busy doing work that will help them to achieve their goals for language acquisition and LC course objectives. Students placed in the super-intensive program will have to double the effort to meet the LC requirement in one semester; thus, they are expected to work on their own a minimum of 15 hours per week.

### **Quizzes**

Teachers may give announced and unannounced quizzes on material for the day to see whether students have prepared the material well; it is also usual for teachers to give two to four in-class quizzes per semester. This is in addition to the two official exams: a mid-term exam and a final exam for each course. Quiz templates or sample quizzes are available on the N:drive. Teachers are encouraged to create new versions of these quizzes to prevent cheating as much as possible. When teachers create a new version of a quiz, they should sent that version to the Course Coordinator so that it can be posted on the N:drive and made available to all LC teachers.

### **Preparing for Exams**

All students in a given course take the same midterm and final. Therefore, the midterm and final exams are prepared by the faculty members teaching the same course. This effort is led by each Course Coordinator. The Coordinator will call for a meeting a few weeks before the deadline for submitting the exam to the Testing Coordinator. (Exams are usually due two weeks before the exam is scheduled.)

In these coordination meetings, faculty members will decide together the method and material for the test. Then, the tasks will be divided among the teachers and deadlines assigned for submitting completed portions of the test. The Coordinator will call for another meeting to review the materials submitted for the exam. Once all teachers have agreed on an exam, it will be submitted for copying to the Testing Coordinator. Once the exam is complete, the

teachers will work together to create or to adopt a “Mock Exam” which is often a previous test used to familiarize students with the format and nature of their exam. All teachers will schedule a day in class for giving student the mock exam. The official exams are scheduled by the LC Director and Testing Coordinator.

### **Proctoring Exams**

LC Midterms and Finals are held during the evening on the first and second days of the AUI exam weeks. The first night of LC Exams are for GAC and AWT held at 18:30 and 20:00 respectively; the second night is ARD and ALS held at 18:30 and 20:00 respectively.

Classes are not cancelled during midterms, but are cancelled during finals. However, if a teacher wishes to hold only classes that will not be tested on a given Midterm exam day, s/he is free to do so.

Teachers are assigned the duty of proctoring both midterm and final exams. Most teachers proctor three or four exams each exam period. One faculty member will be assigned to be the “Head Proctor” and will give the exam instructions to the students. All proctors should remain vigilant to prevent cheating throughout the exam period.

At the end of the exam, proctors should collect the exam copies from students. Proctors should not leave until the Head Proctor has made sure that all exams have been collected.

A light meal will be provided in the SAC to teachers on both exam nights between exam periods.

### **Grading Exams**

Teachers will not grade their own students’ exams. All grading responsibilities will be divided among all faculty teaching the course. Grading begins the morning after the exams in a coordination meeting to calibrate grading. Teachers are expected to complete grading as soon as possible and to return the papers to their colleagues, so that they may be shown to students and calculated as soon as possible.

The AWT Level 1 final and both the AWT Level 2 final and midterm must be double blind graded. Teachers will be assigned a grading partner and 20 - 40 writing exams to grade. The teachers must grade the exams according to the AWT Writing Rubric (see Appendix 2), record the grades on a separate sheet (see Appendix 2), exchange papers, repeat the blind grade process, and then meet to discuss grades and manage discrepancies. A third grader should be consulted in cases of extreme discrepancy.

### **Grade Records**

Teachers should maintain grades in an Excel worksheet (templates are available from Course Coordinators in soft and hard copy; see Appendix 2 for a sample). Grades are officially reported after midterms and after finals and are submitted in both hard and soft copy to the LC Assistant. The Jenzabar computer system is used for official grade reporting. Teachers should call ITS (666) for a user name and password. After logging in, the teacher can

personalize the password. Training for Jenzabar is available through Course Coordinators or the LC Assistant.

### **Midterm Grade Reports**

After midterm grades are calculated (including all work up to midterm and the midterm exam), teachers should use Jenzabar to report student grades. The system allows teachers to assign grades as follows:

#### Undergraduates

G (good) = A or B

S (satisfactory) = C

U (unsatisfactory) = D, F

#### Graduates

G (good) = A

S (satisfactory) = B

U (unsatisfactory) = C, D, F

These grades are reported to students and their parents via email and regular mail.

### **Final Grade Reports**

Grades must be calculated at the end of the semester immediately after final exams are graded. Teachers should not input grades into Jenzabar until the Deliberations meeting has been held to report grades and discuss borderline-passing students.

### **Deliberations**

After final exams are graded, teachers must calculate grades, send soft copies of the Excel worksheet to the LC Assistant (the entire class grade sheet), print and sign a hard copy of each grades sheet for each class and give it to LC Assistant. Teachers should highlight students whose grades are on the border of passing or failing (percentages from 67 – 69). Teachers should be sure to number the students in the far left-hand column of the grade sheet and to indicate at the bottom of the form the number of undergraduates and graduates, the numbers of passing and failing students, and to highlight those on the border (see sample in Appendix 2).

As soon as the LC Assistant has grade reports from all teachers, a Deliberation meeting will be called by the LC Director. This meeting may be held from two to four days after the last final exam is given. (Faculty should not plan to leave for the semester break until after this meeting has been completed.)

During this meeting, teachers will individually report the grades of each class, indicating the numbers of failing and passing students and will discuss with other teachers the cases of students on the borderline of passing. The faculty will work together to determine whether repeating a class will help a student's language progress.

### **Entering Grades—Jenzabar**

After the Deliberation meeting, teachers should enter grades on the Jenzabar system. User names and passwords as well as any other assistance can be obtained by calling ITS (666). Grades will be reported as P (passing) or F (failing).

Teachers should print copies of the grade page from Jenzibar, sign and date the hard copies, and submit hard copies to the LC Assistant. Faculty are not free to leave for semester breaks until these copies have been submitted.

### **Student Questions about Grades**

Students should not be told their final grades. They will receive these grades if all their financial accounts are in good standing via email and regular mail after the final day to report grades has passed.

### **At-Risk Reports**

In order to better support struggling students, AUI has created the Freshman Committee, a group of concerned faculty and staff with the mandate to assist students who are struggling academically. They maintain reports about students who are identified by their grades to be in need of extra supervision. All faculty are therefore asked to complete At-Risk reports on all students who are failing LC classes.

Near the end of the semester, faculty will receive an email from the office of the Vice President for Student Affairs (VPSA). This email will include students who have already been on the At-Risk list due to failing or nearly failing classes in the past. The email will include the At-Risk Student Report Form (see Appendix 2). Teachers should complete one form for each student mentioned in the email or who has failed his/her class. These reports should be printed, signed, and submitted to the LC Assistant who forwards them to the VPSA. Reports are kept confidential and are used only within the committee. These reports should be submitted along with final grades at the end of each semester. Contact the office of the VPSA with questions (2031).

## **Program Review**

### **Course Evaluation**

Students complete course evaluations at the end of each course. The evaluations should be distributed in the final two weeks of classes by faculty members. The forms are available in the office of the LC Assistant (see sample copy in Appendix 2.) The students' responses are considered in the annual summer Program Review meetings.

### **Summer Program Review Meetings (SPR)**

The LC's program undergoes a yearly evaluation with the aim to improve the curriculum and teachers' methodologies and to better satisfy students' needs. This evaluation takes place over several days or even weeks immediately after the convocation of the Summer academic session. All faculty members are expected to be present and to participate. The first step in the process includes each faculty member reporting on the strengths and weaknesses of each course. These reports will be requested by the Course Coordinators over email. These reports are evaluated and meetings are called to evaluate teach course. This evaluation takes into account the following points:

- Midterm students' course evaluation.
- Students' evaluation of faculty.
- ILO surveys filled by students.
- Suggestions from faculty regarding materials, tests, facilities, syllabus content, etc.
- New textbooks based on new approaches to language teaching and learning.
- Workshops.
- Presentations by teachers.

With regard to curriculum review and change, resolutions reached at the SPR meetings are implemented. A follow up of these resolutions is ascertained through:

- Skill coordination meetings which take place approximately every two weeks.
- LC faculty and Director meetings which take place approximately every month.

The curriculum is subject to an intensive evaluation by all faculty once a year in order to keep it up-to date and to maintain consistency.

## **Handling Student Complaints**

The *Student Handbook & Planner* provides a list of appropriate people to contact in case of any complaints, their phone numbers, and their e-mail addresses. Complaints, be they academic or non-academic, are handled by the appropriate departments, by the Vice President for Student Affairs, or the Student Government Association (SGA) which acts as an intermediary between students and different AUI departments.

### **Academic complaints**

A complaint form is made available for students who wish to be assigned a different advisor. The form outlines the procedures for dealing with such a complaint. The complaint is handled by a standing committee on academic affairs. Students' academic complaints are also anonymously voiced through mid-semester course surveys, and Faculty Evaluation and Development Surveys. In addition to multiple choice questions, the surveys allow for written comments on students' satisfaction or dissatisfaction with the course and faculty. Students may also voice academic complaints via the suggestion boxes available around campus or through the online suggestion box.

### **Non-academic complaints**

Another written complaint form is made available to students by the AUI Security & Safety Department in case of non-academic complaints, such as thefts, assaults, rape, attempted rape, or sexual harassment. Complaints regarding sexual harassment, attempted rape, assault, or imminent physical danger, on or off campus are also communicated to the No Violence Task Force, which makes available to students a number of procedures whereby they may lodge their complaints. One of these procedures is in the form of a statement written by the student and submitted to the VPSA.

## Who-to-call List

- To reach the following from phones on campus or at the off-campus residences, simply dial the numbers below.
- To reach these numbers from a phone not of the campus system or by a cell phone, first dial 05 35 86 + the 4 digits

### Questions regarding . . .

Computer problems: 666 (ITS helpdesk)

Campus Emergencies: 3333/555 (housing: female/male)

Front gate: 2165

Shuttle van: 777 (Grounds & Maintenance)

Insurance: 2186 (Human Resources Assistant)

Contract: 2186 (Human Resources Assistant)

Visa/Residence Card: 2186 (Human Resources Assistant)

Student affairs: 2031 (VPSA assistant)

Student activities 2125 (SAO assistant)

Security/To request unlocking services: 2222

Salary/To request pay stubs/income reports: 2017 (Payroll Manager)

Banking: 2017/2186 (Payroll Manager and/or Human Resources Assistant)

Vehicle registration/Parking: 2222/777

Maintenance: 777 (Same number for office, on-campus residences, and for off-campus residences).

### Religious services

Reverend Karen Smith: 0661-20-9443

Mr. Sliman Khanjari, Imam: 0535-86-2180

International Office (for students): 2065 (I.O. assistant)

### Schools

SHSS: 2012/2427 (assistant)

SSE: 2114 (assistant)

SBA: 2313/2311 (assistant)

Turnitin.com questions (Nancy Hottel): 2465

MML technician: 2344

Health Clinic: 2057

for Emergencies and After Hours Care

Men: 555

Women: 3333

## FAQs

### **What if I lose my Cash Wallet/ID card?**

If you lose your card, the Office of Business Services must be notified immediately. Replacement cards are available for 50 Dhs from the Business Office.

The magnetic strip on the card must be protected at all times. Appliances that have strong electrical fields, such as TVs, can demagnetize the card and will make the card unusable and it will not register in the computer.

An account sometimes becomes “blocked” because of a demagnetized card or changes in an account. A blocked account means that a card can not be used until the account is unblocked. Only the Office of Business Services can unblock your account.

### **What are the restaurant services on campus?**

There are four restaurants on the AUI campus. There is a dining room set aside for faculty upstairs. The restaurant staff will serve faculty members from the buffet line, which usually features Moroccan tajines every day and Couscous on Fridays as well as a wide choice of cuisine from around the world. Faculty members may also order from the grill or the pizzeria. There is also a cafe situated in the ground floor of Building 2 serving hot and cold drinks, pastries and cold sandwiches.

#### Opening hours

- Breakfast is served from 6.30 a.m. until 10.00 a.m.
- Lunch is served from 11.30 a.m. until 14.30 p.m.
- Dinner is served from 18.30 p.m. until 21.00 p.m.
- Café is open from 8.00 a.m. until 2.00 a.m.
- Snacks are served in the self-grill from 15.00 p.m. until 18.30 p.m. and from 21.00 p.m. until 23.00 p.m.

None of the restaurant facilities will accept cash. The following describes how all food and drinks are purchased.

### **What are the hours and services provided by the Health Center on campus?**

#### **Hours of Operation**

Monday - Friday: 8:00 - 20:00 (8pm)

Saturday: 9.00 - 12.00 noon

#### **Emergencies & After Hours Care**

Men x555

Women x3333

### **Services Provided**

- Primary Care Services
- General Health Information
- Health & Wellness
- Personal & Psychological Counseling
- Injury Treatment
- Nutrition Information
- Pharmacy

All services and consultations are kept in strict confidence. Please come and visit us for any reason.

### **AUI Medical Staff**

The AUI has 3 qualified doctors and 3 nurses available 24 hours a day, 7 days a week.

### **Contact Information**

The Health Center is conveniently located in Building 26. During business hours, please call ext. x2057. If you need medical attention after hours or for an emergency, please call the Hall Directors (Men ext. 555, Women ext. 3333)

### **Emergencies:**

AUI partners with the Clinic ATLAS in Fès and Clinic La Capitale in Rabat for emergency treatment of students who require further analyses or immediate hospitalization. All who are treated at the Clinic must have been referred by AUI medical staff.

Total coverage of 100% by health insurance is given in the following cases:

- Illness requiring immediate hospitalization, or
- Injuries caused by accidents that may or may not require hospitalization.

Campus policy dictates that "...only an AUI doctor, or the housing officer in his/her absence, determines what an emergency is and who should go to the clinic ATLAS or the clinic La Capitale; and only an AUI doctor can call the ambulance to take the patient to the hospital."

## Student Clubs

There are many clubs for students to become involved in on campus. All club meetings are held in English. Teachers are welcome to contribute to the student organizations. The following is a list of clubs usually available for students:

**Abacus:** This club gathers Mathematics addicts and works on funny activities to make the students love math.

**ACM chapter:** It promotes education in computer science and information technology, and helps students gain insight into computing as a profession.

**Agraw club:** The club's main objectives are to promote a greater interaction between the Rifi culture and other different cultures, and to celebrate its rich heritage.

Website : [www.agraw.com](http://www.agraw.com)

**Amici d'Italia Club:** The club gathers the fun of the Italian culture and work on promoting it on campus. Part of the program, there is the language lessons, movies projection, food bazaar and more.

**Amnesty Group at Al Akhawayn:** It promotes awareness on human rights issues among students and holds campaigns and petitions that are launched by Amnesty International.

**Andalusian Music and Amdah:** This club regroups a number of dedicated students keen on preserving their musical cultural heritage and organizing Ramadan religious nights. Taught by professors Mohammed Briouel, they offer a minimum of one andalusian music night a semester and one Amdah night a year.

**Arabiyat Club:** Its focus is on the Arabic culture. Members may organize a Poetry Night or debates on Arabic topics, as they may work in collaboration with the Housing Office for posting Arabic poems and proverbs in the students' dorms.

**Astronomy Club:** It promotes the astronomy knowledge among AUI students through organizing star gazing nights, movies projections, and field trips.

**British Club:** Like the other clubs, its objective is the promotion of the British culture.

**Communication Club:** Often with the collaboration with the School of Humanities and Social Sciences and with the great help of faculty advisors, the club organizes public presentations on issues related to communication and mass media projects. The club had also started the tradition of organizing the Moroccan Film days where eminent Moroccan actors and directors are

Blog:

<http://auicommunicationclub.wordpress.com/2008/10/10/communication-club/>

**Counter Strike Club:** This club's focus is on video games of terrorists and anti-terrorists and the best AUI team takes part in the national tournaments. It hosts also the Sahalan Global.

**Convivencia Club:** The club aims at promoting the understanding of the Islamic culture and civilization, the intercultural dialogue, and providing a better understanding between faiths. Among the club activities, there are conferences, trips, workshops, games, projections.

**AUI Voices United:** A number of devoted students and queen about choir work hard in order to represent AUI in national and international events. The club performs semiannually in AUI's Talent Shows and always wins a wide appreciation. The club takes part in the International Festival of Music in Marrakech among other participants from all over the world. Voices United join their voices to share with you various repertoire of Gospel, classical, modern, and oriental music.

**Courant D'Art Club:** It promotes cultural events from different horizons so as to broaden AUI students' artistic and cultural knowledge. It also offers piano and drawing lessons.

**Dance Clubs:** Salsa, Arabesque, Contemporary Dance—The clubs offer dance classes on a regular basis and perform in AUI Talent Show.

**Design club:** The objective of the club is to develop the students' skills in design. Workshops in this sense are weekly organized. The clubs also offer help to other clubs.

**Diplomacy club:** It seeks to advance the academic knowledge and training of the club members, and establish a network of contacts among members and other interested parties.

**Horse Riding Club:** It offers a wide variety of activities such as weekend trips to equestrian centers for riding and big trips to many Moroccan cities.

**Economics club:** In order to know more about the field of economics, the club was created by a group of students from the school of Business. Their main activities are conferences and talks by famous guest speakers.

**Explorers club:** A club dedicated to exploring Morocco: the nearby regions - like the Gouraud Cedar, La Vallée des Roches, and Oum Rabia Springs.

Website: <http://www.aui.ma/personal/~explorers/>

**ESN-Ifrane:** Erasmus Student Network is a European wide student network. Its goal is to support and develop student exchange. Now this organization has extended its network to include the first Mediterranean country Morocco.

**Finance Club:** The Guest Speakers and Field Trips are the main activities of the club so as to educate AUI students about finance and its related fields.

**Future Entrepreneurs:** It offers entrepreneurial programs and business information to the members interested in expanding or starting their own businesses.

**Gender & Development Association:** The club is concerned with family development and social issues.

**German Club:** The club gives German lessons, organizes disguise carnival, silent movies festival, and theme parties. Other programs include the summer exchange school in Germany.  
Website: <http://stud.alakhawayn.ma/~German/>  
Blog: <http://germanclubaui.blogspot.com/>

**Gnawa Club:** The club is interested in the promotion of the Gnawa music. It offers Gnawa music lessons for the sake of building an AUI Gnawa group. The sessions are offered twice a week with Maallem Abdenbi in the auditorium of building 17.

**Group of Rational Ecologists & Environmentalists ( G.R.E.E.N Club):**Its aim is to raise the students' awareness on environmental and ecological concerns.

**Hassani club:** Its purpose is to the promotion of the Hassani culture. Their major event is the Hassani Day which includes exhibitions, lectures, Hassani music and other special cultural aspects.

**Hand In Hand Association:** This humanitarian association works on projects such as the adoption of primary schools and other development projects in the region of Ifrane. The Fun Run event is organized each spring semester as a means to raise funds.

**Health Care club:** Its main goal is to make AUI community aware of the importance of health care and improve their life style. The club also works on fund raising for the needy people suffering from diseases.

**Human Resources Club:** Among its objectives is making AUI community aware of HRD and HRM and recognizing auxiliary staff contribution at AUI.

**Human Rights Club:**It promotes awareness on human rights issues among students and holds campaigns and petitions that are launched by Amnesty International.

**Islamic Art & Culture:** The clubs' main objective is to shed lights on the Islamic culture and heritage through conferences, presentation, and special music nights.

**Japanese Circle:** Promotes the Japanese culture and language. The club organizes Japanese courses and the Japanese days in collaboration with the Japanese Embassy in Morocco.  
Website :<http://www.aui.ma/personal/~Japanese/>

Junior Enterprise: Related to the field of engineering, the students offer consulting services to the market experiencing unique opportunities. The students add practical skills to their theoretical knowledge.

Marketing Club: Among its objectives is to educate the students on the issues in the vast field of marketing.

Mimouna club: Encourages students to discover and learn more about the Moroccan-Jewish language and culture.

Model United Nations club (MUN-AUI): Oriented towards simulations of the United Nations, the club's focal point is enhancing the students' ability to communicate formally, fostering the understanding of international diplomacy and knowing more about the proceedings of the United Nations.

Moroccan Economic & Political Leaders: It gathers a group of students interested in the Moroccan current politic and economy. They aim at enhancing their skills and building relationships with famous persons in this domain. Their major event of every semester focuses on a national recent and hot issue.

One World Youth Project: The club is about a unique sister-school program for middle and high school students, linking groups in the US/Canada with groups from around the world together in learning partnerships for the purpose of community service toward the achievement of the United Nations Millennium Development Goals.

Oxygen Drama Club: The club helps the members build a creative personality through theatre plays. The club has been offering AUI community a number of theatre plays, skits and theatrical improvisations.

Paintball Club: It organizes paintball tournament which is a combination of "hide and seek" and "tag" but much more sophisticated and challenging.

Public Speaking and Debating Society: The PSDS club's main objectives are: to promote AUI students ability to communicate with fluency and excellence; and to organize, conduct and participate in national and international exhibitions and competitions in public speaking and debating. The club participates in national and international Public Speaking and Debating competitions, won the national competition in 2005 and was 2nd in the international one.

Rotaract club: Rotaract aims at fostering leadership and responsible citizenship, encourages high ethical standards in business and promotes international understanding and peace. It conducts Health Awareness Days, Blood Drive and Tetanus campaigns, circumcision day, and some social events.

Rhythm Unity: While developing the talents of AUI students, the club aims at helping the needy people in Ifrane through organizing a concert for their benefit.

Spanish Club: Introduces AUI students to the Spanish culture. Recently, the club did a partnership with the institute of Cervantes in Fes for regular language lessons at AUI.

SIFE: Guided by AUI faculty advisors and supported by the Business School, SIFE Teams teach important concepts through educational outreach projects, including market economics, entrepreneurship, personal and financial success, and business ethics to better themselves, their communities and their countries.

Sticky Greenzzz / Rap Club: A group of rap-lovers who offers rap concerts on a regular basis, and organizes and participates in music events inside campus, notably the Talent Show.

Tamesmount Nel Akhawayn Club: Its main objective is to promote the Berber culture and language in AUI. The Club successfully organizes Amazigh days. These usually include lectures, book exhibits, entertainment, special meals, and sales of traditional items. Website: <http://stud.alakhawayn.ma/~TAMESMOUNT/>

United Associations: United Associations' objectives are to unify the clubs efforts for a better productivity and more efficient activity planning; to raise a spirit of instructive competitiveness; to improve communication in our campus; and to spread a feeling of motivation among AUI students. The club also works as a think-tank assisting SGA.

# **Appendices**

## **Appendix 1: Job Descriptions**

### **• Job Description for LC Director**

Functional Description: The Director of English Language Center is responsible for the leadership and management of the University's English Language Center on the campus in Ifrane. He or she is responsible for the development and conduct of an English as a Foreign Language (EFL) program that effectively prepares students whose native language is other than English for academic study at AUI.

Major Duties and Responsibilities:

- Supervises the development and conduct of the University's EFL program at all sites.
- Exercises general administrative leadership of the University's English Language Center.
- Is responsible for recruiting, registration and records for students in the University's EFL program.
- Cooperates with the Director of Enrollment Management in student recruiting and admissions.
- Prepares periodic reports on the EFL program.
- Conducts regular evaluations of the effectiveness of the University's EFL program.
- Selects, appoints, supervises and evaluates the faculty and staff of the English Language Center.
- Manages the budgets of the Center.

Reporting Line: Reports to the Vice President for Academic Affairs. Works cooperatively with the Director of Enrollment Management, the academic deans and the chair of the Department of English.

Span of Control: Reporting to the Director of the English Language Center are the following: Coordinators

Qualifications: The Director of the English Language Center must hold a doctoral degree in EFL or applied linguistics and have at least five years successful experience in teaching English as a foreign language.

The Director must be knowledgeable about contemporary methodology and technology for teaching EFL and the alternative methods of evaluating and certifying English-language proficiency.

The Director must be an accomplished administrator, have excellent communication and public relations skills and be trilingual, with competence in Arabic, English and French. He or she must understand effective marketing procedures and be sensitive to the role of the University's EFL program in its overall enrollment management program.

- **AUI Language Center Course Coordinator Job Description**

The Course Coordinator position at the AUI Language Center exists in order to ensure that each course is well-organized, has a detailed syllabus and objectives, and that since common exams are given, each faculty member teaching a specific course is meeting the same objectives. The course coordinator teaches 5 fewer hours per week than other LC faculty members. Concerning the hierarchy, the course coordinator reports to the testing coordinator concerning midterm and final exam preparation and reports to the LC Director concerning everything else.

**Specific Duties of the Course Coordinator:**

- prepares the syllabus for each course he/she coordinates (based upon decisions made during course reviews each June)
- holds meetings to ensure that every instructor teaching that course gets that syllabus and understands it thoroughly
- gives each teacher in a specific course a model of the Course “Grade Sheet”
- is responsible for holding regular meetings to discuss the teaching of the course
- assigns colleagues to develop supplementary materials; collects and distributes those materials to all instructors teaching a specific course for them to copy for their students
- assigns quiz production to each faculty member teaching a specific course
- is responsible for organizing the writing of a mock midterm and a mock final
- is responsible for overseeing midterm and final exam conception, production, correction and evaluation
- assigns each course instructor a portion of an exam to write (unless the coordinator prefers to do this himself/herself)
- meets deadlines assigned by the testing coordinator concerning exam production
- develops a lab or SAC schedule each semester
- turns in a test report for every midterm and final exam to the testing coordinator
- works with the lab. coordinator to provide materials for lab. and SAC sessions
- chairs a course review meeting every June for all LC faculty members in order to discuss the effectiveness of that specific course
- fills out a “Skill/Course Coordinator’s Report” on each faculty member teaching a specific course whenever that faculty member is up for re-contracting
- puts in book orders each semester for the following semester for each course coordinated
- meets regularly with the LC Director, the Testing Coordinator, and other Course coordinators

- **AUI Language Center Faculty Job Description**

- To teach up to 20 hours per week in LC classes made up of 15 or fewer students.

- To maintain regular office hours (9 per week).
- To assist Course Coordinators in the production of tests.
- To submit grades for students according to the Evaluation policy of the LC.
- To assist in the supervision of the student self-access centers.
- To assist Course Coordinators in the design and selection of teachings materials for courses taught.
- To maintain regular attendance record and to report excessive absences to the LC Director, according to the Attendance Policy of the LC.
- To cover classes for absent colleagues, as need requires.

## **Appendix 2: Forms**

1. Make-Up Request
2. Check-out Form
3. Copy Request
4. Business Leave Request
5. Evaluation Packet
  - Student Evaluation Forms
  - Self-Evaluation
  - Classroom Observations
  - Coordinator Evaluation Form
6. Writing Rubrics
  - WPT Rubric
  - Paragraph Rubric
  - Essay Rubric
7. Unified Cover Page for Syllabi
8. W/F Form
9. Double Grading Form for AWT exams
10. Grade Record Form, template
11. Sample End-of-Semester Grade Report form, ready for Deliberations
12. At-Risk Report Form
13. Student ILO Surveys

## **Appendix 3: LC Booklet**

Available Online at:

[http://www.aui.ma/VPAA/LanguageCentre/LC-Booklet\\_Spring\\_2009.pdf](http://www.aui.ma/VPAA/LanguageCentre/LC-Booklet_Spring_2009.pdf)

## Appendix 4: Resource Lists

- **LC Resource Library located in the LC Assistant's Office**

### List of writing books

- A content based writing book \*2.
- A content based writing book-Mosaic one.
- A content based writing book-Mosaic two.
- A first book in comprehension and composition.
- A manual for writers.
- A writing process book.
- Academic writing course \*3.
- Academic writing for graduate students.
- Academic writing –second edition, exploring process and strategies.
- Advanced writing skills.
- Basic composition for ESL.
- Basic Writing.
- Blue print sb.
- Blue print wb.
- Communicative ideas.
- Comprehending academic lecture.
- Correction a positive approach –language mistakes.
- Correction.
- Distinction –English for advanced learners.
- Effective writing.
- Exploring grammar in writing.
- Focus on grammar on advanced course for reference and practice, second edition.
- Free style.
- From writing to composition.
- Gate ways to academic writing.
- Great essays.
- Great essays –second edition 4.
- Great paragraph \*2.
- In context.
- Insights academic writing.
- Insights into academic writing \*4.
- Integrated skills –upper intermediate wb.
- Integrated skills –upper intermediate.
- Introduction to academic writing –second edition.
- Key Writing skills.  
Letters.
- Modern impressions writing in our times.
- Mosaic II, a content based writing book 2.
- Paragraph Writing.
- Power through the written word \*2.
- Practice advanced writing.
- Preparation for writing grammar.
- Process your thoughts.
- Progressive writing skills.
- Ready to write more.
- Refining composition skills 2.
- Refining composition skills –fifth edition.
- Study task in English.
- Study writing.
- Test and assessment.
- The sampler –patterns for composition.
- The write path basics of paragraph writing.
- Timely topics.
- Tools for writing \*2.
- Tapestry Writing 4.
- Weaving it together.
- Write ideas a beginning writing text.
- Writer's choice composition and grammar.
- Writer's choice.
- Writing.

- Writing 4.
- writing about literature.
- Writing academic English 5.
- Writing clearly.
- Writing clearly –an editing guide.

- Writing English for academic study series \* 5
- Writing English for business –second level.
- Writing essentials.
- Writing in English book3.

### List of grammar books

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>A communication grammar of English 3.</li> <li>-A communicative grammar.</li> <li>-A content based grammar *3.</li> <li>-A content based grammar mosaic two.</li> <li>-A practical English grammar 2.</li> <li>-A practical English grammar exercises 2.</li> <li>-A student English Grammar.</li> <li>-A student’s grammar of the English language.</li> <li>-A teacher’s grammar.</li> <li>-Advanced grammar in use.</li> <li>-Analyzing the grammar of English 2.</li> <li>-Applied English grammar 4.</li> <li>-Basic English grammar –second edition.</li> <li>-Basic English usage Exercises 2.</li> <li>-Beginning interactive grammar 2.</li> <li>-Beginning syntax.</li> <li>-Blue print grammar practice.</li> <li>-Current English grammar 3.</li> <li>-English grammar –an intermediate reference and practice book –new edition*2.</li> <li>-English Grammar exercise.</li> <li>-English grammar for students of Spanish.</li> <li>-English grammar –helping learners with real English.</li> <li>-English grammar lessons -upper intermediate 2.</li> <li>-Essential grammar practice</li> <li>-Essential of English grammar.</li> <li>-Explaining English grammar.</li> <li>-First English grammar</li> </ul> | <ul style="list-style-type: none"> <li>-Focus interactive grammar for students of ESL.</li> <li>-Focus on grammar 3</li> <li>-Focus on grammar 5, ed 2.</li> <li>-Focus on grammar a basic course for reference and practice –second edition 2.</li> <li>-Focus on grammar an advanced course for reference and practice second edition *3.</li> <li>-Focus on grammar 4 –an integrated skills approach third edition.</li> <li>-Focus on grammar a high intermediate course for reference and practice –second edition.</li> <li>-Focus on grammar an integrated skills approach.</li> <li>-Focus on grammar an intermediate -course for reference and practice second edition*2.</li> <li>-Focus on grammar –integrated skills approach third edition.</li> <li>-Focus on grammar intermediate course for reference and practice</li> <li>-Focus on vocabulary –Mastering the academic word list.</li> <li>-Get your tenses straight.</li> <li>-Grammar</li> <li>-Grammar and practice.</li> <li>-Grammar and practice with answer key.</li> <li>-Grammar and usage practice book.</li> <li>-Grammar dimensions 3 *2.</li> <li>-Grammar dimensions 4.</li> <li>-Grammar dimensions for meaning and use three 2</li> <li>-Grammar dimensions form meaning and use 14.</li> <li>-Grammar dimensions form meaning and use three, teacher Manuel 4.</li> <li>-Grammar dimensions –platinum edition 3.</li> <li>-Grammar dimensions 2.</li> </ul> |
|---|--|

- Grammar games and activities 3.
- Grammar games.
- Grammar in context
- Grammar trouble shot.
- Grammar with a purpose.
- Improving the grammar of written English the handbook.
- Instant grammar lessons.
- Integrated skills advanced wb.
- Intermediate grammar helpline 2.
- Intermediate grammar worksheets \*2.
- Longman advanced grammar.
- Longman English grammar practice.
- More grammar games.
- More grammar practice \*3.
- Mosaic II a content based grammar \*3.
- Mosaic one.
- Mosaic II a content based grammar.
- Mosaic two 4.
- Nitty gritty grammar.
- On stage with English 3.
- Oxford business English grammar and practice.
- Phrasal verbs plus.
- Phrasal verbs.
- Practical English wb.
- Practice your preposition.
- Professor grammar's rule book 12.
- Referring composition skills
- Rhetoric and grammar.
- Teaching technique and resources in teaching grammar.
- The advanced grammar book 3.
- The anti-grammar book.
- The English verb.
- The lexical approach
- The tapestry grammar – a reference for learners of English \*3.
- Understanding and using English grammar –third edition\*3.
- Understanding and using English grammar \*4.
- Understanding and using English grammar – second edition wb.
- Understanding and using English grammar – second edition 6.
- Understanding English grammar third edition \*2.
- University course in English grammar 2.
- University grammar of English.
- Ways to grammar \*4.

#### **List of reading books**

- A content based reading book-mosaic one \*2.
- A content based reading book-mosaic two \*2.
- A content based reading book.
- Advanced reading.
- Basic vocabulary builder.
- Between the lines \*3.
- Build your vocabulary.
- Cambridge advanced English.
- Catching on to American idioms 2.
- Cause and effect –intermediate reading practice.
- Challenge to think.
- Culture connection.
- Developing reading skills.
- Developing reading versatility\*5.
- Developing Reading versatility -seventh edition \*5.
- Developing Reading versatility -tenth edition.
- Easy reading selections in English.
- English vocabulary in use 5.
- English vocabulary in use –Cambridge, low prices edition.
- English vocabulary in use new edition.
- English vocabulary in use-upper intermediate 3.

- Expanding reading skills3.
- Focus on American culture.
- For and against.
- For your information advanced English.
- Global views reading about world issues 2.
- Global views.
- Idioms at work.
- Improving aural comprehension \*5.
- In context \*3.
- Introducing reading.
- Journeys to cultural connection.
- Key reading skills for car.
- Link pages – content based integrated skill text.
- More than words book2.
- More than words book1.
- Mosaic II reading skills book.
- Mosaic two reading.
- North star.
- Overheard and understood.
- Patterns of cultural identity.
- Pizza tastes great.
- React interact–situations for communication.
- Read all about it.
- Reading.
- Reading 4 \*6.
- Reading and thinking in English \*4.
- Reading at the university.
- Reading in a second language.
- Reading in your own.
- Reading laboratory 2 a.
- Reading laboratory 2 b.
- Reading workout.
- Synthesis advanced.
- Techniques and resources in teaching reading.
- The adventures of Huckleberry Finn.
- The adventures of Tom Sawyer.
- The big picture –idioms at metaphors.
- Thresholds in reading.
- Twelve tables by Noth Amiel.
- Vocabulary.
- Word perfect.
- World builder.
- Writing skills – a problem solving approach.

#### List of listening books

- Academic encounters.
- Academic listening encounters.
- Advanced conversation.
- Advanced listening and note taking skills.
- Advanced listening comprehension\*4.
- Advanced listening comprehension-developing aural and note taking skills \*3.
- All work and no play.
- American head way.
- American stream line –connections \*2.
- Authentic and aware.
- Cae
- Can't stop talking.
- Can't stop talking –second edition.
- Chicken smells good.
- Clear speech \*2 .
- Communicate a video course in English viewer's guide 2 -intermediate.
- Communication in the language class room.
- Consider the issues –advanced listening comprehension, developing aural and note Talking skills.
- Contemporary topics –advanced listening and speaking \*17.
- Contemporary topics 2 \*2.

- Contemporary topics 3.
- Cue cards –nations of the world.
- Communicate a video course in English viewers guide –beginning.
- Contemporary topics –advanced listening and note talking skills-second edition.
- Discussion A-Z advanced.
- Discussion interaction in the academic community.
- Edyak Allan Poe storyteller.
- English pronunciation.
- English Vocabulary in use \*2.
- English Vocabulary in use-upper intermediate.
- Exercises in listening.
- Exploring Spoken English.
- Face the issues –intermediate listening and critical thinking skills \*4.
- For and against.
- Get it got it.
- Give and take.
- Great ideas –listening and speaking activities for student of American English.
- Head way.
- In at the deep end.
- Insights.
- Interactive listening on campus 6.
- Intermediate listening comprehension\*3
- Lessons with laughter.
- let’s talk.
- Listen in.
- Listening 3
- Listening 4 \*3.
- Listening contours –second edition.
- Listening contours.
- Listening dictation.
- Listening focus
- Listening speaking skills book.
- Listening Task \*2.
- Listening to communicate.
- Live action English.
- Mosaic II.
- Multimedia for Learning.
- Note worthy 2
- Note worthy 2 –listening and note taking skills.
- Note worthy –listening and note talking skills 5.
- Note worthy –listening and note talking skills second edition 7.
- Note worthy –third edition.
- On stage video activities.
- On stage video activity book.
- Over to you
- Overheard and understood.
- Pair work student A \*2.
- Pair work student B \*2.
- Pair work.
- Panorama 2.
- Passages exploring skills book.
- Progressive listening.
- Pronunciation contrast in English.
- React – interact situation for communication\*7.
- Salsa is hot 2.
- Side by side second edition.
- Situational dialogues \*2.
- Sound advice –a basis for listening \*2.
- Sound advice a basis for listening.
- Speaking 3 \*1.
- Speaking 4 \*4.
- Speaking clearly.
- Speaking solutions –interaction, presentation, listening and pronunciation skills \*11.
- Spring Boards –interacting in English.
- Start with listening \*2.

- Study listening guide for teachers \*2.
- Study listening –student’s book.
- Take it easy.
- Tapestry 1
- Tapestry 4.

- The listening file \*3.
- Tractions for listening.
- Understanding conversations
- Very 102 teachable films.

### **List Teacher’s Manuals**

- 101 ways to use McMillan dossiers.
- Advanced language practice.
- American portfolio.
- Communicative language teaching.
- Cambridge proficiency examination practice 5 \*3.
- Campus English.
- Campus English –a study skills course for university students.
- Classroom interaction.
- Communication activities for beginners to intermediate.
- Compact mosaic I \*2.
- Course design.
- Email for English teaching.
- English for English teaching.
- English for Spanish purposes.
- English for specific purposes.
- English observed.
- First certificate organizer.
- focus an American culture.
- For and against
- Great ideas.
- Great paragraphs
- In advance.
- Instructor’s Manuel-mini lectures.
- Introducing language awareness.
- Introducing Standard English.
- Language two.
- Learning to learn English.

- Listen for it.
- Listen for it -teacher’s guide, new edition.
- Making instruction work.
- Michigan
- New ways in teaching grammar.
- New ways in teaching speaking.
- News papers.
- One to one.
- Panorama 9.
- Professional English teaching guide.
- Progressive writing skills.
- Publication of the Moroccan association of teachers of English.
- Recipes for tired teachers
- Sound advice –a basis for listening –second edition.
- Sounds intriguing resource material for teachers.
- Strategies in learning and using a second language.
- Syllabus design
- Teacher’s hand book.
- Teaching English as a second or foreign language –second edition.
- Teaching monolingual classes
- Techniques and principles in language teaching.
- Techniques in teaching writing.
- Testing in language programs.
- True colors
- Ways in teaching grammar.
- World view 3 \*3.

### **List of Business English books**

- A concise guide to technical communication \*2.
- A correspondence work book.
- A tour of international trade.
- American business grammar.
- American business vocabulary.
- Basic telephone training.
- BBC business English.
- Build your business grammar.
- Business assignment \*2.
- Business builder.
- Business calls.
- Business challenge \*2.
- Business communication.
- Business communication –practical written English for the modern business world.
- Business English program.
- Business English resource book.
- Business entertainment environment.
- Business focus.
- Business games.
- Business language practice 2.
- Business listening tasks 2.
- Business matters2.
- Business objectives \*2.
- Business partners wb.
- Business partners.
- Business to go \*2.
- Business vision.
- Call essentials.

- Challenges.
- Company to company.
- Creating opportunities \*4.
- English for business communication.
- Executive skills.
- Finance 2.
- Financial English\*3.
- Focus on business \*4.
- Focus on health
- In at deep end.
- Language business English.
- Making business decision 3.
- Marketing.
- Meeting objectives \*5.
- Meetings.
- New headway- English course.
- New international business English 3.
- Old favorites-all ages.
- Personnel.
- Speaking of business.
- Stand and deliver.
- Starting business English \*3.
- Success with business words.
- Teaching business English.
- Telephone skills.
- The language of meeting.
- The working week \*3.
- Written English for business \*2.

#### **List of dictionaries**

- English dictionary
- English dictionary for advanced learners.
- English dictionary work book.
- English grammar helping learners with real English.
- Essential English dictionary work book.

- Cambridge –grammar of English.
- Collins co build –English usage -helping learners with real English.
- Collins co build –English usage.
- Collins co build 3

-Dictionary language teaching and applied linguistics.

-Longman dictionary of business English 2.

-Mc Milan English dictionary.

-Oxford –Advanced learners \*4.

-Oxford English picture dictionary work book\*2.

-Progressive writing skills.

-Random house Webster's college thesaurus.

-The Cambridge picture dictionary.

-The random house thesaurus college edition.

• SAC Inventory

TITLE	AUTHOR	PUBLISHER	QTY
<i>Animal Farm</i>	George Orwell	Signet Classics	21
<i>Secret Garden</i>	Frances Hodgson Burnett	Puffin Classics	18
<i>Call of the Wild</i>	Jack London	Scholastic Classics	24
<i>Things Fall Apart</i>	Chinua Achebe	Anchor Books	21
<i>House of Mango Street</i>	Sandra Sisneros	Vintage	23
<i>To Kill a Mocking Bird</i>	Harper Lee	Warner Books	23
<i>Catcher of the Rye</i>	J.D Salinger	Little Brown Books	19
<i>The Old Man and the Sea</i>	Earnest Hemingway	Scribner	10
<i>The Picture of Dorian Gray</i>	Oscar Wilde	Penguin	22
<i>The Alchemist</i>	Paolo Coelho	Harper San Francisco	10
<i>20<sup>th</sup> Century Short Stories – Vol.1</i>	Jean A. Maconohie	Heinle & Heinle	54
<i>20<sup>th</sup> Century Short Stories – Vol.2</i>	Jean A. Maconohie	Heinle & Heinle	55
<i>Grader Reading – Level 3</i>		Penguin Reader	9
<i>Grader Reading – Level 4</i>		Penguin Reader	20
<i>Grader Reading – Level 5</i>		Penguin Reader	16
<i>Grader Reading – Level 6</i>		Penguin Reader	9
<i>Grader Reading – Intermediate</i>		Heinman Guided Reader	67
<i>Grader Reading – Intermediate</i>		McMillan Bookshelf	12
<i>Grader Reading – Upper Int.</i>		McMillan Bookshelf	15
<i>Cambridge Advanced Learner Dictionary</i>			2
<i>Contemporary English</i>			1
<i>Oxford Learner's Dictionary</i>			2
<i>English Usage</i>			1
<i>The Cobuild Series – English Dictionary</i>			1
<i>The Meriem Webster's Dictionary</i>			1

• **List of courseware programs available at the MML**

<b>ESL-EFL Courseware</b>	<b>Business English Courseware</b>
<ul style="list-style-type: none"> <li>• Accelerated English 1</li> <li>• Accelerated English 2</li> <li>• Accelerated English 3</li> <li>• Ace Reader</li> <li>• Active English 1</li> <li>• Active English 2</li> <li>• Active English 3</li> <li>• Active English 4</li> <li>• <b>Clarity Tense Buster</b></li> <li>• Echolangues Avancé</li> <li>• Echolangues Débutant</li> <li>• Echolangues Intermédiaire</li> <li>• English Vocabulary (Comparison)</li> <li>• English Vocabulary (Going Places)</li> <li>• English Vocabulary (Home)</li> <li>• English Vocabulary (School and Work)</li> <li>• English Vocabulary (Shopping)</li> <li>• <b>Focus on Grammar</b></li> <li>• Focus on Grammar Interactive 5</li> <li>• <b>Issues in English</b></li> <li>• Talk to Me</li> <li>• VECTOR (Expressions)</li> <li>• VECTOR (The English Assessor)</li> <li>• <b>CPI, English Learning Center</b></li> <li>• PronunciationPower1</li> <li>• PronunciationPower2</li> <li>• <b>DIWE 7</b></li> </ul>	<ul style="list-style-type: none"> <li>• Business to Go 1</li> <li>• Business to Go 2</li> <li>• English for Business (An introduction to a Company)</li> <li>• English for Business (International Marketing)</li> <li>• English for Business (International Sales)</li> <li>• English for Business (Managing Quality)</li> <li>• English for Business (Negotiating)</li> <li>• English for Business (Organizing Change)</li> <li>• Multilevel Business English Programme</li> <li>• Telephoning in English</li> </ul>

## Appendix 5

- **List of Acronyms in Al Akhawayn University (by categories and alphabetically.)**

- Schools

- ASI: Al Akhawayn School of Ifrane
- SBA: School of Business Administration
- SHSS: School of Humanities and Social Sciences
- SSE: School of Science and Engineering

- Academic Centers

- ASAS: Arabic Self-Access Center
- CAD: Center for Academic Development
- CEIRD: Center for Environmental Issues and Regional Development
- EEC: Executive Education Center
- HRCWEC: Hillary Rodham Clinton Women Empowerment Center
- LC: Language Center

- Degrees

- BACS: Bachelor of Arts in Communication Studies
- BAIS: Bachelor of Arts in International Studies
- BA/MA: Combined Bachelor of Arts and Master of Arts in International Studies and Diplomacy
- BBA: Bachelor of Business Administration
- BSCE: Bachelor of Science in General Engineering
- BSHRD: Bachelor of Science in Human Resources Development
- BS/MS: Combined Bachelor of Science and Master of Science
- EMBA/ExMBA: Executive Master of Business Administration
- MBA: Master of Business Administration
- MAISD: Master of Arts in International Studies and Diplomacy
- MSCN: Master of Science in Computer Networks

- MSCS: Master of Science in Computer Science
- MSSE: Master of Science in Software Engineering
- Job Titles
  - VPSA: Vice-President for Student Affairs
  - VPAA: Vice President for Academic Affairs
  - VPFA: Vice President for Finance and Administration
- Departments and Others
  - AAC: Academic Advisory Council
  - BO: Business Office
  - HR: Human Resources
  - ITS: Information Technology and Systems
  - OIP: Office of International Programs
  - OSA: Office of Student Activities