

BROADEN YOUR HORIZONS AT THE

Language Center

جامعة الأنخوين
AL AKHAWAYN
UNIVERSITY
<http://www.aui.ma>

Table of Contents

I.	Faculty and Staff	3
II.	Message from the LC Director	4
III.	Curriculum Overview	6
IV.	Course Descriptions	10
V.	Evaluation Policy	27
VI.	Attendance Policy	29
VII.	Audio and Video Laboratories	30
VIII.	The Self-Access Center	32
IX.	The Multimedia Lab	33
X.	Textbooks	34

I. Faculty and Staff

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

<i>Name</i>	<i>Bldg.</i>	<i>Office</i>	<i>Ext. #</i>
Dr. Moncef Lahlou – LC Director	08	006	2421
Karima Maazouz – Administrative Assistant	08	005	2420
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Abderrahmane Allam – Building Agent	08	103	2430
Abdelghani, Chafik	04	111	3144
Achibat, Karim	06	002	2120
Agnaou, Abderrahim	08	112	2462
Azenoud, Abderahmane	05	104	2158
Azhari, Mohamed	04	110	3166
Bendkia, Abdelilah	10	002	2192
Bounou, Abdelmouneim	04	110	3166
Brayard, Frederic	06	109	2561
Zappala, Frank	08	008	2450
El Kilani, Jamila	06	109	2116
Leonard, Josephine	08	112	2438
Waggener, Irene	04	109	3745
Waggener, Josh	04	109	3745
Infi, Mohamed	04	110	3166
Khatchadourian, Farida	04	111	3144
Kibal, Bouchaib	10	002	2192
Dutcher, Katie	08	113	2455
Mekaoui, Hafid	08	004	2429
Hauschild, Stacie	08	113	2455
Sebti, Ibtissama	08	008	2457
Shillingsburg, Anne	06	004	2150
Tahtah, Jade	06	002	2118
Kemystetter, Lucie	06	110	2458
Sivits, Kelly	06	110	2458
Rhorchi, Fatima	05	104	2158

II. Message from the LC Director,

Dr. Moncef Lablou

Dear student,

*Welcome to the Language Center of Al Akhawayn University. Please study this document carefully. If you have any questions, do not hesitate to ask your advisor, or any member of the Language Center faculty or staff. We are here to help you; **do not be afraid to ask.***

The Language Center

The Language Center is situated in Building 8 with the School of Humanities and Social Sciences. At the moment the Language Center offers English, French, Spanish and Berber Language courses to the students of the university. You will be enrolled in the Language Center **Intensive English Program**. Most Language Center courses will be taught in Building 4 (see [Campus Map](#)).

Your Studies

You will study English for 5, 10, 15, 20 or 30 **hours per week in the classroom**, depending on your TOEFL and Writing Placement Test scores. English classes take place both in the mornings and in the afternoons. See *Curriculum Overview* ([page 6](#)) and *Course Descriptions* ([pages 10-24](#)) for more details on the courses offered at the LC.

If you have been assigned all **level 1** courses, you will have to work extremely hard to attain the necessary level of English in one semester of study; that is, you will have to obtain at least 90% if you want to pass out of the Language Center after 1 semester. In fact, most **level 1** students will take the corresponding **level 2** courses the following semester.

Students whose entry TOEFL scores range between 450 and 477 will take a fast track called Super-Intensive. These students study exclusively at the language center and they take 30 hours per week. Students who fail courses in the super-intensive program may repeat the same course or take the corresponding level 2. Unless you work extremely hard on your English, you will need more than one semester of study. Success without commitment is far from certain even for level 2 students. See *Exit Requirements* ([pages 7-8](#)) for further details.

If you do not successfully complete all your Language Center courses in two semesters, you may be required to leave the program and return once your level of English is high enough to follow regular courses without difficulty.

Facilities

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

console. These will be used in ALS classes and will be open for self-study in the afternoons. An assistant will be there to assist you.

There is a new state-of-the-art Multimedia Laboratory (MML) which offers an array of courseware programs, Internet access and digital video among other facilities. We will show you these facilities shortly and we hope that you will make good use of them.

There is also a Self Access Center (SAC) where you will be able to study and read in English. There are SRA guided readers, abridged novels, and TOEFL practice books as well as recent periodicals from the library. The SAC is in building 8, upstairs.

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

Language Center courses will give you a solid language base with which to pursue your further studies in English. So, take your Intensive English semester seriously. Study hard, both inside and outside the classroom, so that your English improves quickly to the necessary level. Your teachers and advisors will do their best to help you succeed, but ultimately you alone are responsible for your studies.

I wish you every success with your Language Center courses.



Dr. Moncef Lahlou
Language Center Director

III. Curriculum Overview

OUR APPROACH

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

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

1- Academic Listening, Speaking and Notetaking 1	(ALS 1001)
2- Academic Reading 1	(ARD 1001)
3- Academic Writing 1	(AWT 1001)
4- Grammar in an Academic Context 1	(GAC 1001)
1- Academic Listening, Speaking and Notetaking 2	(ALS 1002)
2- Academic Reading 2	(ARD 1002)
3- Academic Writing 2	(AWT 1002)
4- Grammar in an Academic Context 2	(GAC 1002)
1- Academic Listening, Speaking and Notetaking 3	(ALS 1003)
2- Academic Reading 3	(ARD 1003)
3- Academic Writing 3	(AWT 1003)
4- Grammar in an Academic Context 3	(GAC 1003)

All the students coming to the University should have taken the TOEFL. Students have been assigned to courses in level 1, level 2, a combination of both levels, or the super-intensive track according to their TOEFL scores, the Writing Placement Test and Language Center guidelines. Therefore, the courses to which you are assigned correspond to your TOEFL score and other LC criteria.

HOURS PER WEEK IN THE LANGUAGE CENTER

Students with a TOEFL entry score below 450 will study 20 hours per week in the Language Center (all level 1).

Students with a TOEFL entry score of 480 or above will take 5, 10, 15 or 20 hours per week of Language Center 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 Language Center.

Every Language Center course takes place 5 or 7.5 hours per week depending on whether it is regular track or fast track, in building 4.

Following are the four scenarios for Language Center students with a TOEFL entry score of 480 or above:

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

THE THEME-BASED CURRICULUM

The courses which the Language Center offers constitute the Intensive English Program. The Language Center curriculum is **theme-based**, which means that all English language study will be related to a set of specific topics. This semester the topics are *Language and Education; Human Relationships; The Mind and Medicine; The World of Work, Business and Finance; Science and Computers; and The Environment*. Language skills (reading, writing, listening, speaking) as well as grammar will be studied in the context of these themes. This approach will become clear to you as the semester progresses.

ENTRY REQUIREMENTS

∞ **Undergraduate Students**

Undergraduate students who score between 420 and 447 on the TOEFL will take the **level 1** courses, that is, 20 hours per week. Undergraduate students who score between 480 and 527 on the TOEFL will take anywhere from 10 to 20 hours per week of either the **level 2** courses or a combination of **level 1** and **level 2** courses. Undergraduate students who score between 450 and 477 on the TOEFL will take 30 hours per week in the super-intensive track. Undergraduate students who score 530 or higher on the TOEFL test may or may not have to take AWT, depending on the Writing Placement Test results.

∞ **Graduate Students**

Graduate students who score below 520 on the TOEFL will take the **level 1** courses, that is, 20 hours per week. Graduate students who score between 520 and 547 on the TOEFL will take anywhere from 10 to 30 hours per week of either the **level 2** courses, a combination of **level 1** and **level 2** courses or the super-intensive program. Graduate students who score 550 or higher on the TOEFL test will be exempted from ALS, ARD and GAC. However, ALL graduate students take the Writing Placement Test to determine whether a Language Center writing course is required or not. Specific information about the language requirements for graduate students may be obtained directly from their chosen school of specialty.

EXIT REQUIREMENTS

∞ **Undergraduate Students**

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

A student who entered the Language Center with a TOEFL score between 420-447 will take the **level 1** courses (20 hours per week) and will continue the following semester with the **level 2** courses, unless he/she obtains at least 90% on any **level 1** course. If this is the case, he/she will be allowed to pass out of the Language Center, for that particular course. The TOEFL will **not** be used as an exit mechanism in the Language Center.

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

Students taking Reading I, Grammar I, or Listening and Speaking I can obtain a **superpass** and skip the second level of that course if they achieve a grade of 90% or above. However, **there is no superpass for Writing I**. All students who take Writing I must take Writing II.

Students who take the fast track (super-intensive) will exit the Language Center by obtaining a passing grade of 70% in all four skills; otherwise, they will have to repeat the skill they failed in the corresponding level 2 the following semester.

The TOEFL will **not** be used as an exit mechanism in the Language Center.

∞ **Graduate Students**

In order to pass an LC course, graduates must obtain a Language Center grade of 80% or above. A graduate student who entered the Language Center with a TOEFL score below 520 will take **level 1** courses (20 hours per week) and will continue the following semester with the **level 2** courses.

A graduate student who entered the Language Center with a TOEFL score between 520 – 547 will take from 10 – 30 course hours per week and his/her schedule may be either only level 2, a combination of levels 1 and 2 or the super-intensive. Students who take level 2 courses will pass out of the Intensive English Program by obtaining a passing grade of 80% or above. Those who take a combination of levels 1 and 2 during the same semester will pass with a Language Center passing grade of 80% or above. For example, if a student is taking Reading 1, Writing 1, Listening/Speaking 2 and Grammar 2, he/she must obtain the passing grade of 80% or above for each course, and the following semester continue with Reading 2, Writing 2 and other non-Language Center courses. However, he/she may also take Reading 1, Grammar 1 and pass out of the Language Center after one semester if he/she obtains a grade of 90% or above for Reading 1 and Grammar 1.

Note: The same rule regarding **superpass and super-intensive** applies to graduate students as described for undergraduate students with the exception that the minimum passing grade is 80%.

LC Writing Placement Test (WPT)

All Language Center students will take a writing placement test (WPT) at the beginning of the semester in order to determine placement into Writing 1 (AWT 1001) or Writing 2 (AWT 1002).

The Center for Academic Development and Study Skills (CAD)

Language Center undergraduate students who enter with a TOEFL score of 420-477 will take 20 hours in the Language Center **plus 1 CAD course**. Those who enter with a TOEFL score of above 480 will be able to take **2 CAD courses**. Every CAD course is worth 2 credit hours (for additional information visit CAD in building 10).

General Academic Guidelines

Students can expect to spend a minimum of ONE hour each day preparing for each course, thus about four hours of homework a night. In the Al Akhawayn system, instructors expect language students to submit homework regularly. All writing assignments must be submitted using a word processor (e.g. Microsoft Word). Instructors expect students to be prepared every day and to volunteer and participate actively in class. 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.

Instructors may give announced and unannounced tests on material for the day to see whether or not students have prepared the material well; it is also usual for instructors to give 2 to 4 in-class tests per semester, to review. This is in addition to the two official exams: a mid-term exam and a final exam for each course.

IV. Course Descriptions

Course: ALS1001

Academic Listening, Speaking and Note-taking 1

Course Description:

Academic Listening and Speaking 1001 (ALS 1001) is a 75-hour learner-centered course designed to introduce students to the major components of oral and aural academic discourse at a basic level. To enroll in ALS 1001, students need to score a minimum of 420 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 students are required to participate in English Conversation Group sessions—a cross-level activity—and complete additional out-of-class level-specific activities such as weekly listening logs, online interactivities, and movie reviews.

Course Objectives:

The main objective of ALS 1001 is for students to:

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

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

Intended Learning Outcomes:

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

- listen effectively to an academic lecture for gist;
- listen attentively for details;
- use note-taking skills (abbreviations, symbols, main points, etc.) in academic and non-academic settings;
- acquire the basics of any academic presentation;
- deliver a reasonably comprehensible speech.

Evaluation:

The grading scheme for this level is broken down as follows:

- **Work up to the midterm: 25%**
 - 10% 2 lecture-listening quizzes (5% each)
 - 3% Note-taking for non-quiz lectures
 - 12% Homework and in-class/out-of-class activities: (includes ECG, weekly listening logs, online interactivities, or movie reviews)
 - 7% Listening assignments
 - 5% Speaking assignments

- **Midterm Exam: 15%**
 - 10% Lecture-listening
 - 5% Speaking (Oral exam)

- **Work up to the final exam: 25 %**
 - 10% 2 lecture-listening quizzes (5% each)
 - 2% Note-taking for non-quiz lectures
 - 8% 1 informative/expository presentation
 - 5% Homework and in-class/out-of class activities

- **Final Exam: 25 %**
 - 15% Lecture-listening
 - 10% Speaking (Oral exam)

- **Attendance: 5%**

- **Teacher Evaluation: 5%**

Course Materials:

- Beglar, D., & Murray, N., *Contemporary Topics*. New York: Longman, 2002 / 1993.
- Extra interactive activities made available on the constantly updated LC Website.
- Supplementary materials.

Course: ARD1001 <i>Academic Reading 1</i>
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Course Description

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.

Course Objectives

ARD 1001 aims to help students

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

Intended Learning Outcomes (ILOs)

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

1. make predictions about text contents;
2. skim texts for main ideas;
3. scan for details;
4. to distinguish between main idea and supporting details;
5. survey texts to identify the overall structure of a text;
6. enrich their word stock;
7. increase their reading speed;
8. guess the meaning of unfamiliar words;
9. summarize short texts;
10. make inferences;
11. distinguish facts from opinions and judgments;
12. orally react to reading material.

Evaluation

Quizzes & Homework up to Midterm exam	20%
Midterm exam	20%
Quizzes & Homework	20%
Final exam	30%
Teacher evaluation	10%

Course Materials

- *Mosaic 2*, Brenda Wegmann et al., 4th ed. 2002.
- *English Vocabulary In Use*, Michael McCarthy & Felicity O'Dell, 2002
- *Cambridge Advanced Learner's Dictionary*

Course: AWT1001 <i>Academic Writing 1</i>
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Course Description

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).

Course Objectives

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

Intended Learning Outcomes (ILOs)

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

1. recognize and use dependent and independent clauses correctly.
2. recognize and produce the four basic sentence types when writing a paragraph.
3. use correct punctuation and capitalization in writing.
4. combine clauses and phrases using appropriate linking words.
5. use adequate grammar in writing.
6. use pre-writing strategies.
7. write a paragraph with a clear topic sentence, supporting sentences, and a concluding sentence.
8. write a unified and coherent paragraph.
9. develop three types of paragraphs (narrative, process, and definition).
10. self-edit their writing and peer-edit their classmates' writing.

Evaluation

Academic writing 1001 is a non-credit pass/fail course where the grade is determined by the following criteria:

- | | |
|------------------------------------|------------|
| • Mid-term exam: | 20% |
| • Class-work up to midterm: | 20% |
| • Final exam: | 20% |
| • Portfolio: | 30% |
| • Teacher evaluation: | 10% |

Grading the paragraphs:

For each rhetorical pattern, the paragraphs will be graded in the following way:

- First paragraph: 2 drafts will be graded.
- Second paragraph: 2 drafts will be graded.
- Third paragraph: **only one draft** will be graded, and the paragraph must be written **in class**.

Final exam: During the final exam, students will have to write **two** paragraphs in 60 minutes.

Course Materials

- *Writing Academic English* (4th ed.),
- *Great Paragraphs* (2nd ed.),
- & supplementary materials.

Course: GAC1001 <i>Grammar in an Academic Context 1</i>
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Course Description

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.

Course Objectives

GAC 1001 aims to equip students with language skills so as to be successful both in their academic courses and in a global multicultural society through

- helping them understand and use in an academic context the basic grammatical structures of English at an intermediate/high-intermediate level of language proficiency;
- endowing them with the basic language tools that will enhance their listening and speaking, reading, and writing skills.

Intended Learning Outcomes (ILOs)

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

- 1- understand and correctly use verb tenses;
- 2- understand and use different types of pronouns, nouns, articles, and quantifiers;
- 3- understand and use simple modal forms;
- 4- understand and use equatives, comparatives, and superlatives;
- 5- understand and use different types of adverbs in appropriate contexts;
- 6- understand and use basic conditional forms;
- 7- understand and use question forms in appropriate contexts;
- 8- understand and use prepositions of time and place;
- 9- proofread texts for accuracy;
- 10- produce accurate sentences in appropriate contexts;
- 11- use the grammar learnt in speaking and listening, reading, and writing.

Evaluation

Midterm portfolio quizzes & homework	20%
Midterm Exam	20%
Final portfolio quizzes & homework	25%
Final exam	25%
Teacher evaluation	10%

Course Materials

- 1- *Focus on Grammar 3: An Integrated Skills Approach* (Course book & Workbook).
- 2- *Focus on Grammar 4: An Integrated Skills Approach* (Course book & Workbook).
- 3- Supplementary Material .

Course: ALS1002***Academic Listening, Speaking and Note-taking 2*****Course Description**

Academic Listening and Speaking 1002 (**ALS 1002**) is a 75-hour learner-centered course at an intermediate to high-intermediate level, in which students continue to develop their academic listening, speaking and note-taking skills. To enroll in **ALS 1002**, students need to either 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. In **ALS 1002**, students cultivate skills in leading discussions and speaking persuasively through debates and individual presentations. ALS students are required to participate in English Conversation Group sessions—a cross-level activity—and complete additional out-of-class level-specific activities such as weekly listening logs, online interactivities, and movie reviews.

Course Objectives

The main objective of **ALS 1002** is for students to:

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

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

Intended Learning Outcomes (ILOs)

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

- express personal opinion on academic and global issues, utilizing appropriate language;
- speak on subjects related to current events from articles, news, documentaries, etc.;
- take effective notes from scripted and unscripted lectures and utilize them to write summary reports;
- produce clear, fluent, accurate, and intelligible speech;
- give an effective formal oral presentation on a given subject, both individually and in a group.

Evaluation

The grading scheme for this level is broken down as follows:

- **Work up to the midterm: 25%**
 - 5% Lecture-listening quizzes: minimum 1 post-listening quiz & 1 while-listening quiz
 - 2% Note-taking for non-quiz lectures
 - 8% Group speaking activity (Group presentation/Discussion panels)

- 10% Homework and in-class/out-of-class activities: (includes ECG, weekly listening logs, online interactivities, or movie reviews)
 - 4% Listening assignments
 - 6% Speaking assignments
- **Midterm Exam: 15%**
 - 7.5% Lecture-listening
 - 7.5% Speaking (Oral exam)
- **Work up to the final exam: 30 %**
 - 5% Lecture-listening quizzes: minimum 1 post-listening quiz & 1 while-listening quiz
 - 7% Debates
 - 8% Assignment: (includes ECG, weekly listening logs, online interactivities, movie reviews)
 - 10% Argumentative presentation
- **Final Exam: 20 %**
 - 8% Lecture-listening
 - 12% Speaking (Oral exam)
- **Attendance: 5%**
- **Teacher Evaluation: 5%**

Course Materials

- Lim, P. & Smalzer, W. (2005 / 1996). *Noteworthy: Listening and Note-taking Skills*. (3rd ed.). New York: Thomson Heinle Publisher.
- Extra interactive activities made available on the constantly updated LC Website.
- Supplementary materials.

Course: ARD1002 <i>Academic Reading 2</i>
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Course Description

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.

Course Objectives

ARD1002 aims to help students:

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

Intended Learning Outcomes (ILOs)

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

1. apply various reading strategies to comprehend academic texts;
2. infer the meaning of unfamiliar words;
3. identify the author's thesis statement;
4. identify patterns of organization (definition, description, narration, illustration, etc...);
5. recognize the author's tone, bias, intent, and attitude;
6. evaluate texts critically;
7. make inferences and draw conclusions;
8. distinguish facts from opinions and judgments;
9. paraphrase text extracts;
10. distinguish between literal and figurative language;
11. give an oral report on reading material.

Evaluation

Quizzes & Homework up to Midterm exam	20%
Midterm exam	20%
Quizzes & Homework	20%
Final exam	30%
Teacher evaluation	10%

Course Materials

- *Developing Reading Versatility*, Adams, W. Royce and Patterson, Beckt Harcourt 10th ed.
- *Cambridge Advanced Learner's Dictionary*

Course: AWT1002 <i>Academic Writing 2</i>
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Course Description

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).

Course Objectives

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

Intended Learning Outcomes (ILOs)

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

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

Evaluation

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

- **Mid-term exam: 20%**
- **Mid-term portfolio: 20% (paragraph 5%; essay I, 5%; essay II, 10%)**
- **Final exam: 20%**
- **Final portfolio: 30% (Essay III, 10%; Essay IV, 10%; Essay V, 10%)**
- **Teacher evaluation: 10%**

Exams:

The mid-term and final exams will take place during the scheduled exam periods and will cover the course material.

Portfolio:

A portfolio is a collection of the student's writing assignments and is worth 50% of the semester grade. The portfolio is intended to reinforce writing as a process. Students will be asked to complete writing assignments utilizing various stages of the writing process. Each student will revise 6 assignments during the semester- 3 before the midterm and 3 before the final. These revised assignments will be graded and will make up most of the portfolio grade. Students are expected to keep all work from each stage of the writing process in their portfolios in order to demonstrate growth over time and over drafts.

Writing Assignments:

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

Grading: teachers will have to consider the average of the two best grades of a minimum of three drafts.

Course Materials

- *Writing Academic English* (4th Ed.),
- *Great Essays* (2nd Ed.),
- and supplementary materials.

Course: GAC1002 <i>Grammar in an Academic Context 2</i>
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Course Description

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.

Course Objectives

GAC 1002 aims to equip students with language skills so as to be successful both in their academic courses and in a global multicultural society through

- helping them understand and use in an academic context advanced grammatical structures of English at a high intermediate/advanced level of language proficiency
- preparing them for their academic programs.

Intended Learning Outcomes (ILOs)

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

- 1- understand and use a wide range of verb tenses in appropriate contexts;
- 2- understand and use the passive voice in appropriate contexts;
- 3- understand and use complex forms of modals;
- 4- understand and use gerunds and infinitives in appropriate contexts;
- 5- understand and use different types of conditional forms, wishes and regrets, and the subjunctive mood;
- 6- understand and use articles, quantifiers, count & non-count nouns;
- 7- understand and use a wider range of prepositions;
- 8- understand and use common phrasal verbs, both separable & inseparable;
- 9- Use grammar learnt in listening and speaking, reading, and writing.

Evaluation

Midterm portfolio quizzes & homework	20%
Midterm Exam	20%
Final portfolio quizzes & homework	25%
Final exam	25%
Teacher evaluation	10%

Course Materials

- 1- *Focus on Grammar 4: An Integrated Skills Approach* (Course book & Workbook).
- 2- *Focus on Grammar 5: An Integrated Skills Approach* (Course book & Workbook).
- 3- Supplementary Material.

Course: ALS1003***Academic Listening, Speaking and Note-taking 3*****Course Description**

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.

ALS students are required to participate in English Conversation Group sessions—a cross-level activity—and complete additional out-of-class level-specific activities such as weekly listening logs, online interactivities, and movie reviews.

Course Objectives

The main objective of **ALS 1003** is for students to:

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

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

Intended Learning Outcomes (ILOs)

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

- listen effectively to an academic lecture for gist;
- listen attentively for details;
- take effective notes from scripted and unscripted lectures and utilize them to write summary reports;
- express personal opinion on academic and global issues, utilizing appropriate language;
- speak on subjects related to current events from articles, news, documentaries, etc.;
- produce clear, fluent, accurate, and intelligible speech;
- give an effective formal oral presentation on a given subject, both individually and in a group.

Evaluation

The grading scheme for this level is broken down as follows:

- **Work up to the midterm: 30%**
 - 10% Lecture-listening quizzes:
 - 4% **one** listening-**twice** quiz
 - 6% **two** listening-**once** quizzes
 - 2% Note-taking for non-quiz lectures
 - 10% Assignment includes ECG, weekly listening log, online interactivities, or movie reviews:
 - 6% Listening assignments
 - 4% Speaking assignments
 - 8% Group presentation
- **Midterm Exam: 10%**
 - 5% Lecture-listening
 - 5% Speaking (Oral exam)
- **Work up to the final exam: 30 %**
 - 5% Lecture-listening quizzes: minimum 1 post-listening quiz & 1 while-listening quiz
 - 6% Discussion panels
 - 7% Debates
 - 10% Argumentative presentation
- **Final Exam: 20 %**
 - 8% Lecture-listening
 - 12% Speaking (Oral exam)
- **Attendance: 5%**
- **Teacher Evaluation: 5%**

Course Materials

- Beglar, D., & Murray, N., *Contemporary Topics*. New York: Longman, 2002 / 1993.
- Lim, P. & Smalzer, W. (2005 / 1996). *Noteworthy: Listening and Note-taking Skills*. (3rd ed.). New York: Thomson Heinle Publisher.
- Extra interactive activities made available on the constantly updated LC Website.
- Supplementary materials.

Course: ARD1003
Academic Reading 3

Course Description

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.

Course Objectives

ARD 1003 course aims to help students

- expand their word stock;
- develop their critical reading skills to comprehend and interpret a wide range of reading material closely related to their fields of study;
- reinforce and integrate the other skills (grammar, writing and speaking);
- expose them to culturally diverse and authentic material;

Intended Learning Outcomes (ILOs)

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

1. expand their word stock;
2. make predictions about text contents;
3. apply various reading strategies to comprehend academic texts;
4. identify the author's thesis statement;
5. distinguish between main idea and supporting details;
6. identify patterns of organization (definition, description, narration, illustration, etc...);
7. distinguish facts from opinions;
8. summarize long paragraphs and short texts;
9. paraphrase text extracts;
10. recognize the author's tone, bias, intent, and attitude;
11. evaluate texts critically;
12. distinguish between literal and figurative language;
13. make inferences and draw conclusions;
14. give an oral report on reading material.

Evaluation

Quizzes & Homework up to Midterm exam	20%
Midterm exam	20%
Quizzes & Homework	20%
Final exam	30%
Teacher evaluation	10%

Course Materials

- *Mosaic 2*, Brenda Wegmann et al., 4th ed. 2002.
- *English Vocabulary In Use*, Michael McCarthy & Felicity O'Dell, 2002
- Cambridge Advanced Learner's Dictionary
- *Developing Reading Versatility*, Adams, W. Royce and Patterson, Beckt Harcourt, 10th ed.

Course: AWT1003 <i>Academic Writing 3</i>
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Course Description

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**.

Course Objectives

AWT 1003 aims at preparing students for freshman composition (**English 1301**) while reinforcing the grammar and the reading skills taught in other courses at the Language Center. In accordance with the LC mission statement, **AWT 1003** exposes students to culturally diverse and authentic material, enhances critical thinking, and uses up-to-date technology.

Intended Learning Outcomes (ILOs)

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

1. recognize, use, and punctuate dependent and independent clauses correctly.
2. combine clauses and phrases using appropriate linking words.
3. produce the four basic sentence types, using an academic style.
4. use correct punctuation and capitalization in my writing.
5. use pre-writing strategies as a first step to writing a paragraph with a clear topic sentence, supporting sentences, and a concluding sentence.
6. write a unified and coherent paragraph.
7. develop three types of paragraphs (narrative, process, and definition)
8. use prewriting strategies as a first step to producing a clear and well-organized essay outline.
9. write a focused and clear thesis statement.
10. write an introduction, using an effective hook.
11. develop my thesis statement in several unified and coherent body paragraphs.
12. write a conclusion which summarizes ideas and leaves an impact on the reader.
13. write essays, using five rhetorical patterns (classification, process, comparison/contrast, cause/effect, and argumentation)
14. demonstrate logical transition both between sentences and essay paragraphs.
15. use adequate grammar in my writing.
16. self-edit their writing and peer-edit their classmates' writing.

Evaluation

Super Intensive Academic Writing (SAW 1012) is a non-credit pass/fail course. The pass/fail grade is determined by the following criteria:

- | | |
|------------------------------|------------|
| • Mid-term exam: | 20% |
| • Midterm portfolio: | 20% |
| • Final exam: | 20% |
| • Final Portfolio: | 30% |
| • Teacher evaluation: | 10% |

Portfolio:

A portfolio is a collection of the student's writing assignments and is worth 50% of the semester grade. The portfolio is intended to reinforce writing as a process. Students will be asked to complete writing assignments utilizing various stages of the writing process. Each student will revise 8 assignments during the semester: 3 paragraphs before the midterm and 5 essays before the final. These revised assignments will be graded and will make up most of the portfolio grade. Students are expected to keep all work from each stage of the writing process in their portfolios in order to demonstrate growth over time and over drafts.

The 50% of the portfolio will be computed as follows:

- The best two paragraphs out of three will count for 20% (10% each)
- The best three essays out of five will count for 30% (10% each)

Grading the paragraphs:

For each rhetorical pattern, the paragraphs will be graded in the following way:

- First paragraph: 2 drafts will be graded.
- Second paragraph: 2 drafts will be graded.
- Third paragraph: **only one draft** will be graded, and the paragraph must be written **in class**.

Grading the essays:

Teachers will have to consider the average of the two best grades of a minimum of three drafts.

Course Materials

- *Writing Academic English* (4th ed.),
- *Great Paragraphs* (2nd ed.),
- *Great Essays* (2nd ed.),
- & supplementary materials.

Course: GAC1003 <i>Grammar in an Academic Context 3</i>
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Course Description

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.

Course Objectives

GAC 1003 aims to equip students with language skills so as to be successful both in their academic courses and in a global multicultural society through

- helping them understand and use in an academic context basic as well as the more advanced grammatical structures of English at a high- intermediate/advanced level of language proficiency;
- preparing them for their academic programs.

Intended Learning Outcomes (ILOs)

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

- 1- understand and use a wide range of verb tenses in appropriate contexts;
- 2- use question forms appropriately;
- 3- understand and use gerunds and infinitives in appropriate contexts;
- 4- understand and use pronouns appropriately;
- 5- understand and use equatives, comparatives and superlatives;
- 6- understand and use different forms of modals;
- 7- understand and use the passive voice in appropriate contexts;
- 8- understand and use different types of conditional forms, wishes and regrets, and the subjunctive mood;
- 9- understand and use articles, quantifiers, count & non-count nouns;
- 10- understand and use a wider range of prepositions;
- 11- understand and use common phrasal verbs, both separable & inseparable;
- 12- proofread texts for accuracy;
- 13- use grammar learnt in listening and speaking, reading, and writing.

Evaluation

Midterm portfolio quizzes & homework	20%
Midterm Exam	20%
Final portfolio quizzes & homework	25%
Final exam	25%
Teacher evaluation	10%

Course Materials

- 1- *Focus on Grammar 3: An Integrated Skills Approach (Course book & Workbook).*
- 2- *Focus on Grammar 5: An Integrated Skills Approach (Course book & Workbook).*
- 3- Supplementary Material.

V. Evaluation Policy

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

System of Evaluation

All Language Center courses shall evaluate students in the following way:

a. Classwork Grade

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

b. Midterm Exams

Students will take a midterm test for every LC course they are enrolled in. All midterm tests take place during week 7 or 8 of the semester. These tests will be administered on consecutive days in the evening.

c. Final Exams

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

d. Teacher's Evaluation

A 10% teacher's evaluation grade shall also be allocated. This grade should be based on attendance and participation in class. *Attendance* in class is extremely important. Students who have used up their absence allowance will be reported to the administration and will be excluded from the final examinations (see *Attendance Policy*, page 27). *Participation* refers to demonstrated oral proficiency and contributions made in class.

e. Final Course Grade

The grading system at the LC has known some changes. It now uses a letter system with associated percentage values. You will receive one final letter grade together with a percentage value in each course taken. It should be noted, however, that no grade point averages are awarded for these courses. 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%	(Excellent)
B:	80% - 89%	(Good)
C:	70% - 79%	(Satisfactory)
F:	Below 70%	(Fail)
WF:	–	(Withdrawal)

f. Academic Honesty

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

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

g. Student Records

At the end of your semester with the Language Center, your teachers write a report on every student's performance. This report includes information on grades, attendance, the quality of classwork and homework, the obtained level of English, attitude in class, punctuality etc. This report is forwarded to the relevant advisor and placed in students' file in the corresponding school. Students' future professors have access to this document and may refer to it.

VI. Attendance Policy

Students in the Language Center are expected to attend all assigned classes. In-class work is an essential component of the learning process, and missed classes have a negative effect on a student's progress. It is the responsibility of every student to make wise choices about attending classes and taking absences only for urgent situations. With this in mind, the Language Center has adopted the following policy.

The attendance policy of the Language Center allows a total of 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, he or she is solely responsible for all missed work. This includes getting class notes, handouts, and homework assignments, either from a fellow student or by contacting the teacher during office hours or by email.

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

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.

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

VII. Audio & Video Laboratories

What Are They?

There are two language laboratories, the Audio Lab and the Video Lab. Each contains 32 booths with equipment for individual listening. In addition to the video screens in each booth, the Video Lab also has a master DVD player, a VCR, and satellite TV controlled by the teacher console. The Audio Lab now has a data show and a rollable screen used for oral presentations.

Who Are They For?

The language labs are for the use of all AUI students, faculty, and staff who wish to practice listening to spoken English. Language Center classes are scheduled in the language labs in the mornings. In the afternoons, the audio lab is available for individual use and self-study. Movies and educational programs will be scheduled in the video lab as well as special classes which include video.

Where Are They?

They are located in Building 4, Rooms 103 & 106.

Language Laboratory Materials

The Audio Lab

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

The Video Lab

Materials include a variety of educational videos as well as movies which are shown by staff members in the afternoons. A schedule of the films you will be able to see in the Video Lab this semester will be announced at the beginning of the semester. These films will be studied and discussed in the laboratory, so attending the film sessions can be a good and entertaining way to improve your English. A full schedule of all Video Lab activities will be posted on the notice board outside the laboratory.

Audio Lab Hours

The Audio Lab operates from Monday to Friday, and opening hours are announced at the beginning of each semester after schedules for the lab assistants have been finalized. The schedule is then posted outside the Audio Lab. Opening hours remain the same throughout the semester with the exception of additional hours which may be offered before mid-term and final exams. In case of any change in the lab schedule, you will be notified by your Language Center teachers or via e-mail. The lab is closed on Saturday and Sunday.

Audio Lab Policies

The lab is a quiet place for students to practice a variety of listening exercises. The following are policies which must be adhered to by all users.

- All users must leave their I.D. cards with the lab supervisor in order to use any lab materials.
- All users must sign in even if they intend to use their own materials.
- Students must NOT go behind the desk and serve themselves. The audio lab is not a self-access center.
- Users may NOT borrow any tapes, books, or other materials, nor make any personal copies. These are for use only in the lab.
- Users must not write on any of the materials. Scrap paper is provided.
- Users must not smoke, nor bring food/drinks into the lab.
- Talking is kept to a minimum. Remember, the Audio Lab is a quiet place to study uninterrupted.
- Show respect for others.
- Supervisors are in charge, not students. A supervisor may ask you to leave if you disregard the policies.

VIII. The Self-Access Center

The Self-Access Center (SAC) is a place where students can work on reading and oral presentation skills to improve these specific areas of English language proficiency. There is a great deal for students to do in the **SAC**. Materials have been carefully chosen to reinforce reading course objectives. Materials of a more general nature are also available.

The SAC is located in room 114, building 8.

SAC hours are scheduled weekly for all reading students and occasionally for oral presentations.

Reading Materials Available in the SAC:

- a) Reading Skills Worksheets
- b) SRA Program-A reading program which develops vocabulary and reading speed
- c) Novels and short stories
- d) Magazines and newspapers
- e) TOEFL materials

SAC Policies

- Materials may **not** be taken out of the SAC.
- Users must not smoke, nor bring food/drink into the SAC.
- Talking is kept to a minimum. Remember, the SAC is a quiet place to study uninterrupted.
- Show respect for others.
- Teachers are in charge of the SAC, not students. A teacher may ask a student to leave if he/she disregards any of the above stated policies.

IX. The Multimedia Laboratory

The Language Center now operates a new ergonomic 25-station Multimedia Laboratory (MML) which offers a wide range of courseware programs.

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

Independent Study

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

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

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

The laboratory supervisor is available to help with equipment problems, software questions and general concerns.

X. Textbooks for the Intensive English Program

Students purchase textbooks according to the courses shown below. Students taking the super-intensive program will have to have the books for the two levels, except GAC1003 where *Focus on Grammar 4* is not needed.

Course	Course code	Book titles
<i>Listening / Speaking</i>		
Academic Listening, Speaking and Notetaking 1	ALS 1001	- <i>Contemporary Topics 3</i> (Longman)
Academic Listening, Speaking and Notetaking 2	ALS 1002	- <i>Noteworthy</i> (Heinle& Heinle, 3rd. Ed.)
<i>Reading</i>		
Academic Reading 1	ARD 1001	- <i>Mosaic II</i> (Mc Graw Hill) - <i>English Vocabulary in Use</i> (CUP) - <i>Oxford Advanced Learners Dictionary</i> (Oxford)
Academic Reading 2	ARD 1002	- <i>Developing Reading Versatility</i> (Harcourt College) - <i>English Vocabulary in Use</i> (CUP) - <i>Oxford Advanced Learners Dictionary</i> (Oxford)
<i>Writing</i>		
Academic Writing 1	AWT 1001	- <i>Writing Academic English</i> (Longman) - <i>Great Paragraphs</i> (Houghton Mifflin)
Academic Writing 2	AWT 1002	- <i>Writing Academic English</i> (Longman) - <i>Great Essays</i> (Houghton Mifflin)
<i>Grammar</i>		
Grammar in an Academic Context 1	GAC 1001	- <i>Focus on Grammar 3, Textbook & Workbook</i> (Longman) - <i>Focus on Grammar 4, Textbook & Workbook</i> (Longman)
Grammar in an Academic Context 2	GAC 1002	- <i>Focus on Grammar 4, Textbook & Workbook</i> (Longman) - <i>Focus on Grammar 5, Textbook & Workbook</i> (Longman)
<i>General</i>		
Dictionary	ALL	<i>Oxford Advanced Learner's Dictionary, Macmillan English Dictionary for Advanced Learners, or Cambridge Advanced Learner's Dictionary</i>

See campus Bookstore, Building 2.