
LC Student Booklet

Broaden Your Horizons at the
Language Center

Spring 2024

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I. Mission Statement, Vision, and Values

Mission

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

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

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

Vision

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

Values

Excellence
Equity
Integrity
Transparency
Equal opportunity
Collaboration

II. Message from the LC Director

Dear Student,

It is my great pleasure to welcome you to the Language Center (LC). Our Intensive English Program is accredited by CEA (The Commission on English Language Program Accreditation). This recognition underscores our commitment to meeting international standards, ensuring your pathway to success.

I highly recommend that you fully read this booklet to gain a comprehensive understanding of your rights and obligations at the Language Center.

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

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

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

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

Dr. Karim Achibat
Language Center Director

III. Faculty and Staff

Welcome to the Language Center! The faculty and staff wish you all a warm welcome and success with your language studies. Below, you'll find the names, office locations, and phone numbers of our dedicated faculty and staff. Please contact us if there is anything we can assist you with. We are here to help you settle into university life and improve your English language proficiency.

Name	Bldg.	Office	Ext.
Karim Achibat - LC Director	08	006	2421
Karima Maazouz - Administrative Assistant	08	005	2420
Jacob Adrianus Wildschut - LC Academic Coordinator	08	113	2455
Melyssa Reynolds - Academic Reading Course Lead	04	111	3144
Jade Tahtah - Academic Writing & Grammar Course Lead	06	002	2118
Omar Abouelazm - Academic Listening & Speaking Course Lead	04	111	3144
Mustapha Ouajjou - Building Agent	08	103	3191

English Program

1. Abdelghani, Chafik	06	04	3297
2. Abouelazm, Omar	04	111	3144
3. Akassri, Khawla	08	08	2457
4. Azennoud, Abderahmane	05	104	2158
5. Barry, Julie	04	009	2420
6. EL Abbadi, Loubna	8B	215	2060
7. El Hassani, Aziz	8B	214	2377
8. El Moussaddar, Jihane	08	112	3438
9. Everhart, Evelyn	04	009	2420
10. Gehring, Andrew	04	009	2420
11. Hoare, Danny	04	009	2420
12. Islas, Rodrigo	8B	212	2420
13. Jemili, Marwen	8B	212	2420
14. Kuniholm, Lydia	8B	212	2420
15. Loukili, Souad	06	02	2966

16. Mekaoui, Hafid	08	04	2429
17. Ouboumerrad, Said	08	113	2455
18. Reynolds, Melyssa	04	111	3144
19. Sezen, Ezgi	08	08	2060
20. Sollitto, Margaret	08	008	2450
21. Storti, Giovanna	08	112	2438
22. Tahtah, Jade	06	02	2118
23. Wildschut, Arian	08	113	2455

French Program

24. Devier, Melissa	06	110	4097
25. Ouakrime, Yasmine	06	109	2561
26. Savoie, Aurore	06	109	2458

German Program

Alami, Mounia	08	005	2420
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Korean Program

Lee, Chan Hui	08	005	2420
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Spanish Program

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

Tamazight Program

Moukhlis, Idir	08	005	2420
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IV. Curriculum Overview

Course Placement

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

- 1- Pre-Academic Listening and Speaking (PLS 1001)
- 2- Pre-Academic Reading (PRD 1001)
- 3- Pre-Academic Writing and Grammar (PWG 1001)

- 1- Academic Listening and Speaking 1 (ALS 1001)
- 2- Academic Reading 1 (ARD 1001)
- 3- Academic Writing and Grammar 1 (AWG 1001)

- 1- Academic Listening and Speaking 2 (ALS 1002)
- 2- Academic Reading 2 (ARD 1002)
- 3- Academic Writing and Grammar 2 (AWG 1002)

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

Hours Per Week in the Language Center

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

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

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

Exit Requirements

➤ Undergraduate Students

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

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

Students who take the level 2 courses will pass out of the Intensive English Program by obtaining a passing grade of 70% or above. Likewise, those who take a combination of levels 1 and 2 during the same semester will pass with a Language Center passing grade of 70% or above. For example, if a student is taking Reading 1, Listening/Speaking 2, and Writing and

Grammar 1, he/she must obtain a passing grade of 70% or above for each course, and the following semester he/she would continue with Reading 2, Writing and Grammar 2 and other regular university courses.

➤ **Graduate Students**

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

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

LC Writing Placement Test

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

General Academic Expectations

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

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

Courses Outside the Center

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

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

V. Course Descriptions

Pre-Academic Listening & Speaking 1001 (PLS 1001)

1. Course Description

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

2. Course Goal

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

3. Course Objectives

The main objective of PLS 1001 is for students to:

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

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

4. Intended Learning Outcomes

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

1. Apply basic listening strategies to identify main ideas, details, examples, and opinions in a short talk conversation or low-level lecture up to 5 minutes in length.
2. Write information (names, addresses, email addresses, supporting details) correctly spelled from aural information.
3. Deliver a brief, 2–3-minute talk on a familiar topic, demonstrating ability to organize ideas and express them fluently and comprehensibly.
4. Orally produce simple grammatical structures and familiar everyday use vocabulary accurately.
5. Infer meaning of a short talk or conversation through context.
6. Ask questions for information, clarification, and explanations.

5. Textbook and materials

Tanka, J., *New Interactions 2 Listening and Speaking*, McGraw-Hill Education, 2020

6. Course Evaluation

See your syllabus.

7. Achievement Scale for PLS 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	PLS
A	90 – 100 % Outstanding	<p>1. Apply basic listening strategies to identify main ideas, details, examples, and opinions in a short talk conversation or low-level lecture up to 5 minutes in length</p> <p>2. Write information (names, addresses, email addresses, supporting details) correctly spelled from aural information.</p>	<p>You demonstrate competence in fully comprehending conversations, short talks, and beginning level academic lectures on familiar topics and some unfamiliar topics. You are able to recall basic information from a conversation or talk and take excellent notes from a short talk or basic academic lecture. Additionally, you show a strong ability to give a brief, comprehensible talk about a familiar topic, using level appropriate grammar and vocabulary. Finally, you show excellent skill in asking questions for information or to further a simple discussion.</p>
B	80 – 89 % Good	<p>3. Deliver a brief, 2–3-minute talk on a familiar topic, demonstrating ability to organize ideas and express them fluently and comprehensibly.</p>	<p>You demonstrate the ability to adequately comprehend conversations, short talks, and beginning level academic lectures on familiar topics and a few unfamiliar topics. You are able to recall basic information from a conversation or talk and take good notes from a short talk or basic academic lecture. Additionally, you show an adequate ability to give a brief, comprehensible talk about a familiar topic, using level appropriate grammar and vocabulary. Finally, can ask questions for information or to further a simple discussion.</p>
C	70 – 79 % Satisfactory	<p>4. Orally produce simple grammatical structures and familiar everyday use vocabulary accurately.</p> <p>5. Infer meaning of a short talk or conversation through context.</p> <p>6. Ask questions for information, clarification, and explanations.</p>	<p>You demonstrate the ability to mostly comprehend conversations, short talks, and beginning level academic lectures on familiar topics but struggle slightly with unfamiliar topics. You can recall the most basic information from a conversation or talk and take satisfactory notes from a short talk or basic academic lecture. Additionally, you show an acceptable ability to give a brief, comprehensible talk about a familiar topic, using level appropriate grammar and vocabulary. Finally, you are able to ask questions for information or to further a simple discussion.</p>
D	60 – 69 % Unsatisfactory		<p>You may not demonstrate the ability to adequately comprehend conversations, short talks, and beginning level academic lectures on familiar topics and a few unfamiliar topics. .</p>
F	Below 60 % Unacceptable		<p>You are unable to demonstrate the ability to adequately comprehend conversations, short talks, and beginning level academic lectures on familiar topics and a few unfamiliar topics.</p>
WF	<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

Pre-academic Reading 1001 (PRD1001)

1. Course Description

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

2. Course Goal

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

3. Course Objectives

The main objective of PRD 1001 is for students to:

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

4. Intended Learning Outcomes

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

1. read basic texts from a wide range of academic subjects.
2. apply basic reading strategies to understand written text.
3. identify main ideas and specific details in a basic text.
4. recall meaning of target vocabulary and identify different word forms.
5. react to reading material orally and in writing through basic analysis.

5. Course Materials

Bottcher, E., Longman Academic Reading Series 1: Reading Skills for College + Essential Online Resources, Pearson Education, 2014

6. Course Evaluation

See your syllabus.

7. Achievement Scale for PRD 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	PRD
A	90 – 100% Outstanding	1. read basic texts from a wide range of academic subjects 2. apply basic reading strategies to understand written text 3. identify main ideas and specific details in a basic text	You demonstrate the ability to apply basic reading skills and strategies to understand basic texts from a wide range of academic subjects with a high level of accuracy . These skills and strategies include previewing and predicting content of a text, skimming and scanning, identifying main ideas and specific details, and inferring the meaning of unfamiliar words. You are able to recall the meaning of target vocabulary and identify different word forms with high accuracy . You are also able to react to reading material orally and in writing through basic analysis with high accuracy .
B	80 – 89% Good	4. recall meaning of target vocabulary and identify different word forms 5. react to reading material orally and in writing through basic analysis	You demonstrate the ability to apply basic reading skills and strategies to understand basic texts from a wide range of academic subjects with an adequate level of accuracy . These skills and strategies include previewing and predicting content of a text, skimming and scanning, identifying main ideas and specific details, and inferring the meaning of unfamiliar words. You are able to recall the meaning of target vocabulary and identify different word forms with adequate accuracy . You are also able to react to reading material orally and in writing through basic analysis with adequate accuracy .
C	70 – 79% Satisfactory		You demonstrate the ability to apply reading skills and strategies used to understand basic texts from a wide range of academic subjects with a satisfactory level of accuracy . These skills and strategies include previewing and predicting content of a text, skimming and scanning, identifying main ideas and specific details, and inferring the meaning of unfamiliar words. You are able to recall the meaning of target vocabulary and identify different word forms with satisfactory accuracy . You are also able to react to reading material orally and in writing through basic analysis with satisfactory accuracy .
D	60 – 69% Unsatisfactory		You may not demonstrate the ability to apply basic reading skills and strategies used to understand basic texts from a wide range of academic subjects with a satisfactory level of accuracy . These skills and strategies include previewing and predicting content of a text, skimming and scanning, identifying main ideas and specific details, and inferring the meaning of unfamiliar words. You may not be able to recall the meaning of target vocabulary words or identify different word forms with satisfactory accuracy . You also may not be able to react to reading material orally or in writing through basic analysis with satisfactory accuracy .
F	Below 60% Unacceptable		You are unable to demonstrate the ability to apply basic reading skills and strategies used to understand basic texts from a wide range of academic subjects. These skills and strategies include previewing and predicting content of a text, skimming and scanning, identifying main ideas and specific details, and inferring the meaning of unfamiliar words. You are unable to recall the meaning of target vocabulary and identify different word forms. You are also unable to react to reading material orally and in writing through basic analysis.
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

Pre-academic Writing and Grammar (PWG 1001)

1. Course Description

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

2. Course Goal

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

3. Course Objectives

The main objective of PWG 1001 is for students to:

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

4. Intended Learning Outcomes

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

1. Produce simple, compound, and complex sentences with basic connectors.
2. Use basic grammar, punctuation, capitalization, and spelling correctly in writing.
3. Apply the steps of writing process to produce a basic paragraph.
4. Write a simple, unified, and coherent paragraph with a clear topic sentence, supporting sentences, and a concluding sentence according to type (Descriptive – people & places, listing-order, how-to, and opinion paragraphs).

5. Course Materials

Butler, L., Longman Academic Writing Series 2: Sentences to Paragraphs (3rd ed.), Ann Hogue + Essential Online Resources, Pearson, 2014

6. Course Evaluation

See your syllabus.

7. Achievement Scale for PWG 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	PWG
A	90 – 100 % Outstanding	1. Produce simple, compound, and complex sentences with basic connectors .	You demonstrate the ability to write an excellent , organized, unified, and coherent basic paragraph, utilizing relevant sentence types and demonstrating accurate use of basic grammar and mechanics according to rhetorical pattern.
B	80 – 89 % Good	2. Use basic grammar, punctuation, capitalization, and spelling correctly in writing. 3. Apply the steps of the writing process to produce a basic paragraph .	You demonstrate the ability to write a good , organized, unified, and coherent basic paragraph, utilizing relevant sentence types and demonstrating appropriate use of basic grammar and mechanics according to rhetorical pattern.
C	70 – 79 % Satisfactory	4. Write a simple, unified, and coherent paragraph with a clear topic sentence, supporting sentences, and a concluding sentence according to type (Descriptive – people & places, listing-order, how-to, and opinion paragraphs).	You demonstrate the ability to write a satisfactorily organized, unified, and coherent basic paragraph, utilizing relevant sentence types and demonstrating acceptable use of basic grammar and mechanics according to rhetorical pattern.
D	60 – 69% Unsatisfactory		You may not demonstrate the ability to write a well-organized, unified, and coherent basic paragraph at a satisfactory level due to inadequate sentence structure, inaccurate use of basic grammar, mechanics, and/or insufficient understanding of basic rhetorical patterns.
F	Below 60 % Unacceptable		You are unable to demonstrate the ability to write a well-organized, unified, and coherent basic paragraph at a satisfactory level due to inadequate sentence structure, inaccurate use of basic grammar, mechanics, and insufficient understanding of basic rhetorical patterns.
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

1. Course Description

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

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

2. Course Goal

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

3. Course Objectives

The main objective of ALS 1001 is for students to:

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

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

4. Intended Learning Outcomes

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

1. Apply effective listening strategies to identify main ideas, details, examples, and opinions in an academic lecture up to 8 minutes in length.
2. Differentiate between sounds with similar phonemes and orally produce them.
3. Deliver an academic informative presentation on a unique topic with logical organization, well developed ideas, and
4. Apply organizational patterns of academic presentations. React orally and verbally to academic lectures and talks.
5. Infer attitudes of towards subject matter form context
6. Orally produce a range of grammatical structures and academic vocabulary accurately.

5. Textbook and materials

Contemporary Topics 2. (4th ed). Ellen Kisslinger, N., New York: Longman, 2017.

Supplementary materials will be handed to students by their teachers.

6. Course Evaluation

See your syllabus.

7. Achievement Scale for ALS 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	ALS Level One
A	90 – 100 % Outstanding	1. Apply effective listening strategies to identify main ideas, details, examples, and opinions in an academic lecture up to 8 minutes in length. 2. Differentiate between sounds with similar phonemes and orally produce them.	You demonstrate competence in fully comprehending academic style talks and lectures across familiar and unfamiliar topics. Additionally, you show a strong ability in outlining, organizing, and presenting an informative presentation, correctly employing a range of grammatical structures and academic vocabulary. Finally, you show excellent skill in orally expressing your opinion about familiar and unfamiliar topics, using appropriate pronunciation of more advanced vocabulary items.
B	80 – 89 % Good	3. Deliver an academic informative presentation on a unique topic with logical organization, well developed ideas, and effective style. 4. React orally and verbally to academic lectures and talks.	You demonstrate the ability to adequately comprehend academic style talks and lectures across familiar and most unfamiliar topics. Additionally, you show a good ability in outlining, organizing, and presenting an informative presentation correctly employing a range of grammatical structures and academic vocabulary. Finally, you are able to adequately express your opinion about familiar and the majority of unfamiliar topics, using appropriate pronunciation of more advanced vocabulary items.
C	70 – 79 % Satisfactory	5. Infer attitudes of towards subject matter form context 6. Orally produce a range of grammatical structures and academic vocabulary accurately.	You demonstrate the ability to mostly comprehend academic style talks and lectures across familiar and some unfamiliar topics. Additionally, you can satisfactorily outline, organize, and present an informative presentation, using an acceptable range of grammatical structures and academic vocabulary. Finally, you are able to adequately express your opinion about familiar and some unfamiliar topics, using appropriate pronunciation of more advanced vocabulary items.
D	60 – 69% Unsatisfactory		You may not demonstrate the ability to adequately comprehend academic style talks and lectures across familiar and most unfamiliar topics.
F	Below 60 % Unacceptable		You are unable to demonstrate the ability to adequately comprehend academic style talks and lectures across familiar and most unfamiliar topics.
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

1. Course Description

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

2. Course Goals

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

3. Course Objectives

This course aims to:

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

4. Intended Learning Outcomes

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

1. read moderately complex texts from a wide range of academic subjects.
2. apply a variety of academic reading strategies to understand written text.
3. identify main ideas and specific details in a moderately complex text.
4. recall meaning of target vocabulary and identify different word forms.
5. react to reading material orally and in writing through analysis and synthesis.

5. Course Evaluation

See your syllabus.

6. Course Materials

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

7. Achievement Scale for ARD 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	ARD Level One
A	90 – 100% Outstanding	<p>1. read moderately complex texts from a wide range of academic subjects</p> <p>2. apply a variety of academic reading strategies to understand written text</p> <p>3. identify main ideas and specific details in a moderately complex text</p>	<p>You demonstrate the ability to apply a variety of academic reading skills and strategies to understand moderately complex texts from a wide range of academic subjects with a high level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing figurative from literal language, and distinguishing facts from opinions. You are able to recall the meaning of target vocabulary and identify different word forms with high accuracy. You are also able to react to reading material orally and in writing through basic analysis and synthesis with high accuracy.</p>
B	80 – 89% Good	<p>4. recall meaning of target vocabulary and identify different word forms</p> <p>5. react to reading material orally and in writing using analysis and synthesis</p>	<p>You demonstrate the ability to apply a variety of academic reading skills and strategies to understand moderately complex texts from a wide range of academic subjects with an adequate level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing figurative from literal language, and distinguishing facts from opinions. You are able to recall the meaning of target vocabulary and identify different word forms with adequate accuracy. You are also able to react to reading material orally and in writing through basic analysis and synthesis with adequate accuracy.</p>
C	70 – 79% Satisfactory		<p>You demonstrate the ability to apply a variety of academic reading skills and strategies used to understand moderately complex texts from a wide range of academic subjects with a satisfactory level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing figurative from literal language, and distinguishing facts from opinions. You are able to recall the meaning of target vocabulary and identify different word forms with satisfactory accuracy. You are also able to react to reading material orally and in writing through basic analysis and synthesis with satisfactory accuracy.</p>
D	60 – 69% Unsatisfactory		<p>You may not demonstrate the ability to apply a variety of academic reading skills and strategies used to understand moderately complex texts from a wide range of academic subjects with a satisfactory level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing figurative from literal language, and distinguishing facts from opinions. You may not be able to recall the meaning of target vocabulary words or identify different word forms with satisfactory accuracy. You also may not be able to react to reading material orally or in writing through basic analysis and synthesis with satisfactory accuracy.</p>
F	Below 60% Unacceptable		<p>You are unable to demonstrate the ability to apply a variety of academic reading skills and strategies used to understand moderately complex texts from a wide range of academic subjects. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing figurative from literal language, and distinguishing facts from opinions. You are unable to recall the meaning of target</p>

			vocabulary and identify different word forms. You are also unable to react to reading material orally and in writing through basic analysis and synthesis.
WF	<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

1. Course Description

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

2. Course Objectives

The main objective of PWG 1001 is to:

- prepare students for **Academic Writing & Grammar 1002** (AWG 1002).
- reinforce skills taught in other courses at the Language Center.
- expose students to culturally diverse and authentic material.
- enhance critical thinking.

3. Intended Learning Outcomes

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

1. Produce the four types of sentences using a variety of coordinators/subordinators.
2. Use grammar, spelling, punctuation, and capitalization correctly in writing.
3. Apply the steps of the writing process to produce a well-organized academic paragraph.
4. Write a unified, coherent paragraph with a clear topic sentence, supporting sentences, and a concluding sentence according to type (narrative, process, opinion, problem-solution, and compare-contrast).

4. Course Evaluation

See your class syllabus.

5. Course materials

Hogue, Ann, and Alice Oshima. *Longman Academic Writing Series 3: Paragraphs to Essays*. 2013

a. Supplementary materials

Fuchs Marjorie and Margaret Bonner. *Focus on Grammar 3*. 5th ed. Longman 2000.
Solorzano Helen and David Weize, *Focus on Writing 2*, Pearson
Folse, Keith, April Muchmore-Vokoun, and Elena Vestri Solomon, *Great Writing 2*, Heinle & Heinle Pub

b. Online Supplementary materials including:

- i. <https://www.learn-english-today.com/index.html>
- ii. <https://www.learnenglishfeelgood.com/>
- iii. <https://www.englishpage.com>
- iv. <https://www.englishgrammar.org/exercises/>
- v. <https://www.perfect-english-grammar.com/grammar-exercises.html>
- vi. <https://www.ego4u.com/en/cram-up/grammar>

6. Achievement Scale for AWG 1001: Letter Grade Interpretation

Grade	Percentage	ILOs	AWG Level One
A	90 – 100 % Outstanding	1. Produce the four types of sentences using a variety of coordinators /subordinators . 2. Use grammar, spelling, punctuation, and capitalization correctly in writing. 3. Apply the steps of writing process to produce a well-organized academic paragraph . 4. Write a unified, coherent paragraph with a clear topic sentence, supporting sentences, and a concluding sentence according to type (narrative, process, opinion, problem-solution, and compare-contrast).	You demonstrate the ability to write an excellent , organized, unified, and coherent paragraph, utilizing various sentence types and demonstrating accurate use of grammar, vocabulary, and mechanics to produce some basic paragraph rhetorical patterns.
B	80 – 89 % Good		You demonstrate the ability to write a good , organized, unified, and coherent paragraph, utilizing various sentence types and demonstrating adequate use of grammar, vocabulary, and mechanics to produce some basic paragraph rhetorical patterns.
C	70 – 79 % Satisfactory		You demonstrate the ability to write a satisfactorily organized, unified, and coherent paragraph, utilizing various sentence types and demonstrating acceptable use of grammar, vocabulary, and mechanics to produce some basic paragraph rhetorical patterns.
D	60 – 69% Unsatisfactory		You may not demonstrate the ability to write a well-organized, unified, and coherent paragraph at a satisfactory level due to inadequate and inaccurate use of grammar, vocabulary, mechanics, and/or insufficient understanding of basic rhetorical patterns.
F	Below 60 % Unacceptable		You are unable to demonstrate the ability to write a well-organized, unified, and coherent paragraph at the required level due to weak use of grammar, vocabulary, mechanics, and lack in understanding basic rhetorical patterns.
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

Academic Listening & Speaking 1002 (ALS 1002)

1. Course Description

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

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

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

2. Course Goal

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

3. Course Objectives

The main objective of ALS 1002 is for students to:

- 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.

4. Intended Learning Outcomes

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

1. Apply advanced listening strategies to identify main ideas, details, examples, and arguments in an academic lecture ≥ 8 minutes.
2. Respond to the content of an academic lecture orally or in writing.

3. Deliver a well-organized, well-researched, and coherent persuasive presentation, that either convinces the audience to change a behavior or change a point of view on a specific topic.
4. Organize and express opinions and arguments in an extensive discussion.
5. Infer lecturer's attitude towards a subject matter from context.
Produce a wide range of language structures and academic vocabulary with accuracy and flexibility.

5. Textbook and materials

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

6. Course Evaluation:

See your class syllabus.

7. Achievement Scale for ALS 1002: Letter Grade Interpretation

Grade	Percentage	ILOs	ALS Level Two
A	90 – 100 % Outstanding	1. Apply advanced listening strategies to identify main ideas, details, examples, and arguments in an academic lecture ³ 8 minutes.	You demonstrate competence in fully comprehending lengthy and advanced academic style talks and lectures across familiar and unfamiliar disciplines. Additionally, you show a strong ability in outlining, organizing, and presenting a persuasive presentation correctly employing a wide range of grammatical structures and advanced academic vocabulary. Finally, you show excellent capacity to participate in an extensive discussion, competently supporting your views on familiar and unfamiliar topics with well-structured arguments, using appropriate pronunciation of more advanced vocabulary items.
	80 – 89 % Good	2. Respond to the content of an academic lecture orally or in writing.	You have a good capacity for comprehending lengthy and advanced academic style talks and lectures across familiar and the majority of unfamiliar disciplines. Additionally, you demonstrate a good ability in outlining, organizing, and presenting a persuasive presentation, adequately employing a wide range of grammatical structures and advanced academic vocabulary. Finally, you show a good ability to participate in an extensive discussion, successfully supporting your views on familiar and most unfamiliar topics with well-structured arguments, using appropriate pronunciation of more advanced vocabulary items.
B	70 – 79 % Satisfactory	3. Deliver a well-organized, well-researched, and coherent persuasive presentation, that either convinces the audience to change a behavior or change a point of view on a specific topic.	You show the ability to mostly comprehend lengthy and advanced academic style talks and lectures across familiar and some unfamiliar disciplines. Additionally, you demonstrate an acceptable ability in outlining, organizing, and presenting a persuasive presentation, satisfactorily employing a wide range of grammatical structures and advanced academic vocabulary. Finally, you show reasonable ability to participate in an extensive discussion, supporting your views on familiar and some unfamiliar topics with suitably structured arguments, using comprehensible pronunciation of more advanced vocabulary items.
	60 – 69% Unsatisfactory	4. Organize and express opinions and arguments in an extensive discussion.	You may not demonstrate the ability to comprehend lengthy and advanced academic style talks and lectures to a satisfactory .
C	Below 60 % Unacceptable	5. Infer lecturer’s attitude towards a subject matter from context.	You are unable to demonstrate the ability to comprehend lengthy and advanced academic style talks and lectures.
		6. Produce a wide range of language structures and academic vocabulary with accuracy and flexibility.	
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

1. Course Description

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

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

2. Course Goals

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

3. Course Objectives

This course aims to help students:

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

4. Intended Learning Outcomes

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

1. read complex texts from a wide range of academic subjects.
2. apply a wide variety of academic reading strategies to understand written text.
3. identify main ideas and specific details in a complex text.
4. recall meaning of target vocabulary and identify different word forms.
5. react to reading material orally and in writing through analysis, synthesis, and summarization.

5. Course Evaluation

See your class syllabus.

6. Course Materials

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

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

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

7. Achievement Scale for ARD 1002: Letter Grade Interpretation

Grade	Percentage	ILOs	ARD Level Two
A	90 – 100% Outstanding	<p>1. read complex texts from a wide range of academic subjects</p> <p>2. apply a wide variety of academic reading strategies to understand written text</p> <p>3. identify main ideas and specific details in a complex text</p>	<p>You demonstrate the ability to apply a wide variety of academic reading skills and strategies to understand complex texts from a wide range of academic subjects with a high level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing facts from opinions and judgments, distinguishing objective from non-objective texts, and identifying the author’s tone. You are able to recall the meaning of target vocabulary and identify different word forms with high accuracy. You are also able to react to reading material orally and in writing through analysis, synthesis, and summarization with high accuracy.</p>
B	80 – 89% Good	<p>4. recall meaning of target vocabulary and identify different word forms</p> <p>5. react to reading material orally and in writing through analysis, synthesis, and summarization</p>	<p>You demonstrate the ability to apply a wide variety of academic reading skills and strategies to understand complex texts from a wide range of academic subjects with an adequate level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing facts from opinions and judgments, distinguishing objective from non-objective texts, and identifying the author’s tone. You are able to recall the meaning of target vocabulary and identify different word forms with adequate accuracy. You are also able to react to reading material orally and in writing through analysis, synthesis, and summarization with adequate accuracy.</p>
C	70 – 79% Satisfactory		<p>You demonstrate the ability to apply a wide variety of academic reading skills and strategies used to understand complex texts from a wide range of academic subjects with a satisfactory level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing facts from opinions and judgments, distinguishing objective from non-objective texts, and identifying the author’s tone. You are able to recall the meaning of target vocabulary and identify different word forms with satisfactory accuracy. You are also able to react to reading material orally and in writing through analysis, synthesis, and summarization with satisfactory accuracy.</p>
D	60 – 69% Unsatisfactory		<p>You may not demonstrate the ability to apply a wide variety of academic reading skills and strategies used to understand complex texts from a wide range of academic subjects with a satisfactory level of accuracy. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing facts from opinions and judgments, distinguishing objective from non-objective texts, and identifying the author’s tone. You may not be able to recall the meaning of target vocabulary or identify different word forms with satisfactory accuracy. You also may not be able to react to reading material orally or in writing through analysis, synthesis, and summarization with satisfactory accuracy.</p>

<p style="text-align: center;">F</p>	<p style="text-align: center;">Below 60% Unacceptable</p>		<p>You are unable to apply a wide variety of academic reading skills and strategies used to understand complex texts from a wide range of academic subjects. These skills and strategies include predicting text content, skimming and scanning, identifying main ideas and specific details, inferring the meaning of unfamiliar words, distinguishing facts from opinions and judgments, distinguishing objective from non-objective texts, and identifying the author’s tone. You are unable to recall the meaning of target vocabulary and identify different word forms. You are also unable to react to reading material orally or in writing through analysis, synthesis, and summarization with satisfactory accuracy.</p>
<p style="text-align: center;">WF</p>	<p>You have been withdrawn from the course for one or more of the following reasons:</p> <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

1. Course Description

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

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

2. Course Objectives

This course aims to:

- prepare students for freshman composition (English Composition 1301).
- reinforce the listening/speaking and reading skills taught in other courses at the Language Center. exposes students to culturally diverse and authentic material.
- enhances critical thinking.

3. Intended Learning Outcomes

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

1. Produce a wide range of sentences using appropriate transitions,
2. Use advanced grammar and vocabulary, spelling, punctuation, and capitalization correctly in writing,
3. Apply the steps of writing process to produce a well-organized academic essay,
4. Write unified, coherent essays using four rhetorical patterns (Classification or Process analysis, cause or effect, comparison or contrast, and argumentation).

4. Course evaluation

See your syllabus.

5. Course Materials

Hogue, Ann, and Alice Oshima. *Longman Academic Writing Series 4: Essays*. 2020

6. Achievement Scale for AWG 1002: Letter Grade Interpretation

Grade	Percentage	ILOs	AWG Level Two
A	90 – 100% Outstanding	<ol style="list-style-type: none"> 1. Produce a wide range of sentences using appropriate transitions, 2. Use advanced grammar and vocabulary, spelling, punctuation, and capitalization correctly in writing, 3. Apply the steps of writing process to produce a well-organized academic essay, 4. Write unified, coherent essays using four rhetorical patterns (Classification or Process analysis, cause or effect, comparison or contrast, and argumentation). 	You demonstrate the ability to write an excellent , organized, unified, and coherent essay, utilizing various rhetorical patterns and exhibiting accurate use of vocabulary, grammar, and mechanics at the sentence, paragraph, and essay levels.
B	80 – 89% Good		You demonstrate the ability to write a good , organized, unified, and coherent essay, utilizing various rhetorical patterns and exhibiting accurate use of vocabulary, grammar, and mechanics at the sentence, paragraph, and essay levels.
C	70 – 79% Satisfactory		You demonstrate the ability to write a satisfactorily organized, unified, and coherent essay, utilizing various rhetorical patterns and exhibiting accurate use of vocabulary, grammar, and mechanics at the sentence, paragraph, and essay levels.
D	60 – 69% Unsatisfactory		You may not demonstrate the ability to write an essay at a satisfactory level due to inadequate and inaccurate use of vocabulary, grammar, and mechanics at the sentence, paragraph, and essay levels, and/or insufficient understanding of basic rhetorical patterns.
F	Below 60% Unacceptable		You are unable to demonstrate the ability to write an essay at the required level due to weak vocabulary, grammar, and mechanics at the sentence, paragraph, and essay levels, and lack in understanding basic rhetorical patterns.
WF	You have been withdrawn from the course for one or more of the following reasons: <ul style="list-style-type: none"> • Excessive absence • Incomplete work • Academic dishonesty • Misconduct 		

VI. Evaluation Policy

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

System of Evaluation

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

a. Classwork Grade

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

b. Midterm Exams

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

c. Final Exams

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

d. Final Course Grade

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

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

e. LMS Grade Reporting

	<u>Midterm Evaluations</u>	<u>Final Evaluations</u>
Undergraduates	<p>G: good. This evaluation reflects the grade of <u>A+, A, A- or B+ B</u></p> <p>S: satisfactory. This evaluation reflects the grade of <u>B-, C+, C</u></p> <p>U: unsatisfactory. This evaluation reflects the grade of <u>C-, D+, D, or F</u></p>	<p>PA: This evaluation reflects a pass with a grade of <u>A+, A, A-</u></p> <p>PB: This evaluation reflects a pass with a grade of <u>B+, B, B-</u></p> <p>PC: This evaluation reflects a pass with a grade of <u>C+, C, C-,</u></p> <p>FD: This evaluation reflects a fail with a grade of <u>D+, D, D-</u></p> <p>FF: This evaluation reflects a fail with a grade of <u>F</u></p>
Graduates	<p>G: good. This evaluation reflects the grade of <u>A+, A</u></p> <p>S: satisfactory. This evaluation reflects the grade of <u>A-, B+, B.</u></p> <p>U: unsatisfactory. This evaluation reflects the grade of <u>B-, C+ C, C-, D+, D, or F</u></p>	<p>P: This evaluation reflects a pass with a grade of <u>A+, A, A-, B+, B, B-</u></p> <p>F: This evaluation reflects a fail with a grade of <u>D+, D, D-, F</u></p>

f. Academic Honesty

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

VII. Pre-Academic Program Exit TOEFL Policy

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

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

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

VIII. Level Two 'Superpass' Policy

Academic Listening and Speaking:

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

In ALS 1001, the student must:

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

Academic Reading:

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

In ARD 1001, the student must:

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

IX. Attendance Policy

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

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

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

It is at the individual teacher's discretion whether to arrange opportunities for students to make up missed in-class work.

X. LC Student Rights and Responsibilities

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

LC Student Rights: An LC student has the right to

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

LC Student Responsibilities: An LC student bears the responsibility to

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

XI. Campus Map

