



LEAP DEPARTMENT
Curriculum Handbook

LEAP Department Mission Statement

The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use. It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying in an American university.

Description and Purpose of the LEAP Department

The purpose of the LEAP department is to prepare non-native English speakers for full independent participation in other academic classes in the university, predominately Weber State University (WSU) classes. Therefore, our established population is degree seeking students who must be eligible to enter WSU English 1010 (intermediate College Composition) and complete the course with a minimum grade of C. In collaboration with WSU English Department Composition directors we have tailored the exit criteria at the last level in the LEAP program to match the entrance requirements of English 1010.

The assessed needs for students are to have proficiency in CALP skills, specifically in listening, reading, writing, grammar, and word processing. The level of skills in the LEAP department, determined by our continued coordination with the WSU English Composition program were identified on the ACTFL proficiency scale and then adopted by the department as the guidelines for the curriculum review and updates. The curriculum is based on the four skills identified by ACTFL; reading writing, speaking and listening, which guides every level of the program, progression through the program, the Student Learning Outcomes (SLOs) for each class, class and assignment rubrics and other assessment tools. All of the above are tied to the guiding department mission statement (above). The curriculum guide below is therefore tied to the ACTFL guidelines, the department mission statement, and the ultimate goal of English 1010 entrance requirements.

The curriculum guide is reviewed annually, as are class and individual assignment assessments, rubrics for said assessments, the raw writing rubrics for advancement to the next level writing class, each class SLOs, and department mission statement. The curriculum was last overhauled in the spring semester 2018 by the full-time faculty. Some SLOs, descriptors and goals were revised and rewritten at that time. The process examined the relevance between skills and across levels to ensure the integration of the curriculum to address established SLOs and assessed needs. The changes were then accepted by all the Full-time faculty and embedded in the curriculum.

LEAP Curriculum and ACTFL Guidelines Alignment.

More information at https://www.actfl.org/sites/default/files/pdfs/public/ACTFLProficiencyGuidelines2012_FINAL.pdf

LEAP Level	Start (ACTFLdescriptor)	End (ACTFL descriptor)
5	Intermediate High	Advanced Low
6	Advanced Low	Advanced Mid
7 (BridgeClass)	Advanced Mid	Advanced High

LEAP Department
Written Plan for Curriculum Review and Revision

1. **Curriculum Review and Revision Meetings:** The curriculum committee will meet on the fifth Friday of the first block of Fall and Spring semesters to review and revise the curriculum. The Curriculum coordinator will set the agenda and conduct the meeting. Each meeting will cover issues of curriculum development, textbooks, materials, and methodology. These issues may also be discussed in other faculty meetings. Proposed curriculum changes can only be voted upon in meetings other than the fifth Friday meetings if the curriculum coordinator, or acting coordinator, and 50% + 1 of the committee are present. The curriculum committee will not meet during Summer Semester.
2. **Textbook and materials evaluation survey:** All teachers will complete the teacher textbook/materials evaluation survey the first and second time they use a particular textbook or course packet. They should also complete an additional survey whenever their opinion of the materials changes or they have something new to add to the record. Surveys will be forwarded to the curriculum coordinator who will maintain, and update hard copies. The Curriculum Committee will use the survey to evaluate the curriculum and initiate revisions.
3. **Student textbook/materials evaluation survey:** All students will complete the textbook/materials evaluation survey for each class every block on Chi tester when they complete teacher evaluations. The Administrative Specialist will administer the survey, summarize the results and ensure they are available to the Curriculum Coordinator. The Curriculum Committee and Curriculum Coordinator will use the surveys to evaluate the recommendations and initiate revisions.
4. **Textbook and Materials Library:** The Curriculum Coordinator will collect and maintain a materials library for all classes (texts, course packets) for reference in evaluating the Curriculum. The library is kept in a secure and accessible location. The Curriculum coordinator will maintain a current Textbook List.
5. **Syllabus Collection:** instructors will submit a copy of the current syllabus for each class they teach, which will be filed in the mailroom. The Curriculum Committee will use the syllabi file to evaluate the Curriculum, textbooks, methods, supplemental materials, and to orient adjunct and/or new teachers.
6. **Textbook Changes:** Any teacher may propose in writing a change of textbook or materials to the curriculum coordinator. The proposal, either a hard copy or email, must include details identifying the current textbook, the problems with using that text, and the proposed change. This request will be reviewed and approved by the curriculum/assessment committee. The text will be piloted for one block, or semester for level seven classes, after which the curriculum committee, may ratify the change at the next curriculum or assessment committee meeting, will make an evaluation. See below for details.
7. **Agenda.** One week before the Curriculum Committee Meeting the proposed agenda will be circulated for suggestions, and to advise faculty of tasks to be addressed at the meeting
8. **Review of the Written Plan:** This Written Plan will be reviewed by the curriculum committee once a year at the fall curriculum committee meeting.

Item #6 Textbook Changes

Any teacher may propose in writing a change of textbook or materials to the curriculum coordinator.

- ↳ The proposal, submitted by email, must include details identifying the current textbook, the problems with using that text, and the proposed change.
- ↳ This request will be reviewed by the Curriculum Committee at the next Faculty or Curriculum Committee meeting
- ↳ The text will be piloted for a minimum of one block, or semester for level seven classes, and will be available to the Curriculum Committee
- ↳ The Curriculum Committee, will evaluate the textbook
 - if the textbook is adopted, the Curriculum Coordinator will ensure that the approved and adopted textbook is added to the textbook list, and communicate the details to the office staff.
 - The office staff member responsible for textbook ordering will then order the new text for classes the semester or block following approval by the Curriculum Committee as necessary.

LEAP Department
Written Plan for Assessment Review

1. **Assessment Review and Revision Meetings:** The Assessment Committee will meet on the fifth Friday of the second block of Fall and Spring semesters to review and revise department assessment procedures and department self-assessment. The chair will set the agenda and conduct the meeting. Each meeting will cover issues of class assessments, achievement data, and program of study goals and results assessment. These issues may also be discussed in other faculty meetings. Proposed department assessment changes can only be voted upon in meetings other than the fifth Friday meetings if the chair and 50% of the committee are present. The Assessment Committee will not meet during Summer Semester.
2. **Assessment Committee Meetings** will include a review of the department structure in respect of services. These services include, but are not limited to; Student Complaints procedures, Student achievement rates, faculty concerns with department procedure and policies, review of the Mission statement and the alignment of the curriculum with the mission statement, review of classroom resources, review of student aide job descriptions, tutoring, the MENG TESOL practicum, internships, adjunct training, faculty trainings.
3. **A nominated faculty** or the Administrative Specialist will attend the monthly scheduled Student Affairs Development Meetings (SADM). Any suggestions for inclusion on the SADM agenda must be submitted to the Administrative Specialist one week before the scheduled meetings (2018; 27 Sep, 16 Oct, 6 Nov, 23 Jan, 12 Feb, 14 Mar). all faculty are welcome to attend.
4. **All texts** will be evaluated and reviewed according to the attached [LEAP Department Text Review and Evaluation form](#). The proposed schedule is as follows:

Spring 2018	Level 7	Fall 2019	Level 4	Spring 2021	Level 7
Fall 2018	Level 6	Spring 2010	Level 3	Fall 2021	Level 6
Spring 2019	Level 5	Fall 2010	Level 2	Spring 2022	Level 5
5. **One Assessment Committee Meeting** per semester (minimum) will be held with the CE financial supervisor, Sherri Melton, to review budget and expenditures to ensure continued fiscal responsibility.
6. **Any failure** of classroom technological resources will be reported to the Administrative Specialist, who will organize replacement or repair with the necessary provider.
7. **Agenda.** One week before the Assessment Committee Meeting the proposed agenda will be circulated for suggestions, and to advise faculty of tasks to be addressed at the meeting
8. **Review of the Written Plan:** This Written Plan will be reviewed by the Assessment Committee once a year at the fall Assessment Committee meeting.

LEAP Department Curriculum Map

Overarching goals & ACTFL descriptors	Level 5 Advanced Low	Level 6 Advanced Mid	Bridge level (7) Advanced High
<p>Writing</p> <p>Students will be able to communicate in writing at an academic level</p>	<p>ESL 2310</p> <p>Write well-constructed essays drawing on experiential knowledge</p>	<p>ESL 2410</p> <p>Write a five-paragraph essay including an introduction, body, and conclusion on an academic topic (Minimum two pages).</p>	<p>LEAP 2510</p> <p>Write a minimum 3- page paper containing at least five paragraphs on an academic topic that incorporates outside sources.</p>
<p>Reading</p> <p>Students will be able to read and comprehend un adapted academic texts.</p>	<p>ESL 2320</p> <p>Read & comprehend modified academic low advanced texts. Learn vocabulary & reading skills such as note-taking</p>	<p>ESL 2420</p> <p>Read and comprehend slightly modified academic texts & take notes on related material presented orally.</p>	<p>LEAP 2520</p> <p>Read & comprehend un adapted academic texts.</p>
<p>Grammar</p> <p>Students will be able to improve communicative Efficiency through the study of English grammar Forms.</p>	<p>ESL 2341</p> <p>Recognize, understand, use advanced English grammar structures</p>	<p>ESL 2441</p> <p>Recognize, understand, use advanced English grammar structures</p>	
<p>Special Projects</p> <p>Students will increase their cultural competency and communicative efficiency through the study of American culture, university culture and English literature.</p>	<p>American Culture I, II, & III</p> <p>Students will become more familiar with aspects of American culture.</p>	<p>Reading</p> <p>Students will become more familiar with aspects of American culture.</p>	

WRITING COURSES

OVERVIEW OF WRITING CURRICULUM GOALS

Overarching Goal: Students will be able to communicate in writing at an academic level.

ACTFL guidelines:

Writers at the Advanced High [level 7] are able to write about a variety of topics with significant precision and detail. They can handle informal and formal correspondence according to appropriate conventions. They can write summaries and reports of a factual nature. They can also write extensively about topics relating to particular interests and special areas of competence, although their writing tends to emphasize the concrete aspects of such topics. Advanced High writers can narrate and describe in the major time frames, with solid control of aspect. In addition, they are able to demonstrate the ability to handle writing tasks associated with the Superior level, such as developing arguments and constructing hypotheses, but are not able to do this all of the time; they cannot produce Superior-level writing consistently across a variety of topics treated abstractly or generally. They have good control of a range of grammatical structures and a fairly wide general vocabulary. When writing at the Advanced level, they often show remarkable ease of expression, but under the demands of Superior-level writing tasks, patterns of error appear.

The linguistic limitations of Advanced High writing may occasionally distract the native reader from the message.

Level Five ESL2310	In this course, intermediate-high level English language learners are introduced to essay writing. Grading Rubric
Level Six ESL2410	Write a five-paragraph essay including an introduction, body, and conclusion on an academic topic (minimum two pages). Grading Rubric
Bridge Level LEAP2510	Write a minimum three-page paper containing at least five paragraphs on an academic topic incorporating sources Grading Rubric

LEVEL 5 ESL2310 (2 Credits)	<u>Text</u> : Course Packet (Curtis)
CATALOG DESCRIPTION	In this course, intermediate-high level English language learners are introduced to essay writing.
GOAL	Write well-constructed essays drawing on experiential knowledge.
OBJECTIVE	In this course, students will draw on their own experiences and knowledge in developing two well-constructed essays and sixteen journal entries on various topics.
STUDENT LEARNING OUTCOME	<p>At the end of the course, students can demonstrate competency in the following skills at an advanced–low level with an overall average of 77% accuracy or better:</p> <ul style="list-style-type: none"> • the ability to use these steps in the essay-writing process: <ul style="list-style-type: none"> • pre-writing, brainstorming • outlining • writing a first (rough) draft • revising and editing, including working with a tutor in the Writing Center • typing a final copy, using MLA format • an understanding of well-organized, well-developed, unified, coherent and cohesive paragraphs and essays. <ul style="list-style-type: none"> • identifying the main parts of an essay—thesis statement in the introductory paragraph, the topic sentence in each body (developing) paragraph, and conclusion • identifying irrelevant information in texts • identifying information in texts that is not coherent (in the wrong order) • identifying cohesive devices such as signal and transition words in texts • the ability to write and revise well-organized, well-developed, unified, coherent and cohesive paragraphs and essays • the ability to use personal experience and knowledge as support • the ability to touch-type using a Roman-alphabet keyboard
ASSESSMENT	Progress will be assessed informally with in-class activities, quizzes and a final exam, plus a raw writing sample, or other periodic assessments as appropriate. Students must achieve 77% total class average as well as 77% on the raw writing sample.

Level 5	10	9	8	7	6	5	4	3	2
Paragraph Structure	Topic sentence has controlling idea, unified, support, focused, well-organized, concluding sentence		Most of the topic & concluding sentences focus on the assignment, lots of details & examples all related to the assignment		Many of the topic & concluding sentences have controlling ideas & focus on the assignment with related details & examples		Some of the topic & concluding sentences have controlling ideas & focus on the assignment with related details & examples		Few to none of the topic & concluding sentences have controlling ideas & focus on the assignment, few related details or examples
Length	Met the 1 ½-2 page requirement of the writing.		Almost met length requirement (1 1/3 pages).		Trying to fulfill the minimum length requirements (1 page)		Partially meet the length requirement (½ page)		Did not meet the length requirement (1/4 page)
Content & Analysis	Paragraph is complete, focused, accurate, of good substance with detailed support sentences		Mostly complete, correct and accurate, good substance. Some irrelevancies.		Maybe a little short on information and detail, some substance. Lacking direction.		Not explained enough, lacking detail, not much substance. Lacks confidence.		Confusing and hard to follow.
Punctuation	Almost always correct, correct capitals and periods		Minor errors, 3-4 per paper		Significant errors (1-2 per sentence)		Errors interrupt reading (3+ per sentence)		Punctuation problem throughout, meaning unclear; confusing.
Spelling	Almost always correct, 3-4 mistakes in the paper		Minor errors, 5-6 mistakes in the paper		Significant errors 8-10 mistakes in the paper		Errors interrupt reading 1-2 per sentence		Confusing, spelling rules are not apparent
Vocabulary	Appropriate and extensive, easy to understand		Correct usage, fairly easy to understand and follow.		Lacking imagination, sometimes hard to understand and follow.		Often incorrect, is confusing.		Basic, mostly incorrect, very difficult to understand and follow.
Grammar 2X	Correct, easy to understand including S+V agreement		Minor errors (5-6), fairly easy to understand		Significant errors (1-2 per sentence), sometimes hard to understand & follow.		Errors interrupt reading (3+ per sentence), is often incorrect and confusing		No correct use of grammar. Very difficult to understand and follow.
Format	Spacing, margins, indentation correct & legible.		Paragraph is indented. Erratic spacing, wavering margins, but legible		Paragraph is indented. Occasional spacing, wavering margins, but legible,		Paragraph is not indented. Erratic spacing, no margins, illegible,		Letters are present ☺
Cohesion	Compound and complex Sentences (8-10)		Compound and complex sentences (6-7)		Compound and complex sentences (4-5)		Compound and complex sentences (2-3)		No compound or complex Sentences (0 points)

Level 6 ESL2410 (2 credits)	Text: Peterson. Mark. <i>ESL 2410 Course Packet</i>	20
CATALOG DESCRIPTION	In this course, advanced-low English language learners focus on writing essays on academic topics.	
GOAL	Write a five-paragraph essay including an introduction, body, and conclusion on an academic topic (minimum two pages).	
OBJECTIVE	<p>In this course, students will:</p> <ul style="list-style-type: none"> • Write five paragraph essays which include an introduction with a thesis statement, body paragraphs and a concluding paragraph • Incorporate outside sources into their writing • Paraphrase, summarize and analyze the content of a topic • Work with a tutor and the teacher to edit and revise essays • Produce writing that is easy to understand and demonstrates the students' understanding of the topic. 	
STUDENT LEARNING OUTCOMES	<p>At the end of the course, students can demonstrate competency in the following skills at an advanced-mid level with an overall average of 77% accuracy or better:</p> <ul style="list-style-type: none"> • Write 8-10 short (approximately 200 words per paragraph) paragraphs and longer essay responses which include summarizing, paraphrasing, and analyzing course content • Write 8-10 short (approximately 200 words per paragraph) paragraphs and longer essay responses which include summarizing, paraphrasing, and analyzing course content • Type with an adjusted rate of 40 wpm. (Use www.freetypinggame.net) 	
ASSESSMENT	Progress will be assessed informally with in-class activities, quizzes and a final exam, plus a raw writing sample, or other periodic assessments as appropriate. Students must achieve 77% total class average as well as 77% on the raw writing sample.	

Level Six Writing Rubric

Level 6	10	9	8	7	6	5	4	3	2
Structure	Strong and clear sense of purpose. Well organized. Good flow. Thesis is clear, supporting ideas (PSI) are present. Final paragraph reflects introduction. No new ideas in final paragraph.		Demonstrates some sense of purpose. Some organization. Thesis lacks clarity, unorganized outline of supporting ideas. Final paragraph connected to intro, 1 or 2 new ideas in the final paragraph.		Does not demonstrate a clear understanding of the assigned topic. No thesis. No PSI. Intro not connected to final paragraph. Final paragraph functions as an extra paragraph		Meandering, little sense of coherence or purpose. No flow, no transitions. Final paragraph is not clear.		Topic not focused and or clear. No thesis, paragraphs do not support ideas. Final Paragraph does not reflect introduction.
Sentence structure	Varying sentence lengths. Use of compound, complex and simple sentences		Either long or short, lacking complexity. Some FANBOYS		No complexity. Mostly short sentences. No FANBOYS		No sense of creating interest with the sentence structure. Choppy at best.		All short sentences. No more than 6 words in any sentence.
Paragraphing	Includes topic & concluding sentences. All support sentences are related and support the topic sentence.		Occasionally off topic from the main purpose. Occasional related but not clearly supporting ideas.		Often off topic. Most of the ideas are related, but are 'fillers' rather than focused on the argument.		Paragraphs are vague and redundant. .		No paragraphing
Length	Met the 2 page requirement of the writing. Covers all the points, not repetitive.		Almost met length requirement (2 pages). Covers most of the points. The odd repetition		Trying to fulfill the minimum length requirements (1 ½ page)		Partially meet the length requirement (1 page)		Did not meet the length requirement (½ page)
Content & Analysis	Very good answers, very complete, focused, accurate, and very good substance. Demonstrates poise and confidence.		Good answers, mostly complete, correct and accurate, good substance. Some irrelevancies. Confident.		Okay answers, maybe a little short on information and detail, some substance. . Lacking some direction.		Not explained enough, lacking some detail in information, not much substance. Lacks confidence.		Confusing and hard to follow.
Punctuation	Always correct. (1-2 errors per essay)		Minor errors (1 - 2 per paragraph)		Significant errors (1-2 per sentence)		Errors interrupt reading (3+ per sentence)		Liberal sprinkling of ; ; , , / ' ! confusion reigns
Spelling	Always correct, excusing non-English words (1 -2 mistakes per essay)		Minor errors (1 - 2 per paragraph)		Significant errors (1-2 per sentence)		Errors interrupt reading. (3+ per sentence)		Confusing. Proper spelling is not apparent
Vocabulary	Appropriate and extensive, easy to understand		Correct usage, fairly easy to understand and follow.		Lacking imagination, sometimes hard to understand and follow.		Often incorrect, is confusing.		Basic, mostly incorrect, very difficult to understand and follow.
Grammar	Always correct. Easy to understand.		Minor errors. Fairly easy to understand (1 - 2 per paragraph)		Significant errors. Sometimes hard to understand and follow. (1 - 2 per sentence)		Errors interrupt reading. Is often incorrect & confusing (3+ per sentence)		No correct use of grammar. Very difficult to understand and follow.
Format	Spacing, margins, indentation always correct		3 - 4 paragraphs are indented. Erratic spacing, wavering margins		1 - 2 paragraphs are indented. Occasional spacing, wavering margins		No paragraphs are indented. Erratic spacing, no margins		Letters are present ☺

LEVEL 7 LEAP2510 (3 Credits)	<u>Text</u> Course packet (Hudson)
CATALOG DESCRIPTION	This advanced-mid writing course for English language learners focuses on writing academic essays that incorporate outside sources. This course should be taken concurrently with LEAP 2520
GOAL	Write a minimum 3-page essay containing at least five paragraphs on an academic topic that incorporates outside sources.
OBJECTIVE	In this course, students will: <ul style="list-style-type: none"> • Write an essay that specifically reaches university level writing. • Read, analyze and practice different writing forms including cause/effect and argumentative essays. • Learn correct formatting for citing sources and how to avoid plagiarism.
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills at an advanced-high level with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • Type 55 wpm • Change direct quotations into indirect quotations and use quotation marks correctly (in format) and appropriately (when needed) • Paraphrase and summarize short academic passages (2-5 sentences) and films • Accurately give credit to sources used in an essay including in-text citations and a correctly formatted MLA works cited list • Do guided research to find sources • Using appropriate academic register and a variety of sentence structures • Write a well-organized academic essay of at least 2 ½ - 3 pages that incorporates outside sources
ASSESSMENT	Progress will be assessed informally with in-class activities, quizzes and a final exam, plus a raw writing sample, or other periodic assessments as appropriate. Students must achieve 77% total class average as well as 77% on the raw writing sample.

Level 7 Writing Rubric

Level 7	10	9	8	7	6	5	4	3	2
Essay Structure	Strong and clear sense of purpose. Well organized. Good flow. Thesis is clear supporting ideas are present. Final paragraph reflects intro. No new ideas in final paragraph.		Demonstrates some sense of purpose. Some organization present. Thesis unclear, no outline of supporting ideas. Final paragraph connected to intro, 1 or 2 new ideas in the final paragraph.		Does not demonstrate a clear understanding of the assignment. No thesis. No supporting ideas. Intro not connected to conclusion, which functions as an extra paragraph		Meandering, little sense of coherence or purpose. No flow, no transitions. Final paragraph is a flight of fancy.		No sense of purpose or coherence. No understanding of the genre. Writer has pulse as indicated by the presence of writing
Sentence structure	Varying sentence lengths. Use of compound, complex and simple sentences. FANBOYS		Either long or short, lacking complexity. Some FANBOYS		No complexity. Mostly short sentences. No FANBOYS		No sense of creating interest with the sentence structure. Choppy at best. Little control of syntax		All short sentences. No more than 6 words in any sentence. Unnatural syntax
Paragraphing	Tight and focused. Includes topic & concluding sentences. All support sentences are related and support the topic sentence.		Occasional wandering from the main purpose. Occasional related but not clearly supporting ideas.		Often wandering from the topic. Most of the ideas are related, but are 'fillers' rather than focused on the argument.		A recitation of something vaguely akin to the main ideas.		No paragraphing
Length	Covers all the points amply, not repetitious		Covers most of the points. The odd repetition		Trying to fulfill the minimum length requirements		A sense of bewilderment of the writer & for the reader		Bewilderment abounds
Content & Analysis	Succinct, insightful, germane & appropriate interpretation of the resource material. Demonstrates poise and confidence.		Some insights into the resource material, lacking clear interpretation. Some irrelevancies. Confident.		Understands the topic to a degree, wavering sense of purpose. Lacking direction overall.		Clear lack of interest & understanding. Wandering towards the wilderness. Lacks confidence.		No sense of understanding or care. Lost in the wilderness
Punctuation	Always correct. (1 - 2 mistakes per essay)		Minor errors (1 - 2 per paragraph)		Significant errors (1 - 2 per sentence)		Errors interrupt reading (3+ per sentence)		Liberal sprinkling of ., ; ' 'no grasp of punctuation
Spelling	Always correct, excusing non-English words (1 - 2 mistakes per essay)		Minor errors (1 - 2 per paragraph)		Significant errors (1 - 2 per sentence, especially homophones)		Errors interrupt reading. (3+ per sentence)		Incoherent. English is not apparent
Vocabulary	Apt and extensive		Correct usage		Lacking imagination		Often incorrect		Basic, mostly incorrect.
Grammar	Always correct. (1 - 2 mistakes per essay)		Minor errors (1 - 2 per paragraph)		Significant errors (1 or 2 mistakes per sentence)		Errors interrupt reading. (3+ per sentence)		Native grammar influence creates confusion
Format	Spacing, margins, indentation always correct		1 - 2 paragraphs are indented. Erratic spacing, wavering margins		0 -1 paragraph is indented. Occasional spacing, wavering margins		No paragraph is indented. Erratic spacing, no margins		Letters are present ☺

READING COURSES

OVERVIEW OF READING CURRICULUM Goals

<p>Over-arching goal: Students will be able to read and comprehend an unadapted academic text</p> <p>ACTFL Guidelines:</p> <p>At the Advanced High sublevel, readers are able to understand, fully and with ease, conventional narrative and descriptive texts of any length as well as more complex factual material. They are able to follow some of the essential points of argumentative texts in areas of special interest or knowledge. In addition, they are able to understand parts of texts that deal with unfamiliar topics or situations. These readers are able to go beyond comprehension of the facts in a text, and to begin to recognize author-intended inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wide variety of texts. Misunderstandings may occur when reading texts that are structurally and/or conceptually more complex.</p>	
<p>Level Five ESL2320</p>	<p>Read and demonstrate comprehension of modified low advanced academic texts. Learn vocabulary and reading skills such as note-taking</p>
<p>Level Six ESL2420</p>	<p>Read and comprehend slightly modified academic mid advanced text Read and comprehend slightly modified academic texts and take notes on related material presented orally.</p>
<p>Bridge Level LEAP2520</p>	<p>Read and comprehend unadapted academic texts</p>

LEVEL 5 ESL2320 (2 Credits)	<u>Text:</u> <i>A Short Course in Current Issues in the US</i> (Peterson)
CATALOG DESCRIPTION	The focus of this course for English language learners is on reading and understanding academic texts modified to an intermediate-high level.
GOAL	Read & comprehend modified academic low advanced texts. Learn vocabulary and reading skills such as note-taking
COURSE OBJECTIVES	In this course, students will: <ul style="list-style-type: none"> • Read and demonstrate comprehension of modified academic texts. • Learn vocabulary through reading modified academic text. • Learn reading skills such as note taking
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills at an advanced –low level with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • Survey an article by examining its structure: title, number of paragraphs/pages, pictures, charts, illustrations • Make predictions of the article based on the pre-reading survey. • Skim and scan for details, such as names, dates and numbers, and other specific information • Summarize & paraphrase the article (orally or in writing) • Show deep understanding of the reading by making inferences and using information from the text to support their inferences • Check initial predictions and confirm the accuracy or make adjustments as needed based on what they have learned • Demonstrate comprehension of text by identifying the main idea and supporting details, and the type of organization of the article (e.g. classification, cause/effect, comparison, contrast, definition, description, process)
ASSESSMENT	Progress will be assessed both informally with in-class activities and more formally with quizzes and a final exam

LEVEL 6 ESL2420 (2 Credits)	<u>Text:</u> Course Packet (<i>Peterson and Curtis</i>)
CATALOG DESCRIPTION	This low-advanced level reading course focuses on developing academic reading skills and building academic vocabulary through reading slightly modified academic texts.
GOAL	Read and comprehend slightly modified academic texts and take notes on related material presented orally.
COURSE OBJECTIVES	In this course, students will: <ul style="list-style-type: none"> • apply reading skills in the comprehension of slightly modified academic texts, • learn academic vocabulary in context,
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills at an advanced-mid level with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • Skim and scan for information • Identify main ideas and supporting details • Make predictions and inferences • Organize and summarize content read • identify cause-effect relationships • Demonstrate an understanding of vocabulary in context
ASSESSMENT	Progress will be assessed both informally with in-class activities and more formally with quizzes and a final exam

BRIDGE LEVEL LEAP2520 (3 Credits)	<u>Text:</u> An unadapted novel or autobiography. <i>The World at War</i> : Maria Mortensen & Debi Sheridan
CATALOG DESCRIPTION	In this course, advanced-mid English language learners practice reading and comprehending authentic academic texts. This course should be taken concurrently with LEAP 2510
GOAL	Read and comprehend unadapted academic texts
COURSE OBJECTIVES	<p>In this course, students will:</p> <ul style="list-style-type: none"> • Read and demonstrate comprehension of unadapted academic texts. • Learn vocabulary through reading unadapted academic texts. • Learn reading skills such as critiquing, hypothesizing, analyzing and making connections
STUDENT LEARNING OUTCOMES	<p>At the end of the course, students can demonstrate competency in the following skills at an advanced-high level with an overall average of 77% accuracy or better:</p> <p>Apply reading skills to unadapted academic texts such as:</p> <ul style="list-style-type: none"> • Summarizing • Paraphrasing • Identifying main ideas & details • Making predictions • Synthesizing information between multiple readings, & between readings & listening pieces • Critiquing • Analyzing <p>Produce written and oral responses to reading Organize information Identify cause & effect relationships Make inferences Take notes Answer comprehension questions about unadapted texts</p>
ASSESSMENT	Progress will be assessed both informally with in-class activities and more formally with quizzes and a final exam

GRAMMAR COURSES

OVERVIEW OF GRAMMAR CURRICULUM GOALS

<p>Overarching Goal:</p> <p>Students will be able to improve communicative efficiency through the study of English grammar forms.</p> <p>ACTFL Guidelines:</p> <p>There are no specific guidelines for grammar. The SLOs were derived from the ACTFL guidelines for the other skills and were organized to facilitate the mastery of the ACTFL writing, reading, and speaking and listening guidelines listed above.</p>	
<p>Level 5 ESL2341</p>	<p>Recognize, understand, and use advanced English grammar structures</p>
<p>Level 6 ESL2441</p>	<p>Recognize, understand, and use advanced English grammar structures</p>

LEVEL 5 ESL2341 (2 Credits)	<u>Text:</u> <i>Course Packet</i> Giana Curtis
CATALOG DESCRIPTION	The focus of this grammar course for high-intermediate English language learners is the meaning and usage of the past and future perfect verb tenses, the passive voice, and noun clauses.
GOAL	Identify, understand and use advanced English grammar structures.
COURSE OBJECTIVES	In this course, students will <ul style="list-style-type: none"> • Identify and use the past and future perfect verb tenses appropriately in written sentences • Identify and use the passive voice appropriately in written sentences • Identify and use noun clauses appropriately in written sentences
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills at an advanced –low level with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • use the past tense and past participle forms of the irregular verbs correctly in written sentences • use the Simple Past, Present, & Future, the Progressive Past, Present & Future, and the Present Perfect correctly in written sentences • identify the past perfect verb tense in written sentences • choose/form the past perfect verb tense appropriately in written sentences • identify the future perfect verb tense in written sentences • choose/form the future perfect verb tense appropriately in written sentences • identify the passive voice in written sentences • form/choose the passive voice appropriately in written sentences • change active sentences to passive sentences in writing • identify noun clauses in sentences • complete (in writing) appropriate sentences that include noun clauses made from information and yes/no questions, and from statements
ASSESSMENT	Progress will be assessed both informally with in-class activities and more formally with quizzes, a mid-term, and a final exam.

LEVEL 6 ESL2441 (2 Credits)	<u>Text:</u> <i>Course Packet</i> Giana Curtis
CATALOG DESCRIPTION	The focus of this grammar course for mid-advanced English language learners is understanding the meaning and usage of gerunds and infinitives, participles, conditionals, and modal verbs, and a review of past and future perfect verbs, passive voice, and noun clauses.
GOAL	Recognize, understand, and use advanced English grammar structures
COURSE OBJECTIVES	<p>In this course, students will:</p> <ul style="list-style-type: none"> • identify and use gerunds and infinitives in sentences • identify and use present and past participles in sentences • identify and use conditional verbs in sentences • identify and use modal verbs in sentences • identify and use past and future perfect verbs in sentences • identify and use passive verbs in sentences • identify and use noun clauses in sentences
STUDENT LEARNING OUTCOMES	<p>At the end of the course, students can demonstrate competency in the following skills at an advanced-mid level with an overall average of 77% accuracy or better:</p> <ul style="list-style-type: none"> • use gerunds as objects of common verbs in written sentences • use gerunds as objects of common verb/preposition combinations in written sentences • use gerunds as objects of common verb/adjective/preposition combinations in written sentences • use infinitives as objects of common verbs in written sentences • choose the correct use of present and past participles as adjectives in written sentences • reduce adjective clauses to modifying participial phrases in written sentences • reduce clauses of time to participial phrases of time in written sentences • identify past and future perfect in written sentences. • complete written sentences using appropriate past and future perfect verb tenses • complete written sentences using real conditionals • complete written sentences using contrary-to-fact conditionals in present and past • complete written sentences using mixed time conditionals • write sentences using conditionals that omit if • write sentences expressing wishes and hopes • write one-word answers to written questions about wishes and hopes • identify passive voice verbs in written sentences. • complete written sentences with appropriate passive verbs. • complete written sentences using modal verbs in present/future and past tenses, where appropriate, including the following: modals of request; modals of necessity & prohibition; modals of advice; modals of expectations and suggestions; modals of certainty/probability/possibility; modals of habitual past action; modals of preference/desire; modals of ability • identify noun clauses in written sentences. • complete written sentences using appropriate noun clauses.
ASSESSMENT	Progress will be assessed both informally with in-class activities and more formally with quizzes, a mid-term, and a final exam.

SPECIAL PROJECTS COURSES

OVERVIEW OF SPECIAL PROJECTS CURRICULUM

Overarching Goal: Students will increase their cultural competency and communicative efficiency through the study of American culture, university culture and English literature	
American Culture (1,2,3 credits)	Demonstrate a better understanding of American University culture by attending some of the activities and events offered on campus; explore several types of student support available on campus; and increase English vocabulary, and communications skills. Continue to build an understanding of elementary grammar structures for students with minimal English using an integrated communicative approach
Levels 4-7 Reading (1,2,3 credits)	Demonstrate a better understanding of American culture through reading texts, at the relevant level, and demonstrating comprehension through provided materials. Employing the simple present, present progressive, expressions of past time, nouns and pronouns. the verbs “to be” and “to have” are emphasized using an integrated communicative approach

ESL2750 (1, 2 or 3 Credits) American Culture	<u>Text: Provided by instructor</u>
CATALOG DESCRIPTION	Students will become more familiar with aspects of American culture.
GOAL	Demonstrate a better understanding of some aspects of American culture by reading, watching a film, asking and answering questions and writing one or more papers, increase academic English vocabulary and improve communication skills.
COURSE OBJECTIVES	In this course, students will: <ul style="list-style-type: none"> • Increase their written, oral and aural English communication skills, and their understanding of American culture
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • Interviewing skills • Relating films to American culture • Relating written texts to American culture
ASSESSMENT	Progress will be continually assessed with the completed assignments submitted throughout the block.

ESL2750 (1, 2 or 3 Credits) Reading	<u>Text: Provided by instructor</u>
CATALOG DESCRIPTION	Students will become more familiar with aspects of American culture.
GOAL	Demonstrate a better understanding of American culture through reading texts, at the relevant level, and demonstrating comprehension through provided materials.
COURSE OBJECTIVES	In this course, students will: <ul style="list-style-type: none"> • Increase their English reading and communication skills, and their understanding of American culture.
STUDENT LEARNING OUTCOMES	At the end of the course, students can demonstrate competency in the following skills with an overall average of 77% accuracy or better: <ul style="list-style-type: none"> • Write responses to readings • Demonstrate understanding of texts by correcting completing cloze passages, error correction and/or matching exercises and answering true/false and multiple choice questions. • Make simple summaries, paraphrases and predictions about the texts they have read.
ASSESSMENT	Progress will be continually assessed with the completed assignments submitted throughout the block.

[LEAP Department Text Review and Evaluation](#)

Mission Statement

The Weber State University LEAP Department (Learning English for Academic Purposes) provides intensive English language courses for students in the process of acquiring English as a second language for academic use. It is the mission of the Department to prepare these students to function effectively in mainstream academic classes where English is the language of instruction. In doing so, we also seek to familiarize students with American culture and the academic atmosphere of studying in an American university.

The main goals of the LEAP department are to provide English language instruction, acculturation, and academic preparation. These goals direct the operation of the LEAP department and are the driving focus of instruction, assessment and social activities for the students.

Instructions for use: please answer the questions about the text under review as fully as possible. Present your review at the next assessment meeting when your text is due for review. Please email a copy to the Chair/Assessment Coordinator, full-time faculty and Administrative Specialist at least one week before the scheduled meeting.

Text name:	
Text for class:	
How does this text fulfill the Mission Statement in the following areas?	
Language preparation	
American Culture	
Academic Preparation in an American university	
How do the assessments for this text align with:	
ACTFL guidelines	
SLOs	

