

Welcome to Atlantis Language Institute

Our Mission: In Atlantis Language Institute we commit to provide essential knowledge and practice to support everyone that seeks growth as a global communicator in the English language.

ALI embraces:

- Local and international prospects willing to improve their communication in the English language
- Professionals seeking an enhanced performance in the English language, and
- People seeking social resettlement who desire to overcome the language barrier in an English speaking community.



Student Manual

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Enrollment Agreement Disputes/Arbitration Policy

The enrollment agreement is the legal binding document between the students and the institute. Atlantis Language Institute and Atlantis University reserve the right to make effective changes whenever required or necessary to their course offerings, program curriculum, academic policies and other regulations affecting the students.

ALI states that such changes will govern current and formerly enrolled students. The enrollment status of all students is subject to this statement.

Changes will be publicly accessible for the students in the facility and timely updated on handbooks and website.

If the parties to this enrollment agreement were unable to amicably resolve any dispute, claim or controversy arising out of or relating to this agreement, or a claim arises against by any agent or affiliate of the other, the dispute, claim or controversy shall be resolved by arbitration administered by the American Arbitration Association under its Commercial Arbitration Rules.

If this method of arbitration is unavailable, or for any reason cannot be followed, a court having jurisdiction here under may appoint a panel of arbitrators pursuant to section 682.04, F.S.

The expenses and fees of the arbitrator(s) incurred in the conduct of the arbitration shall be split evenly between the parties to the arbitration.

However, if Atlantis Language Institute prevails in the arbitration proceeding, it will be entitled to any reasonable attorney's fees incurred in the defense of the student claim.

Venue for any proceeding relating to arbitration of claims shall be in the county wherein the institution is located. The parties cannot modify this agreement except in writing.

Enrollment Procedures

AU/ALI's Admission Representatives follow an equal and ethical process of enrollment for all applicants.

Here are the steps to follow:

- 1- Application Fee All prospective students applying to ALI must submit a \$90.00 non-refundable fee to start the process.
- 2- Personal Interview All applicants must be 16 years old, or older. A personal interview with an admissions representative is required for all applicants prior to acceptance into ALI's program. During this interview, the admissions representative evaluates the applicant's goals.
- 3- Enrollment Agreement and Registration Prospective students must complete an ALI Application that includes an Enrollment Agreement before receiving an acceptance by the institution. Registration to classes requires that all tuition and fees are paid by the required dates. Upon review of the application and enrollment documents, the Institute may determine acceptance of the prospective student to join ALI, and eligibility to register for classes.
- 4- Program Level Placement Determination

All potential students must take ALI's level of proficiency Test to be placed accordingly in the corresponding level within ALI's program. Tests will be properly checked by designated Program Department personnel. Results from the test and determination of the starting level will be conveniently notified to new students before the corresponding class start date.

Acceptance by Institution

- To be eligible to apply for ALI's ESL program, prospects must be 16 years old, or older
- Student must present ID card.
- Parenthood representation is required for applicants under 18 years of age during the enrollment process
- High School Diplomas are not a prerequisite to enroll in our program.

Applicants review the handbook during the interview with Admissions. The applicant is encouraged to ask questions and is entitled to clarifications. Nonetheless, after completion of the enrollment process, all Atlantis Language Institute students must read the ALI Student Handbook which is available online at www.atlantisuniversity.edu for everyone to review.

The applicant signs the enrollment agreement and attests to the fact that s/he understands the terms and conditions of attending Atlantis Language Institute program. The applicant will be informed of the admissions decision by letter within ten (10) business days of the interview.

ESL Program Placement Scale & Interpretation

There will be a weighted score/100 resulting from the Oxford University Press exam: Oxford Q-skills of Success exam / 100 points / 2 strands/ 50 questions each

| Results by strand | Course | Proficiency |
|------------------------|--------|--------------------|
| 1-10 answers correct | ESL 1 | Low Beginner |
| 11-20- answers correct | ESL 2 | Upper Beginner |
| 21-30 answers correct | ESL 3 | Intermediate |
| 31-40 answers correct | ESL 4 | Upper Intermediate |
| 41-50 answers correct | ESL 5 | Advanced |

| Course | ESL 5 | ESL 4 | ESL 3 | ESL 2 | ESL 1 |
|--|---|---|---|--|---|
| WRITING | Shows enhanced ability to support an opinion; the idea is well organized and supported with clear focus and logical argumentation Shows facility in the use of the language and vocabulary relevant to the purpose with few errors in grammar and mechanics. | Shows knowledge of organization. The idea is pretty well supported. Shows control of grammar and mechanics, with some errors. Shows some awareness of vocabulary relevant to the purpose | Shows knowledge of topic, supportive and concluding sentences, but the idea is poorly supported and developed. Some errors in grammar and mechanics; moderate awareness of vocabulary relevant to the purpose | Shows knowledge of paragraph structure and use of longer sentences, but the organization and development of the idea is very weak with poor awareness of vocabulary relevant to the purpose. Shows numerous errors in grammar and mechanics. | Shows basic knowledge of paragraph structure; the idea is not well organized and poorly developed, uses only simple sentences. Serious errors in grammar and mechanics. |
| SPEAKING (interaction and production) | Prospect is able to keep the focus and follow the speaker with ease; can handle sustained interpersonal interaction. Addresses the ideas with some complexity of thought and coherence, though it may show inconsistency in the use of complex grammar. Can manage oral responses accurately. | Prospect applies accurate word stress and intonation to communicative intent. Shows a generally accurate understanding and expresses the ideas fairly well with enhanced ability to address intended messages. Still not comfortable using some advanced grammar, but shows ability to correct some of his/her own mistakes. Fluency skills needs work. | Prospect can use intonation and word stress to keep the listener's attention. Shows moderate understanding and responds coherently, but not fully aware of own mistakes. Able to sustain short conversations in appropriate way, but fluency is inconsistent. Knowledge of grammar and word choice are still moderate | Prospect shows basic awareness of intonation appropriate to communicative intent. Student understanding of the oral message is limited and expresses the ideas with poor organization. Frequently makes relevant errors in grammar. | Prospect shows basic awareness of intonation patterns (questions) Understanding is very limited, needs repetition and slow talk to confirm basic comprehension. Limited spontaneous expression. |

Placement Appeal Policy

At Atlantis Language Institute, everyone has the right to take a placement exam to determine a fair level placement in accordance to his or her proficiency in the English language.

This exam will provide an approach to the existing language skills of new students. It will reveal how well the student manages essential structures of the English language, and it will let the school plan fairly and effectively to help them achieve desired communication goals in both oral and writing forms.

In the event that a student states actual health factors that may have interfered with his/her optimum performance during the previous exam, the student will be given a second opportunity to take the exam.

ALI makes clear that only visible or provable health issues will be accepted to start an appeal on the level awarded after the exam.

Course or Program Cancellation Policy

Atlantis Language Institute offers courses based on the students' needs. However, if a course or program cancellation arises, due notice will be given to students. A decision to cancel a course is at the discretion of the Academic Department of ALI. This decision would be based on an enrollment substantially below the expected level, and the pattern of levels of past enrollment and/or the unavailability of an appropriate instructor.

Upon making such decisions, the Institute will notify the potential and enrolled students via email, hard copy mail, and if appropriate, by telephone.

The Atlantis Language Institute refund policy will apply.

Refund Policy

Should a student be terminated or canceled for any reason, all refunds will be made according to the following refund schedule:

1. Cancellation from the program may be in writing or verbally.
2. All tuition fees will be refunded if, prior to the beginning of the program, the applicant is not accepted by the Institute or if the student cancels within three (3) business days after signing the Enrollment Agreement and making an initial deposit.
3. Cancellations following the third (3rd) business day after signing the Enrollment Agreement, but before the first day of class, will result in a refund of all monies paid, with the exception of the registration fee.
4. Books and other learning materials are not included in the cost of tuition and are charged separately from the tuition. Upon withdrawal from the school, they are returnable if they are in good "as new" condition, and within first 20 days of withdrawal.
5. The termination date for refund computation purposes is the last date of actual attendance by the student.
6. Refunds will be made within 30 days from the day the school determines the student has dropped. Date of determination will be within 14 days from the last date of attendance from students with five (5) consecutive unexcused absences, or the date the student provides an official notice to the school of their intention to withdraw from the school.

Hours of Operations

ALI's hours of operations are from Monday through Friday between 9:00am to 9:00pm; except during the observation of National Holidays as indicated in the Academic Calendar.

Class Schedules

ALI offers a flexible schedule for day and afternoon shifts. All students receive a 10-minute break for each class hour of instruction.

Day Schedule: Monday through Friday 9:00am – 1:00pm

Afternoon Schedule: Monday through Friday 2:00pm – 6:00pm

Maximum Number of Students per Class

The maximum number of students per course is established at 18 students to guarantee sufficient time for student/faculty interactions, adequate tutorships and feedback.

Registration

All students are expected to register for courses by the registration date listed in the academic calendar. Students will be admitted to receive a grade only for classes for which they are registered.

Alternative arrangements for payment must be made with the Financial Services Department prior to registration. The student must confirm that written notice of tuition payment arrangements is forwarded by the Financial Services Department to the Registrar. Students who fail to follow this procedure will not be considered registered and are not entitled to the student services of the university.

Failure to Register

A student who leaves the institute without obtaining a leave of absence, or who fails to register and pay the required tuition or fees for more than one term, must apply for readmission to ALI.

Leave of Absence (LOA) Policy

Students in good standing, who have a family or personal emergency, or who have military orders for active service, can take a leave of absence from Atlantis University and will not be required to apply for readmission. The student must make a written request for a leave of absence. The written request must state the nature of the emergency, and when the student is planning to resume classes. The leave may not exceed 180 days within any 12-month period.

The leave of absence must be approved by the School Director. Once approved the student is considered to be on an approved leave of absence (LOA). Courses that have commenced prior to the date of the approved Leave of Absence will be assigned a grade of Early Drop (ED) or Late Drop (LD). Early Drop (ED) grades assigned to these courses are not used in the calculation of the GPA and completion percentage. Late Drop (LD) grades will be used in the calculation of the completion percentage. If a student does not return when scheduled, he or she will be terminated. The last day of actual attendance will be used for refund purposes.

Withdrawals/Failure to Withdraw Policy

Students withdrawing from the institute and seeking tuition refunds may notify the Administration Office of their intention to withdraw in writing. Nonattendance does not reduce or alter a student's financial obligation to the institute. If a student does not return when scheduled, he or she will be terminated. Atlantis Language Institute refund policy will apply. The last day of actual attendance will be used for refund purposes. Early Drop (ED) grades assigned to withdrawn courses are not used in the calculation of the student's GPA. Late Drop (LD) grades will be used in the calculation of the student's GPA.

Students who discontinue attendance in a course and who fail to withdraw within the designated period will earn the appropriate letter grade, which will be an F.

ALI Attendance Policy

Attendance is a key factor in the learning process of every student. The students' academic progress may be damaged seriously when they skip consistent contact with the language, as structured by the program. ALI expects that all students-without exceptions- attend classes as scheduled. In the event that unexpected circumstances force the student to be absent, he/she should contact the instructor to make up missed coursework.

This policy applies to on campus and virtual classes as applicable.

ALI monitors absentees with consistency, and works proactively with the students to prevent extreme measures regarding absenteeism. ALI enforces this regulation without exception, and will work proactively with every student at risk of termination due to attendance.

ALI will grant Excused Absence only for extenuating circumstances and all other absences will be unexcused. Extenuating situations will be:

- medical diagnosis and consequent medical treatments,
- health unpredictable problems,
- unexpected traffic events,
- injuries after accidents,
- student involved in unexpected car accidents,
- student involved in legal processes

The school will not accept verbal notifications as official excuse of an absence.

Procedures

The instructor reflects the actual time of student's attendance on the class roster for each daily meeting, penalty for late arrivals and/or early leaving apply.

The school checks the student attendance by the end of every week.

The student must present official evidence to the Registrar's office demonstrating the reason alleged for the absence.

The Registrar Office will keep the evidences on the students' files.

An absence will be officially excused only if the student requests the approval of an absence in writing to registrar@atlantisuniversity.edu

After two (2) consecutive unexcused absentees, the Program Director will address the risk of a "Warning Status" to the student.

The Program Director will extend a written warning to students with more than two (2) consecutive unexcused absentees in a 4-week period.

ALI reserves the right to terminate student participation in the program when ignoring this policy.

How does this policy apply for (F-1 visa) Students

Students under the F-1 visa must show full attendance to comply with SEVIS requirements. The school monitors absentees with consistency, and works proactively with the students to prevent extreme measures regarding absenteeism. ALI will notify DSO Department with every F-1 student at risk of termination due to attendance.

The student should maintain a minimum 80% of good attendance through the eight (8) weeks period of each course. Therefore, all students not meeting the minimum attendance-set on this document- at the end of the course will be subject to administrative review.

After two (2) consecutive unexcused absences, the DSO officer will address the risk of a "Warning Status" to the student.

The Program Director and the DSO Officer will extend an F-1 Lawful Status Termination Warning to students with more than two (2) consecutive unexcused absences in a 4-week period.

Three (3) Warnings of this type in an 8-week period will result in immediate request of termination of the F-1 visa. The Program Director and the DSO Officer will meet to determine the date of student's termination status.

Changes Made by Institution

Faculty, staff, and students will be notified about any changes made by the institution by affixing the change to their respective handbooks, on the web site, and notifications via mail.

Program Progression policy

Passing Grade

→ALI's ESL program is of 40 weeks/800 hours length.

→It runs in five (5) levels of proficiency.

→ALI ESL Levels run within an academic Term of 8 weeks/160 hours each.

→The student must meet passing grades (60-D minimum) to progress to the next level as shown on the achievement scale.

→A final F grade (0-59) will automatically prevent the student from promotion to the next level.

Student Achievement Scale and interpretation.

| Scores | Interpretation |
|-----------------|---|
| A (90-100) | Passing grade-Exemplary Achievement |
| B (80-89) | Passing grade-Commendable Achievement |
| (70-79) | Passing grade-Good Achievement |
| D (60-69) | Passing grade-Needs work |
| F (59 or below) | Outcomes poorly met- Must retake the course |

The final score, on a 100-points scale, is a weighted average of both strands (L&S and R&W) developed through the level completed. At the end of every term, each core strand counts 50 percent of the final score.

Contribution of language domain to Final Score (average)

| DOMAIN | Listening & Speaking | Reading & Writing |
|-------------|----------------------|-------------------|
| Final score | 50% | 50% |

Main exams as scheduled per level

| Strand | Week 4 | Week 8 |
|----------------------|--------------|------------|
| Listening & Speaking | Midterm test | Final test |
| Reading & Writing | Midterm test | Final test |

Retaking a Course Policy

The Institute allows a student to repeat a failed course, so that he/she can reach course outcomes as expected, and move on confidently to the next level. If the student re-takes the course successfully, the new grade will replace the "F".

However, a student will not be allowed to fail and retake more than one course through the entire program. A student failing and retaking a course will have a maximum additional time of 8 weeks/160 hours allowed for completion of the entire program.

While retaking the failed course the student will have to comply with the Attendance and Progression policies without exceptions

Course Grade report.

By the end of every course, the student will receive an official report with his/her achievement data. The printed copy of this document will reflect the main data about course achievement. To have the whole information that this report includes, refer to *Forms and Templates* section of this handbook.

Make-Up Work Policy

Students who are unable to complete required work by the end of a term may be granted an Incomplete grade (I) with the instructor's approval. This make-up work policy is granted on a case-by-case basis. Arrangements must be completed within a stated time frame suggested by the instructor. Failure to make such arrangements, without administrative approval, will result in a failing grade.

Field Trip and Guest Speaker Information

Students may be taken on field trips by their faculty member at appropriate times during the classroom training period. Field trips are designed to supplement classes and to introduce the student to situations and experiences that cannot be reproduced in the classroom. Students need to be notified a minimum of one week in advance of field trips. All field trips must be submitted on a Field Trip Request Form a minimum of one week in advance.

Likewise, students' educational experience is often enhanced by motivational speakers like successful professionals in fields of common interest. Faculty members are encouraged to bring individuals from business and industry to speak to students about a variety of related subjects. Faculty members must inform the Program Coordinator of the class, day, and time the speaker may be visiting.

Graduation Requirements

Only students successfully completing all 5 levels offered by the Atlantis Language Institute will be issued a Diploma of Completion of our program. All students who satisfactorily complete the entire ALI's program are eligible to on-site recognition of completion while the annual AU graduation Ceremony.

ALI important disclosure: ALI's Diploma issuance and the official transcripts of the students records will be hold until all debts and obligations owed to the Institute have been met.

Hazing Policy State of Florida Hazing LAW: 240.1325

Atlantis Language Institute (ALI) complies with Florida State Law prohibiting hazing. The definition of "hazing" means any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any organization operating under the sanction of a postsecondary institution. Such term includes, but is not limited to, any brutality of a physical nature, such as whipping, beating, branding, forced calisthenics, exposure to the elements, forced consumption of any food, liquor, drug, or other substance, or other forced physical activity which could adversely affect the physical health or safety of the student, and also includes any activity which would subject the student to extreme mental stress, such as sleep deprivation, forced exclusion from social contact, forced conduct which could result in extreme embarrassment, or other forced activity that could adversely affect the mental health or dignity of the student. Hazing is not allowed even with student consent. Any individual student or group of students found guilty of such violation will receive disciplinary probation, suspension, dismissal, expulsion or any combination of such penalties, depending upon the circumstances and the severity of the individual case.

After it has been determined that a student or employee of Atlantis Language Institute has participated in disruptive activities, the following penalties may be imposed against such person:(a) Immediate termination of contract of such employee; (b) Immediate expulsion of such student from the institution of higher learning for a minimum of 2 years.

It shall be considered a violation of this policy for any Atlantis Language Institute employee, faculty member, or student to abuse others through harassing conduct or communication. Whenever such misconduct exists, the supervisor or other appropriate person is required to take prompt and corrective action consistent with the discipline provisions of the appropriate policy.

Sexual Harassment Policy

Sexual harassment is unlawful and is unacceptable behavior at Atlantis Language Institute (ALI). It is unlawful to retaliate against an employee or student for filing a complaint of sexual harassment or for cooperating in an investigation of such a complaint. As part of ALI's overall nondiscrimination policy, we prohibit all forms of harassment of others because of race, color, religion, gender, age, national origin, ancestry, sexual orientation, physical or mental handicap, veteran or other protected status. In particular, an atmosphere of tension created by inappropriate sexual advances of any kind, discriminatory remarks or discriminatory animosity does not belong at the University and will not be tolerated. Full descriptions of ALI's sexual harassment policy are available from the Director of Student Services.

Americans with Disabilities Act (ADA)

Atlantis Language Institute maintains compliance with the Americans with Disabilities Act by making reasonable accommodation within the scope of compliance of the ADA. Its facilities are outfitted with restroom equipment for the physically disabled, and handicapped parking is available on campus. Requests for additional reasonable accommodations can be made to the Academic Director.

Drug-Free Learning and Working Environment

The unlawful possession, use, distribution, dispensation or manufacture of a controlled substance, including both illegal drugs and unauthorized use of alcohol or prescription drugs, is prohibited anywhere on the premises of Atlantis Language Institute. Violations of this policy will result in disciplinary procedures and/or criminal prosecution under state and federal laws.

Students or employees who are concerned about substance abuse are encouraged to consult with the Director of Student Services for confidential advice on resources available.

Why Students Should Have Health Insurance?

Health Insurance policy

For all students, good health is essential to achieving educational goals. Because maintaining good health requires access to health care when you need it, Atlantis University strongly advises all international and domestic students to protect them from the consequences or risks of not having adequate coverage while studying in the United States. The health insurance coverage is one of the most important investments an international student will make while studying abroad.

Students need to protect themselves from the extreme financial loss or responsibility due to accidental illness or emergencies that might occur while living in the United States. Having a good international student insurance plan can provide a student with the protection they need to avoid large financial losses.

Atlantis University has selected IFS plan because it offers a comprehensive plan for students with reasonable rates.

During the enrollment process, Atlantis Language Institute will verify the health coverage status of all prospects. In the event that student does not hold health coverage, the institute will follow the same advising procedure as ATLANTIS University making sure that students are totally aware of the consequences of not having this important coverage while in the USA.

Academic Integrity Policy

Honesty and integrity are core human and values. Atlantis Language Institute administration expects that each individual understands and takes responsibility for these values, for they are central to every aspect of student life, especially research, papers, coursework and examinations.

Academic integrity is the responsibility of every student who registers at the institute. Dishonesty diminishes the quality of scholarship for those who apply, and deceives all those who depend on the integrity of the institute's academic programs.

Students should be particularly careful not to compromise their academic integrity regarding examination behavior, fabrication and plagiarism. Furthermore, any intentional falsification or invention of data or citation in an academic exercise will be considered a violation of academic integrity.

Fabrication includes, but is not limited to, inventing or altering research for a research project or field project, and resubmitting returned and corrected academic work without the full knowledge and approval of the instructor.

Plagiarism consists of appropriating and passing another's ideas or words off as one's own. When using another's words or ideas, students must acknowledge the original source through recognized referencing practices. When another's ideas are borrowed in whole or in part and restated in the student's own words, proper acknowledgment must be made. Students who are unsure whether or not a citation is necessary, or what sort of citation is appropriate, should consult with their advisor or course instructor.

Use of another's ideas or words must be properly acknowledged as follows:

- Direct quotations must be acknowledged by footnote citation and by either quotation marks or other appropriate designation.
- A footnote or proper internal citation must follow the paraphrased material.

The use of any external assistance during an examination will be considered academically dishonest unless expressly authorized by the instructor. Inappropriate examination behavior includes, but is not limited to:

- communicating with another student in any way during an exam
- copying material from another student's examination
- allowing another student to copy from one's examination paper
- using unauthorized notes or other unauthorized materials.

Other forms of academic dishonesty include, but are not limited to:

- the submission of another's paper as one's own work
- the use of a paper or essay to fulfill requirements in more than one class without both instructor's knowledge and expressed permission
- the acquisition of a copy of an examination in advance without the knowledge and consent of the instructor.

Courses of Action

Students who have acted dishonestly or breached the code of Academic Integrity or other ALI's student conduct policies may be subject to academic penalties, administrative review and/or dismissal from their academic programs, pending the decisions of the instructor and the director of the program.

Students may appeal these decisions as outlined in the Grievance Procedure. It is ALI's policy that suspensions, probation and dismissals be listed on academic transcripts.

Any student dismissed from the Institute, for violations of academic integrity, policy or rule of conduct may apply for readmission. In evaluating this reapplication, the Admissions staff will consult with the committee that originally made the decision to dismiss.

Complaint & Grievances Policy

The institute is committed to care about student concerns. Students may voice concerns through established administrative procedures that include meeting with the Student Services Department, the Program Director, or any staff member.

ALI's primary objective is to help its students meet their academic goals. We are aware that students may have concerns or problems that need to be addressed.

Students can confidentially discuss their problems at any time. ALI maintains an open door policy regarding students' problems.

All students are equally entitled to fair processes and procedures, and they are allowed to convey concerns with a fair hearing.

ALI will retain permanent records concerning formal complaints for a period of five (5) years.

Grievance Procedures

ALI's primary objective is to help its students meet their academic goals. Grievance procedures are provided for students who believe that they have been unlawfully discriminated against, unfairly treated, or harassed in any way. Academic grievances relate to a complaint about a course, program, or grade.

All communications regarding the complaint must be in writing and all meetings and communications will be documented in the student file. Every attempt at a satisfactory resolution will be made since the institute strives to ensure fair and equal treatment for all students.

Students who have grievances should address them to the Academic Department or the Student Services Dept. who will give guidance and provide the student with information and direction for pursuing a resolution. Students who are unsure how to utilize the grievance procedures should contact: **Carol Palacios**, Compliance Officer, at carol.palacios@atlantisuniversity.edu

Complaints against students or employees of the institute shall first be directed to the individual. Many problems can be resolved in this way. For this reason, all teachers are expected to listen carefully to the student and make proper consideration of the problem through fair direct conversation.

After this, if there is no satisfactory resolution, students should address their grievances to the Academic Department or the Student Services Dept. who will give guidance and provide the student with information and direction for pursuing a resolution. Parties involved should attempt every possible satisfactory resolution.

The academic director will review this letter carefully and impartially in a meeting with the Student Services Director; they will arrange a meeting with the student to have a direct input of the situation, if needed. Within ten (10) business days, the Academic Director should reply to the student with the resolution reached for the claim.

Student Conduct

Students are expected to conduct themselves in accordance with Atlantis Language Institute's goals as an educational institution. This means that students should treat all members of the Institute community with courtesy, and their behavior should reflect the basic principles of respect for persons and property.

In order to maintain a learning environment that is safe and inviting for every member of the institute community, instructors may, with the approval of the Administrative Director, exclude from class any student who exhibits improper conduct.

This includes:

- Non-compliance with rules and regulations.
- Conduct that reflects unfavorably upon the school or its students.
- Unsatisfactory academic progress.

- Excessive absences or tardiness.
- Failure to pay fees when due.
- Cheating.
- Falsifying records.
- Breach of institution enrollment agreement.
- Entering the institution while under the influence or effects of alcohol, drugs, or narcotics of any kind.
- Carrying a concealed or potentially dangerous weapon.
- Sexual or harassment of any kind including intimidation and discrimination.

Student Obligations

Should a student in Atlantis Language Institute (ALI) program fail to meet his or her obligations with respect to all tuition, fees and charges when due, or fail to make satisfactory payment arrangements with the Business Office with regard to tuition, fees and charges, the institute may bar a student's registration, refuse admittance to classrooms, restrict library privileges or withhold certificates and diplomas, until such obligations are met. Continued failure to meet student obligations may result in suspension from the institute.

Should the students fail to return library materials when due, they will be responsible for fines and charges, which are posted in the Library. Further, if students fail to meet their library obligations, ALI reserves the right to bar registration and withhold certificates and diplomas to which students would otherwise be entitled.

Student Support Services

The purpose of this department is to ensure that the institute meets and exceeds students' expectations of services aiming at the adequate attention to their needs other than academic. All of the same services offered by the Career and Student-Services Department of Atlantis University are available for all active ALI's students.

Among these services, students are entitled to:

- Assistance in preparing résumés and cover letters, and in practicing interview techniques
- Access to student's activities such as orientation, graduation, and social functions
- Assistance with coordinating the Grievance Committee sessions when applies
- Assistance in housing and transportation with the necessary information as needed
- Enhancement of their educational, cultural, social, and professional experiences.

Events, Meetings, and Student Activities

The department of Student and Career Services facilitates team and organizational meetings and student activities in order to provide a fruitful and resourceful network for students.

Orientation

The orientation program, held prior to the first day of each term, is designed to facilitate the student's transition to ALI, to familiarize new students with the organization and operation of the Institute, and to assist them in planning their academic schedule.

Advising and Counseling Policy

The Student Support Services work together with the Academic Department to facilitate academic advising sessions to ALI's students when needed. Every student at ALI may have peer advising at least one per Term. ALI continually monitors and addresses the student's advancement to determine when a timely and peer advising should take place. The instructors are called to join efforts in detecting the students' need of immediate advising and addressing their feedback to the Program Coordinator.

Likewise, all students under F-1 visa status are entitled to receive appropriate advising from the DSO office regarding their acknowledgement of our institutional policies for International students, and the expected compliance with all requirements from SEVIS. This office holds an open door policy to ensure that all students may reach expected clarifications through the information needed. The DSO office and the program director work closely to advise every student showing signs of irregular behavior towards compliance of his his/her responsibilities.

ALI also offers timely support to F-1 students who strive to adapt to their relation within the community and to satisfy personal needs. As needed, the Student Support channels particular requests from these students and facilitates their expected assistance.

Referral to other qualified professionals or services

In the event that the student needs personal guidance in an area outside the expertise of the Program Head or individuals receiving the request, the student is entitled to address his/her request to the correct office and representative within the institution. In cases where the student personal needs exceed the array of services that ALI and AU provide, such as mental health counseling or legal help, the AU Student Services Director will refer the student to an appropriate community resource.

Résumé Writing and Job Interviewing Preparation

The Department of Student Services aids in preparing résumés for interested students. Individuals are advised how to present their school and work experience effectively and functionally. Additionally, AU/AU library also has an extensive collection of career studies / planning publications that students are advised to utilize.

Students interested in improving proper interviewing techniques may request the service to the Director of Career Services at AU.

Health Services information

The Department of Student Services provides an updated listing of health centers and community hospitals when a student is in need of a health service referral.

Housing

Atlantis University does not provide housing services. However, ALI assists all students to find local apartments and private rooms in close proximity to the campus. Students should request information regarding local apartment and housing information from the Student Services Department.

Transportation (On campus students only)

If a student is unable to arrange transportation to school, they are advised to contact the Student Services Department. The students' needs will be posted on campus in an effort to assist the student with making transportation arrangements with other students.

Equal Opportunity/Students with Disabilities Policy/FERPA Complaints

Atlantis Language Institute admits students of any race, color, and national or ethnic origin. The Institute's policy of equal opportunity employment and affirmative action, consistent with Federal policy, is that no person shall, on the grounds of race, creed, color, handicap, national origin, sex, age, political affiliation, sexual orientation, marital status, or belief, be excluded from any training, be denied the benefit of, or be subjected to discrimination in any hiring practice or activity at ALI.

ALI complies with the Rehabilitation Act of 1973 (Section 504) requiring that no qualified individuals with disabilities will be excluded by reason of the disabilities from enrolling in a course of instruction. Students wishing to avail themselves of special accommodations under the American Disabilities Act must disclose special needs. Accordingly, every effort will be made to make reasonable accommodation. Certain programs may require manual dexterity. Please consult the administrative office for further information.

Concerning student records, ALI also observes the Family Education Laws and Privacy (Public Law 93-380). Student information will only be released to a person, an agent, or any legal authority as required by subpoena or by a written consent of the student/eligible parent. The consent should be dated and signed, with specifics of the information.

A student who feels they have not been treated fairly under ALI's stated federal policies has the right to file a written complaint. A complaint should be submitted in writing to the Atlantis University Compliance Officer.

Considerations:

- A complaint could be submitted only in person, or by US mail, or by fax. Must be dated.
- Proper acknowledgement of the complaint will take place within ten (10) business days of receipt with adequate dating.
- The complainant will receive a written response from the university Board of Directors within the next fifteen (15) days after reception of the complaint.
- Students have the right to file a grievance with the Institute in the event that they are not satisfied with this response.

Requesting a Social Activity

The Student Support Services Coordinator is responsible for planning and supervising social activities for the students. These activities are designed in support of the university goals of facilitating the optimal adaptation of all students to their social environment. Social activities aiming at the student contact with the community ensure that they feel supported not just academically, and that their common or particular interests are treated fairly and timely to enhance the students' educational goals.

The Department of Student Services assists the student organizations in the planning of extracurricular activities for both in campus and online students.

The Student Services Coordinator will request approval from the Campus Administration a minimum of two weeks prior to the activity. If the activity is not approved, the comments made by the Administration are evaluated by the Student Services Coordinator. Based on the comments made, the Student Services Coordinator will amend the original request, restating the purpose and value to submit a second request.

ALI accepts full liability for all activities held on its own premises. All students attending any off-campus activity must sign a "Release of Liability form".

Students Rights and Responsibilities

Students are entitled to:

- Acknowledgement of documents describing the institution accreditation or licensing, as applicable
- Receive information about ALI instructional and administrative locations
- Receive information about ALI faculty
- Receive information about ALI administrative and financial services personnel
- Receive accurate information about the program curriculum and structure
- Receive accurate information of program costs and refund policies as applicable
- Receive a fair, accurate level placement after the required exam of competence
- Receive accurate information of his/her progress in the program
- Receive information concerning special facilities and services that are available under the Americans with Disabilities Act
- Receive accurate information to handle complaints as applicable
- Receive information about student's obligations while studying in ALI
- Receive assistance and/or guidance related to health insurance, housing, and transportation
- Receive advising from the CSC/ Career Services
- Receive fair, equal, non discriminatory treatment from every administrative and instructional persona hired in ALI
- Freedom of expression

Students must:

- Show full awareness of the program features during the enrollment process
- Show consistent performance in alignment with the enrollment agreement policies stated in this manual
- Show full acceptance and compliance of his/her financial responsibilities acquired during the enrollment agreement
- Comply with timely purchase of all mandatory learning materials stated in the enrollment agreement
- Conduct with due respect towards classmates, faculty and administrative staff within ALI premises
- Avoid disruptive behavior while in the classroom or in administrative offices
- Avoid any form of discriminatory behavior towards any person in ALI premises at all times
- Avoid acting under the influence of substances, alcohol or drugs within ALI premises at all times
- Attend classes with clothing in accordance with the due respect to the educational goals of the institution, to the teacher, and to classmates
- When applicable, adhere to the teacher's instruction of keeping the video and audio settings open during the entire period of the virtual session.
- Adhere to the Attendance Policy stated in this manual
- Adhere to the Academic Achievement and Progression policy stated in this manual.
- Adhere to the Academic Integrity policy stated in this manual
- Adhere to the Graduation requirements stated in this manual
- Attend to all meetings as appointed by the Program Director or the DSO Officer in ALI
- Keep copies of all forms they receive while active in ALI

F-1 Lawful Status Policy

Under the Federal Law, ATLANTIS LANGUAGE INSTITUTE enrolls non-immigrant students. At ALI, we feel responsible for your performance, behavior and compliance with school and immigration regulations. You are enrolling as an International Student, and on this document, we state your main responsibilities while studying under a US F-1 student visa.

To maintain your F-1 status, you must:

- Meet all your financial obligations
- Adhere to class institutional schedule as required for all your courses
- Comply with all institutional regulations/policies regarding the student conduct and responsibilities

Immigration status: Federal regulations require that all international students maintain appropriate and lawful immigration status while in USA territory.

The US Department of Homeland Security (DHS) grants F-1 and M-1 visas to individuals for the sole purpose of full time study (minimum of 18 hours weekly) at a SEVIS approved school in the US and its territories. Other activities are considered privileges, and all F-1/M-1 students need official approval before participating in such.

Failing to follow these regulations may result in the loss of the visa status along with all benefits related. This could lead the school to terminate the official status of the student and request deportation from the US territory.

Office of International Students: in relation to US Immigration regulations, OIS provides information, counseling, advice and assistance for you to maintain your lawful immigration status and in compliance with SEVIS regulations.

International Students: Dropping your compliance with SEVIS regulations for a fulltime student will jeopardize your immigration status. Under F-1 status, you are required to fulfill a full academic schedule per level to meet appropriate immigration status. Attendance is mandatory as stated on school academic schedule for day, afternoon and evening shifts, as agreed.

You must report to your classes each day as stated by ALI's attendance policy. In case of extenuating reasons, proper and timely documentation are required without exceptions. Documentation will be subject to adequate verification.

If you fail to attend classes as stated on this document, the school Administration may drop you from the course jeopardizing your I-20/M-1 immigration status.

F-1 Lawful Status Termination Warning

Dear student, as stated in the I-20 form issued to you prior to your start, you are required to comply with full attendance to your program of study in Atlantis Language Institute. As a full time student under an F-1 Visa you are required to maintain a lawful status by attending classes and fulfilling all your duties as scheduled in your English language program.

Atlantis Language Institute embraced your decision and commitment to improving your English language skills. Your attendance and student progress have been monitored since you started the program, and there is so much irregularity in your compliance.

Therefore, if you choose not to ignore your personal obligations acquired with SEVIS approval of your F-1 visa, your student status in our institution will be terminated without further notice.

Respectfully,



Bianca Palacios MEd
Program Director



bianca.palacios@atlantisuniversity.edu

www.atlantisuniversity.edu

F-1 Lawful Status Probation Warning

Dear student, this document states that your progress to the next level of the ESL program is at risk due to poor achievement of your academic duties. As shown below, you also are out of compliance with your attendance requirements stated in the Enrollment Agreement for an F-1 student.

Here is a breakdown of your current academic progress including your records of attendance this far:
Course average grading: Attendance percentage:

You are required to meet immediately with the Program Director and the DSO Officer to discuss your current status in ALI. Failure to comply will impact your F-1 lawful status. A copy of this document is in your folder at the DSO office.

We look forward to meeting you.

Respectfully,



Bianca Palacios MEd
Program Director



bianca.palacios@atlantisuniversity.edu

www.atlantisuniversity.edu

F-1 Visa Lawful Status

Statement of acknowledgement

Atlantis Language Institute embraces your decision and commitment to improving your English language skills; you are now part of our institute. Under SEVIS approval, you are a full time student in ALI. Throughout this document, you acknowledge full awareness of our policies regarding F-1 students. You must avoid unexcused irregularity in your compliance with the obligations acquired upon the approval and issuance of your F-1 visa.

Therefore:

You hereby acknowledge complying with the requirements stated in the attendance policy of the Students Manual.

Initials _____

You hereby acknowledge your absolute commitment to your main purpose for requesting an F-1 visa status, which refers to your personal goal of improving your English language skills in our ESL program. The school expects you to meet successfully all the instructional and Lab activities stated in our program for the best possible progression from level to level as declared in the enrollment agreement process. **Initials** _____

You hereby acknowledge complying with obligations in the Student Manual that regulate your proper behavior in our classrooms, on campus and virtual, where applicable. **Initials** _____

You hereby acknowledge complying with your financial obligations acquired upon completion of the enrollment agreement.

Initials _____

You hereby acknowledge that you will adhere to all the policies and statements in the Student Manual that regulate the student appropriate behavior at all times within the institution premises. **Initials** _____

(Student)

___I confirm my awareness on the responsibility acquired on my end with all policies and statements referred in this form.

Signatures

Student Name: _____

Representing ALI: _____

Signature

Signature

Date

Liability Release Acknowledgement

Student Name: _____

Date: ___/___/_____

Statement of acknowledgement:

By signing this acknowledgment statement, I assume voluntarily any risk of harm or injury which might occur during my participation in the event or activity cited in this document. I confirm my solely decision by writing my initials below.

I release Atlantis University from all liability, costs and damages which might arise from my participation in the above named event.

Student Initials _____

I have voluntarily chosen to participate in the field trip and assume all reasonable dangers and risks associated with it.

Student Initials _____

I certify that I am in suitable health and capacity which allows my participation in this student activity.

Student Initials _____

I am aware that AU's conduct policies apply to me during this activity.

Student Initials _____

I state my commitment to act responsibly in my surroundings during this activity.

Student Initials _____

Details of the Student Activity

Destination:

Schedule:

I hereby certify my release of liability as stated in the statements listed above

Student Signature

All sample of Syllabus

| | | | |
|---|---|--|--|
| COURSE SYLLABUS | Course name: ESL 1 | Course Length: 8 weeks | Course level: Low Beginner |
| Contact hours: 160 | Weekly hours: 20 | Instruction hours: 18 | Lab hours: 2 |
| Core text: Q Skills for Success Intro Student Book + Iq 3 rd edition | Strands: Listening & Speaking Reading & Writing | Author (s): Kevin Mc Clure/Mari Vargo Jennifer Bixby/Joe McVeigh | Publisher: Oxford University Press ISBN: 978 0 19 490530 5 ISBN: 978 0 19 490421 6 |
| Faculty: | Faculty Email: | Modality: On campus | Campus: Biscayne main campus |

Class schedule for instruction and Lab in this course

| Strand | Monday | Tuesday | Wednesday | Thursday |
|--------------------------------------|--------|---------|-----------|----------|
| Listening & Speaking | | | | |
| Reading & Writing | | | | |
| Lab individual work (2 hours weekly) | | | | |

Course Objectives

This course targets a Low Beginner level of competence. Through this course the students start building language skills necessary to develop oral and written communication within their demanding social and professional environment.

The purpose of this course is to conduct learning opportunities in which students may acquire knowledge and practice on:

Listening & Speaking:

-Essential intonation patterns

-Basic recognition of a topic

Level appropriate grammar structures

-Building understanding of the oral message

-Some verbs + infinitives such as *like, want, need* to handle basic, familiar needs

-Expressing agreement or disagreement with basic phrases and facial language

-Listening for specific vocabulary items in audio visuals to figure out the meaning

Reading:

-Recognizing essential vocabulary

-Familiar English morphemes

-Identifying main ideas and basic details in a paragraph

-Parts of a letter

-Sentence structure

Writing:

-Sentence structure for simple tenses with BE and other verbs, present and past

-Subject-verb relation

-Level appropriate recognition of essential parts of speech such as adjectives, connectors, prepositions of location, adverbs

- Essential verbs *Like, want, need* + infinitives
- Recognition of word families
- Idea sequence in a basic paragraph

Course learning outcomes

Listening & Speaking: (Oral interaction): Upon completion of this level, students will be able to:

- Demonstrate awareness of the use of word stress and intonation patterns for questions, statements and exclamations
- Requesting repetition and/or clarification to confirm understanding in brief interpersonal conversations
- Listen for main ideas and details to predict content as possible.
- Demonstrate basic comprehension of instructions in academic settings
- When prompted, use simple tenses to address briefly to personal information such as needs, likes/dislikes, preferences and feelings
- Agree or disagree politely, using familiar phrases and facial cues

Reading: Upon completion of this level, students will be able to:

- Detect familiar words in text.
- Detect basic similarities and differences in the phonetic systems used in English and the student’s first language
- Show awareness of adequate use of familiar English morphemes such as *final -ed*.
- Scan a paragraph and recognize the main idea as possible
- Recognize heading, body, and closing of a letter.
- Respond to basic written instructions with level appropriate comprehension.

Writing: Upon completion of this level, students will be able to:

- Demonstrate awareness of structures for short and long sentences in a paragraph
- Recognize correct subject-verb agreement in short sentences
- Use level appropriate language to address brief accounts of experiences in the past.
- Write basic description of people, places and events
- Compose basic emails for personal purposes
- Demonstrate awareness of adequate paragraph structure
- Use reference materials to build word choices

Learning environment and tools

Student centered role. This course will keep the student centered approach, where teachers lead students to achieve/enhance their knowledge with critical thinking focus as a key ingredient of the learning process. A combination of lecture/laboratory will be utilized in this course. Motivational audio-visual tools and highly recognized textbooks will attract and keep the student motivated. The use of the core text Q Skills for Success will be handled at teacher’s discretion based on students’ progress and needs.

Effective Lab practice ALI program includes access to the prestigious Burlington English software designed for an interactive personalized Lab practice. Along with the “General English” chapters, BE also targets “*English in America*” and includes training for a wide selection of careers that are conveniently available for the student’s choice.

Community Resources Outdoors activities will develop students’ self-confidence through a closer contact with real life. In-site gatherings will be planned for the exchange of skills between ESL students of all levels. This course may include guest speakers from related industries with required participation in this event.

Homework: Individual and/or team out-of-class work will be available for students through the whole period of classes. This practice may include writing, reading, research, and speaking assignments. You may use the Atlantis physical and/or Virtual Library for research on topics. (Contact the Librarian for username and password)

Core text Assessment per level

| Timeline | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
|-----------------------|-----------|-----------|-----------|---------|-----------|-----------|-----------|------------|
| Core L & S | Unit test | Unit test | Unit test | Midterm | Unit test | Unit test | Unit test | Final test |
| Core R & W | Unit test | Unit test | Unit test | Midterm | Unit test | Unit test | Unit test | Final test |

Contribution of each Core strand to Final Score (average/100)

| Strand | Listening & Speaking | Reading & Writing |
|---------------|----------------------|-------------------|
| Final average | 50% | 50% |

Passing grade policy: The student must meet required passing scores to be promoted to the next level. The final score, on a 100-point proficiency scale, is a weighted average of both strands (L&S and R&W) and will reflect the student’s overall final grade for the level completed.

| Course overall score | 8 weeks course |
|----------------------|---------------------------|
| A (90-100) | Exemplary Passing grade |
| B (80-89) | Commendable Passing grade |
| C (70-79) | Average Passing grade |
| D (60-69) | Minimum Passing grade |

| | |
|-----------------|------------------------------|
| F (59 or below) | Fail. Must retake the course |
|-----------------|------------------------------|

Retaking a course policy

The Institute allows a student to repeat a course once, as an opportunity to reach course outcomes as expected and to move on confidently to the next level.

- If the student fails the course, and re-takes it successfully, the new grade will replace the “F”.
- A student will not be allowed to retake more than one course through the entire program.
- A student retaking a course will have a maximum additional time of 8 weeks/160 hours allowed for completing the entire program.
- While retaking a failed course the student will have to comply with the Attendance and Progression policies without exceptions, and must comply with all meetings requested by the designated school Adviser.

Attendance policy

Refer to Student Handbook and Important Notes on this syllabus

Course Content
In-class lessons Monday through Friday

Note: LAB WORK, 2 hours weekly on Friday. Lab activities are mainly selected by student choice, but may also be suggested at teacher’s discretion based on Class weekly progress.

| Week | Activity | Strand/Unit | Unit objective | Teaching-Learning focus | Pages | Time allotted |
|------|-----------------|--------------|--|--|-------|---------------|
| 1 | In-class lesson | L&S Unit 1 | The teacher will facilitate learning experie for students to introduce and interview people | <u>Listening:</u> Noticing similarities <u>Vocabulary:</u> Collocations for hobbies and interests <u>Grammar:</u> Simple present of BE and other ve <u>Pronunciation:</u> Simple present third-person s/es <u>Speaking:</u> Keeping a conversation going | 2-18 | 18 hours |
| | | R & W Unit 1 | The teacher will facilitate learning experie for students to write about personality, appearance and interests | Vocabulary: descriptive adjectives Reading: identifying topics and main ideas C. <u>Thinking:</u> generating ideas with listing Writing: simple sentences Grammar: present of BE, affirmative | 4-17 | |
| 2 | In-class lesson | L&S Unit 2 | The teacher will facilitate learning experie for students to deliver brief opinions | <u>Listening:</u> Listening for examples <u>Vocabulary:</u> Antonyms <u>Grammar:</u> Adjectives, adverbs+adjectives <u>Pronunciation:</u> Sentence stress <u>Speaking:</u> Giving opinions C. <u>Thinking:</u> Giving reasons for opinions | 24-37 | 18 hours |
| | | R&W Unit 2 | The teacher will facilitate learning experie for students to free-write about a place of preference | <u>Vocabulary:</u> recognizing word families <u>Reading:</u> scanning for dates, names and time C. <u>Thinking:</u> <i>comparing</i> and <i>contrasting</i> <u>Writing:</u> editing for capitalization and punctuation <u>Grammar:</u> simple present | 22-35 | |
| 3 | In-class lesson | L&S Unit 3 | The teacher will facilitate learning experie for students to prepare an elementary survey | <u>Listening:</u> Listening for reasons C. <u>Thinking:</u> Recognizing cause and effect <u>Vocabulary:</u> Prefixes and suffixes | 42-56 | 18 hours |

| | | | | | | |
|---|-----------------|--------------|---|--|---------|----------|
| | | R & W Unit 3 | The teacher will facilitate learning experiences for students to write simple description of “things”, events and people | <u>Pronunciation</u> : stressed syllables <u>Grammar</u> : verbs + gerunds and infinitives <u>Speaking</u> : review giving opinions <u>Vocabulary</u> : using dictionaries <u>Reading</u> : scanning for information C. <u>Thinking</u> : choosing a topic <u>Writing</u> : writing complete sentences <u>Grammar</u> : <i>adjectives</i> and <i>adverbs</i> | 40-52 | |
| 4 | In-class lesson | L&S Unit 4 | The teacher will facilitate learning experiences for students to set a basic discussion on preferences | <u>Listening</u> : review listening for reasons C. <u>Thinking</u> : Noticing differences <u>Vocabulary</u> : collocations with do, play and go <u>Grammar</u> : subject & object pronouns <u>Pronunciation</u> : reduced pronouns <u>Speaking</u> : agreeing and disagreeing <u>Vocabulary</u> : using verb+noun collocations <u>Reading</u> : underlining & highlighting C. <u>Thinking</u> : classifying <u>Writing</u> : capitalizing proper nouns <u>Grammar</u> : <u>subject</u> and <u>object</u> pronouns <u>Midterm assessment</u> | 60-73 | 18 hours |
| | | R&W Unit4 | The teacher will facilitate learning experiences for students to write short, basic paragraphs about “having fun” | | 58-69 | |
| 5 | In-class lesson | L&S Unit 5 | The teacher will facilitate learning experiences for students to organize own ideas about <u>Home and Housing</u> . | <u>Listening</u> : listening for opinions C. <u>Thinking</u> : ranking information <u>Vocabulary</u> : compound nouns <u>Grammar</u> : prepositions of location <u>Pronunciation</u> : stress in compound nouns <u>Speaking</u> : review agreeing and disagreeing | 78-95 | 18 hours |
| | | R & W Unit 5 | The teacher will facilitate learning experiences for students to write basic illustration of a room of preference | <u>Vocabulary</u> : identifying word categories <u>Reading</u> : underlining & highlighting C. <u>Thinking</u> : restating <u>Writing</u> : subject-verb agreement <u>Grammar</u> : prepositions of location | 74-91 | |
| 6 | In-class lesson | L&S Unit 6 | The teacher will facilitate learning experiences for students to increase the ability to support discussions in class | <u>Listening</u> : listening for frequency C. <u>Thinking</u> : relating to ideas <u>Vocabulary</u> : adjectives ending in <i>-ed</i> <u>Grammar</u> : modals CAN and SHOULD <u>Pronunciation</u> : stressing key words <u>Speaking</u> : asking for repetition | 100-117 | 18 hours |
| | | R & W Unit 6 | The teacher will facilitate learning experiences for students to express opinions in basic writing about unhealthy habits | <u>Vocabulary</u> : using collocations <u>Reading</u> : identifying pronoun references C. <u>Thinking</u> : offering solutions <u>Writing</u> : using an editing checklist | 96-113 | |

| | | | | | | |
|---|-----------------|--------------|---|--|---------|----------|
| | | | | Grammar: modals <i>can, could, should</i> | | |
| 7 | In-class lesson | L&S Unit 7 | The teacher will guide students to prepare and deliver a basic presentation about traveling | Listening: review listening for frequency C. <u>Thinking</u> : inferring Vocabulary: word families Grammar: simple past of BE; simple affirmative Pronunciation: <i>-ed</i> endings Speaking: using open questions | 122-141 | 18 hours |
| | | R & W Unit 7 | The teacher will facilitate learning experiences for students to write a basic paragraph expressing freely about a place or country | Vocabulary: identifying word families Reading: building reading fluency C. <u>Thinking</u> : separating facts from opinion Writing: identifying fragments and complete sentences Grammar: simple past of BE; affirmative sentences | 118-137 | |
| 8 | In-class lesson | L&S Unit 8 | The teacher will facilitate learning experiences for students to prepare and conduct a brief presentation on people's use of technology | Listening: listening for sequence C. <u>Thinking</u> : using a timeline Vocabulary: phrases with " <i>get</i> " Grammar: simple past with regular-irregular verbs Pronunciation: numbers with <i>teen</i> and <i>ty</i> Speaking: review using open questions | 146-161 | 18 hours |
| | | R & W Unit 8 | The teacher will facilitate learning experiences for students to write a basic paragraph on how technology impacts people | Vocabulary: using dictionaries Reading: review reading fluency C. <u>Thinking</u> : summarizing information Writing: sentences with <i>and</i> Grammar: simple past with regular-irregular Verbs <u>Final assessment</u> | 142-161 | |

Important notes

Attendance

The school will monitor attendance and tardiness consistently as they may impact student's overall academic progress. Students failing to comply with class daily attendance as scheduled for each course will be subject to Counseling and Administrative Review.

No more than 10 minutes will be considered "reasonable" tardiness. If a student comes late often in a week, the Attendance and Tardiness Policy will apply. (Refer to policy)

Leaving the class earlier and often could lead to counseling as well. Students will be required to notify the professor in advance before leaving the class earlier. If not, Attendance and Tardiness policy will apply. Extenuating (health issues) and unexpected live circumstances will be the exception. (Refer to policy)

Coursework and Course revision

All coursework, including quizzes, projects and exams must be completed as per professor instructions. The student must respect the due dates for every class assignment. Late deliveries will not be accepted after their due date unless extenuating circumstances arise unexpectedly.

The works must be turned in on due date or as requested by the professor; otherwise, a 20% of "earned score" will be automatically deducted. Late coursework is only accepted at Instructor's discretion.

Course requirements (readings, assignments, test material coverage, etc.) are subject to change by instructor as deemed appropriate to meet the demands of the program or any unexpected circumstances.

Student Conduct and Obligations

Students are required to follow academic rules and guidelines as per ALLI academic policies, regulations and standards. This includes, but is not limited to, maintaining proper and professional attire, upholding academic integrity and exercising appropriate classroom behavior, participation and responsiveness. Likewise, the student is required to address faculty, staff and classmates respectfully at all times within the campus. Violation of this policy could imply student administrative review and potential termination from school.

Academic Integrity

Students must follow ALLI Academic Integrity Policy, delivered in the Student Handbook and available in the website (printed copy available upon request). Read definitions below:

- Cheating – intentionally using or attempting to use unauthorized materials, information or study aids in an academic exercise. This may include use of unauthorized aids (notes, texts) or copying from another student’s exam, paper, computer disk, etc.
- Fabrication – intentional and unauthorized falsification, misrepresentation, or invention of any data, or citation in an academic exercise. Examples may include making up data for a research paper, altering the results of a lab experiment or survey, listing a citation for a source not used, or stating an opinion as a scientifically proven fact.
- Plagiarism – intentionally representing the words or ideas of another as one’s own in any academic exercise without providing proper documentation by source by way of a footnote, endnote or intertextual note.
- Participation in academically dishonest activities – Examples include stealing an exam, using a pre-written paper through mail order or other services, selling, loaning or otherwise distributing materials for the purpose of cheating, plagiarism, or other academically dishonest acts; alternation, theft, forgery, or destruction of the academic work of others.
- Facilitating academic dishonesty – Examples may include inaccurately listing someone as co-author of a paper who did not contribute, sharing a take home exam, taking an exam or writing a paper for another student.

ALLI policy on following US Copyright Law guidelines

All ALLI faculty, staff, and administrators are required by ALLI to abide by all U.S. copyright laws for the protection of authors and publishers, including guidelines for fair use by educational purposes.

Since copyright laws are extensive, a U.S. Copyright Office circular posted at ALLI copiers and offices provides a summary of guidelines for educators, particularly on pages 1 and 3-7. This circular is available online at <http://www.copyright.gov/circs/circ21.pdf>.

All personnel should familiarize themselves with these guidelines and follow them. Any questions about implementing or adhering to this policy should be directed to the ALLI Academic and Program directors, who will obtain further clarification from knowledgeable sources where applicable.

Acknowledgement of ALLI Attendance Policy for Domestic Students

Attendance is a key factor in the learning process of every student. The students’ academic progress may be damaged seriously when they skip consistent contact with the language, as structured by the program. ALLI expects that all students- without exceptions- attend classes as scheduled. In the event that unexpected circumstances force the student to be absent, he/she should contact the instructor to make up missed coursework.

This policy applies to on campus and virtual classes as applicable.

ALLI monitors absentees with consistency, and works proactively with the students to prevent extreme measures regarding absenteeism. ALLI enforces this regulation without exception, and will work proactively with every student at risk of termination due to attendance.

ALLI will grant Excused Absence only for extenuating circumstances and all other absences will be unexcused. Extenuating situations will be:

- medical diagnosis and consequent medical treatments,
- health unpredictable problems,
- unexpected traffic events,
- injuries after accidents,
- student involved in unexpected car accidents,
- student involved in legal processes

The school will not accept verbal notifications as official excuse of an absence.

Procedures

The instructor reflects the actual time of student's attendance on the class roster for each daily meeting, penalty for late arrivals and/or early leaving apply.

The school checks the student attendance by the end of every week.

The student must present official evidence to the Registrar's office demonstrating the reason alleged for the absence.

The Registrar Office will keep the evidences on the students' files.

An absence will be officially excused only if the student requests the approval of an absence in writing to registrar@atlantisuniversity.edu

After two (2) consecutive unexcused absentees, the Program Director will address the risk of a "Warning Status" to the student.

The Program Director will extend a written warning to students with more than two (2) consecutive unexcused absentees in a 4-week period.

ALI reserves the right to terminate student participation in the program when ignoring this policy.

Acknowledgement

___By signing this document, I set my commitment to maintain a minimum 80% of good attendance through the eight (8) weeks period of each course.

___I admit that consistent signs for not meeting the minimum attendance set on this document may result in termination of my enrollment in the program.

Student name:

Student Signature:

Program Director:

Date: ___/___/_____

Acknowledgement of ALI Attendance Policy for International Students

Attendance is a key factor in the learning process of every student. The students' academic progress may be damaged seriously when they skip consistent contact with the language, as structured by the program. ALI expects that all students- without exceptions- attend classes as scheduled. In the event that unexpected circumstances force the student to be absent, he/she should contact the instructor to make up missed coursework.

This policy applies to on campus and virtual classes as applicable.

How does this policy apply for (F-1 visa) Students

Students under the F-1 visa must show full attendance to comply with SEVIS requirements. ALI monitors absentees with consistency, and works proactively with the students to prevent extreme measures regarding absenteeism. ALI enforces this regulation without exceptions, and will notify DSO Department with every F-1 student at risk of termination due to attendance.

ALI will grant Excused Absence only for extenuating circumstances and all other absences will be unexcused. Extenuating situations will be:

- medical diagnosis and consequent medical treatments,
- health unpredictable problems,
- unexpected traffic events,
- injuries after accidents,
- student involved in unexpected car accidents,
- student involved in legal processes

The school will not accept verbal notifications as official excuse of an absence.

Procedures

The instructor reflects the actual time of student's attendance on the class roster for each daily meeting, penalty for late arrivals and/or early leaving apply.

The school checks the student attendance by the end of every week.

The student must present official evidence to the Registrar's office demonstrating the reason alleged for the absence.

The Registrar Office will keep the evidences on the students' files.

An absence will be officially excused only if the student requests the approval of an absence in writing to registrar@atlantisuniversity.edu

After two (2) consecutive unexcused absentees, the DSO officer will address the risk of a "Warning Status" to the student.

The Program Director and the DSO Officer will extend a F-1 Lawful Status Termination Warning to students with more than two (2) consecutive unexcused absentees in a 4-week period.

ALI reserves the right to terminate the F-1 visa to the students ignoring this policy.

Acknowledgement

___By signing this document, I set my commitment to maintain a minimum 80% of good attendance through the eight (8) weeks period of each course.

___I admit that consistent signs for not meeting the minimum attendance set on this document may result in termination of my F-1 lawful status.

Student name:

Student Signature

DSO Officer

Date: ___/___/_____

Academic Advising Policy

Atlantis University believes that the faculty must play a critical role in the academic advisement of the students. The instructor should let the weak student know he or she is as significant as any other student in school is.

Upon detection of a poor academic progress ahead, the instructor becomes the primary source of advising for this student taking immediate action towards building confidence in the recovery process, as possible.

The instructor will set a first counseling meeting with the student to set a constructive way to increase his/her awareness of his/her weakness, or to alert the student on the consequences of a negative behavior adopted, if applicable, ensuring that in all cases the student knows the availability of peer constructive assistance.

The instructor will decide whether this student needs deeper advising and will address the case to the program Coordinator who will arrange a meeting with the Atlantis University Academic Advisor.

Among the reasons for such decision, the student needs to:

- overcome a mindset pattern affecting the academic performance
- define suitable ways to achieve more confidence in his/her performance
- detect and/or adopt effective test taking strategies

The Academic Adviser and the student will agree on a plan that should facilitate the improvement of the situation and lead the student towards enhanced performance.

All students under academic advising must show full commitment towards the adviser's guidance, and must achieve the fulfillment of the plan of recovery agreed with the adviser.

The Academic Adviser will keep records of this process and will make sure that this information keeps confidential.

Privacy of records Policy

Student and personnel records are in permanent secured files.

Because of section 438 of the General Provision Act (Title IV of Public Law 90-247), students aged 18 or over have access to their personal records kept by the Institute.

Only authorized ALI personnel have access to student records for official purposes. A student (or in some cases eligible parents) may have access to his/her records within a reasonable time after submitting a written request to the custodian in possession of that record.

If the content of any record is believed to be in error, or it may lead to discriminatory and misleading interpretation, or it may imply violation of the student or the employee's rights, the content may be challenged and a written explanation applies in the record. Everyone's right to due process allows for a hearing, which may be held at a reasonable time and place, at which time evidence may be presented to support the challenge.

In all cases, including AU personnel, the institution will keep strict privacy of all records regarding sensitive personal data, and the individual's information will only be released to any person, agency or legal authority as required by subpoena/ legal process, or by previous consent of the individual involved.

ALI Program-Curriculum

Mission: In **Atlantis Language Institute** we commit to provide essential knowledge and practice to support everyone that seeks growth as a global communicator in the English language. **ALI** embraces:

- Local and international prospects willing to improve their communication in the English language
- Professionals seeking an enhanced performance in the English language, and
- People seeking social resettlement who desire to overcome the language barrier in an English speaking

Courses/levels of competence

- ESL 1** Beginning Intro
- ESL 2** Upper beginning
- ESL 3** Low Intermediate

ESL 4 Upper Intermediate

ESL 5 Advanced

LENGTH and STRUCTURE

Program length in weeks: 40 weeks

Length in weeks for each level: 8

Total (entire program) contact hours: 800

Total time allotted to instruction: 720 hours

Total time allotted to required Lab work: 80 hours

Instruction hours per level: 144

Weekly instruction hours: 18

Weekly individual Lab hours: 2

Daily instruction hours: 4.5

| Course | Course Goal | Course Objectives | Course Student Learning Outcomes |
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| ESL 1 | This course targets a Low Beginner level of competence. It Intends to promote the student's essential comprehension and use of concrete, basic expressions that should lead to an increasing ability to communicate in the English language. | The purpose of this course is to conduct learning opportunities in our classrooms in which students start building essential awareness of their skills and knowledge on: Listening & Speaking: -Essential intonation patterns -Basic recognition of a topic --Level appropriate grammar structures -Building understanding of the oral message -Some verbs + infinitives such as <i>like, want, need</i> to handle basic, familiar needs -Expressing agreement or disagreement with basic phrases and facial language -Listening for specific vocabulary items in audio visuals to figure out the meaning Reading: -Recognizing essential vocabulary -Familiar English morphemes -Identifying main ideas and basic details in a paragraph -Parts of a letter -Sentence structure Writing: -Sentence structure for simple tenses with BE and other verbs, present and past -Subject-verb relation -Level appropriate recognition of essential parts of speech such as adjectives, connectors, prepositions of location, adverbs -Essential verbs <i>Like, want, need</i> + | Listening & Speaking: (Oral interaction): Upon completion of this level, students will be able to: -Demonstrate awareness of the use of word stress and intonation patterns for questions, statements and exclamations -Requesting repetition and/or clarification to confirm understanding in brief interpersonal conversations - Listen for main ideas and details to predict content as possible. -Demonstrate basic comprehension of instructions in academic settings -When prompted, use simple tenses to address briefly to personal information such as needs, likes/dislikes, preferences and feelings -Agree or disagree politely, using familiar phrases and facial cues Reading: Upon completion of these level, students will be able to -Detect familiar words in text. -Detect basic similarities and differences in the phonetic systems used in English and the student's first language -Show awareness of adequate use of familiar English morphemes such as <i>final -ed</i> . -Scan a paragraph and recognize the main idea a possible -Gain awareness of the heading, the body, and the closing of a letter. -Respond to basic written instructions with level appropriate comprehension. Writing: Upon completion of this level, students will be able to: -Demonstrate awareness of structures for short and long sentences in a paragraph -Recognize correct subject-verb agreement in short sentences -Use level appropriate language to address brief |

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| | | <p>infinitives -Recognition of word families -Idea sequence in a basic paragraph</p> | <p>accounts of experiences in the past. -Write basic description of people, places and events -Compose basic emails for personal purposes -Demonstrate awareness of adequate paragraph structure -Use reference materials to build word choices</p> |
| <p>ESL 2</p> | <p>This course targets a High Beginner level of competence. It intends to develop progressive recognition, comprehension and use of basic structures that the student could handle to communicate in tasks requiring a simple exchange of information on familiar matters.</p> | <p>The purpose of this course is to conduct learning opportunities in our classrooms for students to move on experiencing necessary knowledge and practice on:</p> <p>Listening & Speaking: -Essential intonation patterns -Essential vocabulary to identify a topic -Basic grammar structures -Gaining understanding of the oral message -Some verbs + infinitives such as <i>like, want, need</i> to handle small talks -Expressing agreement or disagreement -Listening for specific vocabulary items in audio visual ads to figure out the meaning -Responding briefly to an interviewer</p> <p>Reading: -Vocabulary -Familiar English morphemes -Main ideas and basic details in a paragraph -Parts of a letter -Sentence structure -Adequate spelling of words</p> <p>Writing: -Grammar structure of simple tenses, present and past -Topic, body, and concluding sentences -Subject-verb relation and other essential parts of speech such as adjectives and connectors -Verbs <i>Like, want, need</i> + infinitives -Word choices -Idea sequence in a basic paragraph</p> | <p>Listening & Speaking: (Oral interaction): Upon completion of this level, students will be able to: -Demonstrate level appropriate awareness for detecting key words, familiar phrases and dates -Apply level appropriate ability to detect specific information when prompted -Ask for repetition/clarification to gain comprehension of brief interpersonal talk. -Demonstrate level appropriate comprehension of instructions in academic settings -Use simple tenses to express basic emotions and address brief opinions -Identify new grammar structures to refer to: *events happening now or that take place around now *events that happen in the future *future possibilities -Determine the speaker's attitude by listening for intonation and expressions of opinion -Elaborate an enhanced description of people, places, events and things.</p> <p>Reading: Upon completion of this level, students will be able to: -Use a dictionary to build up detection of words in context -Demonstrate increasing awareness on similarities and differences in the phonetic systems used in English and the student's first language -Show level appropriate awareness of familiar English morphemes such as <i>final -ed</i>. -Scan basic paragraphs with increasing ability to detect main ideas and details -Recognize heading, body, and closing of a letter. -Respond to instructions suggested in basic academic texts with level appropriate comprehension.</p> <p>Writing: Upon completion of this level, students will be able to: -Demonstrate level appropriate recognition of structures for short and long sentences -Edit sentences for correct subject-verb</p> |

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| | | | <p>agreement</p> <ul style="list-style-type: none"> -Apply level appropriate description of life events -Write basic emails for personal purposes -Recognize the structure in a paragraph with level appropriate awareness. -Identify reference materials to expand word choices -Apply more logical order when addressing basic directions and instructions in writing. -Recognize correct spelling to get the meaning across clearly -Take brief notes to prepare for a group discussion -Produce short accounts of personal and familiar plans |
| <p>ESL 3</p> | <p>This course targets a Low Intermediate level of competence. It aims at increasing comprehension and more confident responses on the students who deal with frequent matters encountered in work, in the community and in school, or matters that clearly target their personal interests, goals and plans.</p> | <p>The purpose of this course is to conduct learning opportunities in our classrooms for students to move on acquiring stronger skills and knowledge on:</p> <p>Listening & Speaking</p> <ul style="list-style-type: none"> -Addressing to diverse recipients -Word order and idea sequence -Conversational turns -Word variety -Identifying idioms on informal communication -Maintaining the listener's interest -New grammar structures -Making inferences -Narrating a story -Critical thinking, distinguishing between fact and opinion -Delivering oral presentations <p>Reading:</p> <ul style="list-style-type: none"> -Advanced comprehension of texts -Identifying idioms on informal communication -Proper spelling of some technical words -Recognition of the beginning, middle, and end of a story <p>Writing:</p> <ul style="list-style-type: none"> -Spelling of technical vocabulary -Recognizing the correct structure of traditional essays -Presentations in an academic setting -Word variety -Addressing to diverse recipients -Using idioms and slangs -Summarizing texts -Organizational structure in a text, such as chronology, cause-and-effect | <p>Listening & Speaking (Oral interaction): Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Sustain short conversations, attend to the speakers and react in a culturally appropriate way - Use details like time markers, signposts, and examples illustrating facts and opinions to make inferences -Distinguish advantages-disadvantages in familiar situations -Make requests with a higher level of distinction of the recipient. -Recount prior experiences of interest, adding more details, as possible -Narrate short stories coherently with logical beginning, middle, and end -Keep the listener's interest by varying intonation and stressing important words -Sustain more extended group conversations using enhanced word variety <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Locate desired information on longer informational and literary texts -Paraphrase as needed to check comprehension -Follow the sequence of a story with moderate comprehension <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Check correct spelling to get the meaning across clearly -Make written requests with proper awareness of the recipient -Search, collect and organize simple information for a presentation in class -Detect causes and effects within a situation and the path to draw an opinion about it. -Write letters for diverse purposes with clearer management of the message intended. -Write sentences to tell or retell a story in chronological sequence. |

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| | | | <ul style="list-style-type: none"> -Draw topic sentences, details, and concluding sentences for a multi-paragraph composition -Express agreement or disagreement using adequate indicators of sentence structure |
| <p>ESL 4</p> | <p>This course targets an Upper Intermediate level of competence It aims at the students' interaction with a degree of fluency and spontaneity that would make their communication with native speakers of the language pretty possible, and will reduce the undesired presence of strains between them</p> | <p>The purpose of this course is to conduct learning opportunities in our classrooms for students to keep experiencing stronger knowledge and skills on:</p> <p>Listening & Speaking</p> <ul style="list-style-type: none"> -Fluent oral interaction -Word variety -Effective organization of the ideas -Detecting the topic of a speech -Taking notes during a presentation -Stressing important information as desired -Keeping a conversation into a comfortable area -Expressing certainty and uncertainty <p>Reading:</p> <ul style="list-style-type: none"> -Graphic organizers and organizational structures -Advanced recognition of morphemes and phonemes -Literary texts <p>Writing:</p> <ul style="list-style-type: none"> -Developing and Editing essays -Sentence structure and complex idea sequence -Effective descriptive language -Using similarities and differences to describe ideas -Defining audiences -Advanced grammar and parallel structure -Effective use of reference materials | <p>Listening & Speaking (Oral interaction) Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate advanced use of word variety in front of audiences -Demonstrate full awareness of listener's perspective when interacting. -Listen for expressions that announce the topic of what they hear -Demonstrate enhanced ability to participate spontaneously in a group discussion after a presentation -Create speeches with stronger accuracy in idea sequence -Support certainty and uncertainty with clearer point of view -Demonstrate the ability to use important words in speech to stress intended messages. -Manage a conversation effectively by keeping certain information out of discussion, avoiding questions or changing the topic -Engage and take turns in conversations in culturally appropriate ways. <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate ability to understand the organizational structure of a text. -Understand graphic organizers. -Demonstrate moderate comprehension of the main idea and supporting details in moderate literary texts. -Infer meaning from text by recognizing word families in context. -Demonstrate moderate fluency when reading. - Detect and analyze text features that contribute to meaning and facilitate understanding of literary texts. <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate agreement or disagreement, and explain using adequate indicators of sentence structure. -Organize, develop and edit your own texts with enhanced accuracy. -Demonstrate strong awareness of adequate organizational structure when introducing a problem, describing it, and suggesting a solution. -Recognize sensory language and details to help readers visualize intended information. -Apply a degree of formality adequate for the audience targeted and for the purpose of an essay. -Demonstrate strong awareness in the use of parallel structure. -Apply stronger knowledge of tense inconsistencies in simple, compound, and |

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| | | | <p>complex sentences when editing.</p> |
| <p>ESL 5</p> | <p>This course targets an Advanced level of competence. It aims at the student ability to express fluently and spontaneously without much hesitation, reaching</p> | <p>The purpose of this course is to conduct learning opportunities for students to reach the strongest confidence as users of the language with appropriate skills and knowledge on: Listening & Speaking</p> | <p>Listening & Speaking (Oral interaction): Upon completion of this level, students will be able to: -Demonstrate a wide range of accurate oral responses. -Demonstrate ability to formulate pre-listening questions to infer the topic of a conversation in social and professional settings.</p> |

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| | <p>a flexible and effective communication in the English language for social, academic and professional purposes</p> | <ul style="list-style-type: none"> -Pronunciation patterns for effective speaking skills -Inferring topics of conversation effectively -Following extended speeches -Keeping up with extended conversations -Expressions that can be or should not be used in adequate communication -Oral presentations -Gaining reliability in the speech <p>Reading:</p> <ul style="list-style-type: none"> -Fluent recognition of pronunciation patterns in complex texts -Ability to distinguish features in Literary texts -Interaction with written language <p>Writing:</p> <ul style="list-style-type: none"> -Persuasive writing -Know how to accurately relate examples to main ideas -Making the written expression more believable and informative -Effective essays and citing sources -Writing effectively -Technical vocabulary | <ul style="list-style-type: none"> -Apply pronunciation, word stress, and intonation appropriate to communicative intent. -Demonstrate comprehension of multi-step instructions and/or extended speech with sustained, interpersonal interaction. -Apply proper use of formal and/or informal language in academic, social and professional settings as required -Engage, take turns and close conversations appropriately. -Use adequate use of pace, visual aids, gestures, and appropriate degree of formality for the audience and setting. -Demonstrate the use of citing sources in speeches to gain reliability <p>Reading: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate adequate involvement and construction of meaning through interaction with texts of diverse types -Read, understand and discuss a variety of literary forms -Demonstrate adequate sentence rhythm, intonation with choices, and intonation and pauses for thought groups while reading -Demonstrate fluency as a reader. -Make appropriate evaluation of points of view in a literary text. <p>Writing: Upon completion of this level, students will be able to:</p> <ul style="list-style-type: none"> -Demonstrate enhanced ability to persuade the readers supporting opinions with facts. -Gain effectiveness by citing reliable sources. -Support acceptable individual interpretations or conclusions, using evidence from a text. -Write coherent compositions and essays with clear focus, well-developed paragraphs, and logical argumentation. -Apply effective language when prompted to submit job application letters, thank you letters/emails to potential employers, and letters addressing attention towards social affairs. -Demonstrate use of technical vocabulary relevant to its purpose |
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Revised: March 2020, March 2021, April 2022