

B. ENGLISH AS A FOREIGN LANGUAGE (EFL) SYLLABI

Communication Courses

PRPC 0011	Low-Beginning Communication Skills
PRPC 0021	High-Beginning Communication Skills
PRPC 0031	Low-Intermediate Communication Skills
PRPC 0041	High-Intermediate Communication Skills
PRPC 0051	Low-Advanced Communication Skills
PRPC 0061	High-Advanced Communication Skills

Course Title: PRPC 0011: Low-Beginning Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0011 is a foundation course for low-proficiency EFL learners. It introduces students to basic reading skills, vocabulary for basic communication, speaking routines and patterns, and listening for comprehension and response. This course introduces PMU students to the student-centered, highly active and interactive EFL classroom environment and the expectations in that environment.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking is developed through reading activities that require discriminating between main ideas and details, predicting, and making inferences. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course introduces the lower-proficiency EFL learner to (1) reading for comprehension by developing reading skills, (2) active and minimal passive vocabulary acquisition, (3) speaking for general communicative purposes, and (4) active listening for comprehension and production of an appropriate response. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires beginning-level communicative competence in reading, vocabulary, speaking, and listening. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the low-beginning EFL communication course (Level 1) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- A. To improve reading comprehension by developing reading skills:
1. To practice intensive and extensive reading.
 2. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To begin to make inferences from written materials.
- B. To develop active and passive vocabulary recognition and usage.
1. To increase active vocabulary.
 2. To recognize word forms--nouns, verbs, adjective, adverbs, and prepositions in sentences.
 3. To begin to develop word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To learn dictionary skills.
- C. To improve listening and speaking skills, to improve communicative competence, to improve pronunciation and intelligibility, and to develop listening strategies for a variety of listening tasks.
1. To follow oral directions.
 2. To engage appropriately and correctly in basic speech routines and basic conversations.
 3. To reproduce received speech accurately orally and in writing.

VII. Assessment Strategy

At the low-beginning level of EFL communication instruction, each of the four skill areas (reading, vocabulary, listening, and speaking) is weighted equally, each accounting for 25% of the final class grade. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily short reading assignments, vocabulary assignments, and listening/speaking activities using EFL software.
- In-class participation: presentation of homework, oral responses, language games, interactive group work, and similar exercises.
- Examinations: reading comprehension tests (main idea, details, sequencing), frequent vocabulary testing through a variety of activities, listening dictation and comprehension tests, and speaking assessments.

Term grades:

- 15% Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 15% 3 Reading skills tests (Weeks 3, 5, and 7)
- 15% 4 Speaking tests (Weeks 2, 4, 6, and 7)
- 15% 7 Listening tests (Weeks 1, 2, 3, 4, 5, 6, 7)

Final Examinations (Week 8)

- 10% Vocabulary
- 10% Reading
- 10% Listening
- 10% Speaking – Oral interview on speech routines

VIII. Course Format

This course is interactive and student-centered. An underlying tenet of communication class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete homework (reading, vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework. Primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the low-beginning EFL communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students’ skills, strategies, and word attack skills.

B. In vocabulary development, the topics for low-beginning EFL students are specifically content-based. At the low-beginning level, vocabulary is general (not specifically academic preparatory):

1. Everyday language
2. People
3. Family
4. The home
5. The market
6. Meal time
7. Clothes
8. Health
9. The community
10. Transportation
11. Work
12. Recreation

C. In listening/speaking development, the topics directly relate to the speech routines and functions being introduced and practiced:

1. Meeting people
2. Personal information
3. The family
4. The home and the neighborhood
5. Ongoing concerns
6. Daily routines
7. Food and food shopping
8. Travel and leisure
9. Skills and abilities
10. Past activities and future plans

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information Technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to complete using EFL software.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading

- a. Folse, Keith. *Beginning Reading Practices: Building Reading and Vocabulary Strategies*. Ann Arbor, Michigan, USA: Univ. of Michigan Press, 1993.
ISBN 0472083945
- b. Heyer, Sandra. *Easy True Stories*. White Plains, NY, USA: Pearson Education, 1994.
ISBN 080131089X

2. Vocabulary

- a. Gramer, Margot. *The Basic Oxford Picture Dictionary, Monolingual*. New York, NY, USA: Oxford Univ. Press, 1994.
ISBN 0194344681
- b. Adelson-Goldstein, Jayme, Fiona Armstrong and Norma Shapiro. *The Basic Oxford Picture Dictionary Workbook*. New York, NY, USA: Oxford Univ. Press, 1994.
ISBN 019434567X

3. Listening/Speaking

- Brown, H. Douglas, et al. *New Vistas I*. White Plains, NY, USA: Prentice Hall Regents, 1999.
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|-------------------|------------------|
| Student book: | ISBN 013908195X |
| Workbook: | ISBN 013-9082034 |
| Audio Program: | ISBN 0139082298 |
| Teacher's Manual: | ISBN 0139082115 |

B. Alternative Textbooks

None

C. Supplemental Print Materials

A variety of graded readers for extensive reading out of class, such as Cambridge English Readers, Longman Originals, Longman Classics, Penguin Readers from Pearson Education, Heinemann Guided Readers, and Oxford Bookworms.

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/english_mastery.htm

Course Title: PRPC 0021: High-Beginning Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0021 consolidates basic reading, vocabulary acquisition, speaking, and listening skills learned at the low-beginning level. It further introduces students to the reading skills and vocabulary-acquisition strategies and approaches that will characterize all EFL classes at the PMU. Emphasis on general speaking, active listening, and pronunciation skills continue in an integrated approach using more complex material. The classroom is student-centered and interactive.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking is further developed through high-beginning reading activities such as textual analysis for contrast and cause-effect relationships, predicting, inferencing, and recognizing fact versus opinions. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) read for comprehension by developing reading skills, (2) acquire active and passive vocabulary, (3) practice speaking for general communicative purposes, and (4) listen for comprehension and production of an appropriate response. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires high-beginning level communicative competence in reading, vocabulary, speaking, and listening. Follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-beginning EFL communication course (Level 2) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPC 0011 (Level 1), or assignment to Level 2 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To improve reading comprehension by continuing the development of all reading skills introduced in Level 1, with a number of additional skills:
1. To practice intensive and extensive reading.
 2. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral and written reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To improve the rate of reading while maintaining comprehension.
 - j. To analyze sentences, paragraphs, and passages – contextual analysis (for example, word meaning), syntactical analysis (for example, word forms), and textual analysis (for example, contrast and cause-effect relationships).
 - k. To paraphrase.
 - l. To summarize.
 - m. To practice critical reading skills, including inferencing and recognizing fact versus opinion.
- B. To develop active and passive vocabulary recognition and usage.
1. To increase active vocabulary.
 2. To recognize word forms (nouns, verbs, adjective, adverbs, and prepositions) in sentences.
 3. To begin to develop word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To learn dictionary skills.
 - d. To learn word parts: stems and affixes.
 4. To learn monolingual dictionary-use skills.
- C. To improve listening and speaking skills, to improve communicative competence, to improve pronunciation and intelligibility, and to develop listening strategies for a variety of listening tasks.
1. To follow oral directions.
 2. To engage appropriately and correctly in speech routines and basic conversations.
 3. To understand and reproduce received speech accurately orally and in writing.
 4. To participate appropriately in discussions.

5. To use self-generated, appropriate language in a variety of common situations.
6. To make brief group and individual presentations.

VII. Assessment Strategy

At the high-beginning level of EFL communication instruction, each of the four skill areas (reading, vocabulary, listening, and speaking) is weighted equally, each accounting for 25% of the final class grade. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily short reading assignments, vocabulary assignments, and listening/speaking activities with the use of EFL software.
- In-class participation: presentation of homework, oral responses, language games, interactive group work, and similar exercises.
- Examinations: reading comprehension tests (main idea, details, sequencing), frequent vocabulary testing through a variety of activities, listening dictation and comprehension tests, and speaking assessments.

Term grades:

- 15% Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 15% 3 Reading skills tests (Weeks 3, 5, and 7)
- 15% 4 Speaking tests (Weeks 2, 4, 6, and 7)
- 15% 7 Listening tests (Weeks 1, 2, 3, 4, 5, 6, 7)

Final Examinations (Week 8)

- 10% Vocabulary
- 10% Reading
- 10% Listening
- 10% Speaking – Oral interview on speech routines

VIII. Course Format

This course is interactive and student-centered. An underlying tenet of communication class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete homework (reading, vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework; primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the high-beginning EFL communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students' reading skills, strategies, and word attack skills.
- B. In vocabulary development at the high-beginning level, the emphasis is on active vocabulary acquisition through reading and through practicing various specific word-attack skills. A variety of subject matter in the required textbooks is used to provide content and context for structured vocabulary acquisition.
- C. In listening/speaking development, the topics directly relate to the speech functions, listening skills, and pronunciation features that are being emphasized. Topics included in the listening/speaking activities include the following:
1. Leisure activities
 2. Verifying names, titles, addresses, dates, times, locations, etc.
 3. Automobiles, travel, vacations
 4. Describing people, places, objects
 5. Fitness
 6. Shopping
 7. Making plans
 8. Talking about the future
 9. Talking about the news
 10. The environment
 11. Starting a business
 12. Giving opinions

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to using EFL software.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading and Vocabulary
 - a. Folse, Keith. *Intermediate Reading Practices: Building Reading & Vocabulary Skills*. Revised Edition. Ann Arbor, Michigan: University of Michigan Press, 1993.
ISBN 047208206X
 - b. Blanchard, Karen and Christine Root. *For Your Information I*. White Plains, NY, USA: Longman, 1996.
ISBN 020183409x
2. Listening/Speaking
 - a. Webster, Megan and Judy DeFilippo. *So to Speak 2: Integrating Speaking, Listening, and Pronunciation*. New York, NY, USA, Houghton Mifflin Co., 1999.
Student Book: ISBN 0395874068
Audiocassette: ISBN 0395874076
 - b. Richards, Jack. *Basic Tactics for Listening*. New York, N.Y, USA, Oxford University Press, 1996.
Student Book: ISBN 0194345874
Teacher's Book: ISBN 0194345882
Audiocassettes: ISBN 0194345890

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. A variety of graded readers for extensive reading out of class, such as Cambridge English Readers, Longman Originals, Longman Classics, Penguin Readers from Pearson Education, Heinemann Guided Readers, and Oxford Bookworms.
2. *Longman Basic Dictionary of American English*, Old Tappan, N.J., USA: Pearson Education.
ISBN 058233251-6

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/english_mastery.htm

Course Title: PRPC 0031: Low-Intermediate Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0031 moves students beyond passive reading to a more active, analytical approach to the material. Students begin structured study of high-frequency academic words from the Academic Word List. Listening activities develop students' facility in understanding material organized according to major patterns of thought and speech. All previous reading, vocabulary, speaking, and listening skills are reviewed and further developed using higher-level materials and an integrated-skills approach.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking and problem solving are developed through reading activities that require students to move beyond passive reading to a more active, analytical approach to the material. Similarly, listening activities develop students' facility in understanding material organized according to major rhetorical patterns of speech and thought. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) read for comprehension by developing reading and word attack skills, (2) acquire active and passive vocabulary, adding academic vocabulary based on the Academic Word List (AWL), compiled by Averil Coxhead in 1998, (3) practice speaking for general and academic purposes, and (4) listen for comprehension of materials based on the major rhetorical patterns of speech and thought, and produce appropriate responses. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires low-intermediate level communicative competence in reading, vocabulary, speaking, and listening. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the low-intermediate EFL communication course (Level 3) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPC 0021 (Level 2), or assignment to Level 3 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To improve reading comprehension by continuing the development of all reading skills introduced in Level 2 and adding academic study skills:
1. To practice intensive and extensive reading.
 2. To introduce basic academic study skills for reading, including outlining.
 3. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral and written reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To improve the rate of reading while maintaining comprehension.
 - j. To analyze sentences, paragraphs, and passages - contextual analysis (for example, word meaning), syntactical analysis (for example, word forms), and textual analysis (for example, contrast and cause-effect relationships).
 - k. To paraphrase.
 - l. To summarize.
 - m. To practice critical reading skills, including inferencing, recognizing fact versus opinion/fiction, and evaluating writers' opinions.
- B. To develop active and passive vocabulary recognition and usage:
1. To increase active vocabulary, especially words included in the Academic Word List.
 2. To recognize word forms in sentences.
 3. To improve word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To increase dictionary skills.
 - d. To learn word parts: stems and affixes.
 - e. To learn word families, including pronunciation.
 4. To learn monolingual dictionary-use skills.
 5. To increase passive reading vocabulary.

- C. To improve listening and speaking skills, to improve communicative competence, to improve pronunciation and intelligibility, to develop listening strategies for a variety of listening tasks, and to introduce academic listening and speaking skills:
1. To follow oral directions.
 2. To engage appropriately and correctly in interactive speech patterns and conversations using self-generated responses.
 3. To understand and reproduce received speech accurately orally and in writing.
 4. To participate appropriately in discussions.
 5. To make brief group and individual presentations.

VII. Assessment Strategy

At the low-intermediate level of EFL communication instruction, weighting of the four skill areas (reading, vocabulary, listening, and speaking) varies, based on the relative importance of the skill in an academic context: reading 30%, vocabulary 30%, listening 30%, and speaking 10%. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily reading assignments, vocabulary assignments, and listening/speaking activities with the use of EFL software.
- In-class participation: presentation of homework, oral responses, interactive group work, discussions, informal presentations, role playing, and similar exercises.
- Examinations: reading comprehension tests based on a reading skills approach, frequent vocabulary testing through a variety of activities, listening comprehension tests, and speaking assessments.

Term grades:

- 20% Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 20% 3 Reading skills tests (Weeks 3, 5, and 7)
- 20% 7 Listening tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 5% 3 Speaking assignments (Weeks 2, 4, 6)

Final Examinations (Week 8)

- 10% Vocabulary
- 10% Reading
- 10% Listening
- 5% Speaking

VIII. Course Format

This course is highly integrated, interactive and student-centered. An underlying tenet of communication class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete homework (reading, vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework; primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the low-intermediate EFL communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students’ reading skills, strategies, word attack skills, and general comprehension.
- B. In vocabulary development at the low-intermediate level, students continue to acquire vocabulary through reading and practicing various specific word-attack skills. An important addition at the intermediate level is overt study of 140 vocabulary words from the Academic Word List. A variety of subject matter in the required textbooks is used to provide content and context for structured vocabulary acquisition.
- C. In listening development, the aim is to familiarize students with the major rhetorical patterns of formal, spoken English. Using a variety of topics, the following rhetorical patterns are emphasized:
 1. Process
 2. Classification
 3. Definition
 4. Chronology
 5. Comparison/Contrast
 6. Cause and Effect

D In speaking, students will learn and practice strategies for effective academic interaction:

1. Small and large group communication
2. Interview, discussion, and public speaking skills
3. Informative speeches

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to complete using EFL software and the Internet.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading and Vocabulary
Blanchard, Karen and Christine Root. *For Your Information 2*.
White Plains, NY, USA: Pearson Education, 1996.
ISBN 0201825384

Project Achievement Reading, Book B. New York, NY,
USA: Scholastic Inc., 1999.
ISBN 0439081505
2. Vocabulary
Hollinger, Lisa. *Academic Word Power 1*. New York, NY, USA:
Houghton Mifflin Co., 2004.
ISBN 061839768X
3. Listening
Dunkel, Patricia and Phyllis Lim. *Intermediate Listening
Comprehension*, Second Edition. Boston, Massachusetts, USA:
Heinle & Heinle, 1994.
Student Book: ISBN 0838448380
Cassettes: ISBN 0838448399

4. Speaking

Porter, Patricia and Margaret Grant. *Communicating Effectively in English: Oral Communication for Non-Native Speakers*. Second Edition, Boston, MA, USA: Heinle, 1992.
ISBN 0534172687

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. A variety of graded readers for extensive reading out of class, such as Cambridge English Readers, Longman Originals, Longman Classics, Penguin Readers from Pearson Education, Heinemann Guided Readers, and Oxford Bookworms.
2. *Longman Dictionary of American English*, Old Tappan, N.J., USA: Pearson Education, 1983
ISBN: 013098893-6

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/English_mastery.htm

Course Title: PRPC 0041: High-Intermediate Communication Skills

Semester Credit Hours: 0

I. Course Overview

In PRPC 0041 reading, vocabulary, speaking, and listening activities continue to become more analytical and academic in focus, preparing students to meet university-level expectations. Reading skills training continues, as reading materials become longer and more complex. Vocabulary acquisition skills are emphasized, and another section of the Academic Word List is added for study. Academic listening skills become a primary emphasis, with training in lecture-listening and note taking strategies. Students learn and practice academic speaking formats.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking and problem solving are developed through reading and listening activities that require students to demonstrate an active, analytical approach to the material. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) read for comprehension by developing reading and word attack skills, (2) acquire active and passive vocabulary, emphasizing academic vocabulary based on the Academic Word List (AWL), compiled by Averil Coxhead in 1998, (3) practice speaking for academic purposes, and (4) develop skills and strategies to understand and take effective notes from academic lectures. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires high-intermediate level communicative competence in reading, vocabulary, speaking, and listening. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-intermediate EFL communication course (Level 4) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPC 0031 (Level 3), or assignment to Level 4 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To improve reading comprehension by continuing the development of all reading skills introduced in Level 3, including academic study skills:
1. To practice intensive and extensive reading.
 2. To introduce basic academic study skills for reading, including note taking, outlining, highlighting, textbook analysis.
 3. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral and written reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To improve the rate of reading while maintaining comprehension.
 - j. To analyze sentences, paragraphs, and passages – contextual analysis (for example, word meaning), syntactical analysis (for example, word forms), and textual analysis (for example, contrast and cause-effect relationships).
 - k. To paraphrase.
 - l. To summarize.
 - m. To practice critical reading skills, including inferencing, recognizing fact versus opinion/fiction, and evaluating writers' purpose, tone, and opinions.
 - n. To compare and contrast information from different sources.
- B. To develop active and passive vocabulary recognition and usage:
1. To increase active vocabulary, especially words included in the Academic Word List.
 2. To recognize and produce word forms.
 3. To improve word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To increase dictionary skills.
 - d. To learn word parts: stems and affixes.
 - e. To learn word families, including pronunciation.
 4. To improve monolingual dictionary-use skills.
 5. To increase passive reading vocabulary.

- C. To improve listening and speaking skills, to improve communicative competence, to improve pronunciation and intelligibility, to develop listening strategies for a variety of listening tasks, and to introduce academic listening and speaking skills:
1. To follow oral directions.
 2. To engage appropriately and correctly in interactive speech patterns and conversations using self-generated responses.
 3. To understand and reproduce received speech accurately orally and in writing.
 4. To learn to take notes from authentic speech and academic lectures.
 5. To participate appropriately in small and large group discussions.
 6. To make group and individual presentations.

VII. Assessment Strategy

At the high-intermediate level of EFL Communication instruction, weighting of the four skill areas (reading, vocabulary, listening, and speaking) varies, based on the relative importance of the skill in an academic context: reading 30%, vocabulary 30%, listening 30%, and speaking 10%. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily reading assignments, vocabulary assignments, and listening/speaking activities with the use of EFL software.
- In-class participation: presentation of homework, oral responses, interactive group work, discussions, presentations, role play, and similar exercises.
- Examinations: reading comprehension tests based on a reading skills approach, frequent vocabulary testing through a variety of activities, listening comprehension tests, and speaking assessments.

Term grades:

- 20% Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 20% 3 Reading skills tests (Weeks 3, 5, and 7)
- 20% 4 Listening and note taking skills tests (Weeks 2, 4, 6, 7)
- 5% 3 Speaking assignments (Weeks 2, 4, 6)

Final Examinations (Week 8)

- 10% Vocabulary
- 10% Reading
- 10% Listening
- 5% Speaking

VIII. Course Format

This course is highly integrated, interactive and student-centered. An underlying tenet of communication class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete homework (reading, vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework; primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the high-intermediate EFL Communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students’ reading skills, strategies, word attack skills, and general comprehension.
- B. In vocabulary development at the high-intermediate level, students continue to acquire vocabulary through reading and practicing various specific word-attack skills. An important addition at the high-intermediate level is overt study of 140 vocabulary words from the Academic Word List. A variety of subject matter in the required textbooks is used to provide content and context for structured vocabulary acquisition.
- C. In listening development, the aim is to familiarize students with the listening and study skills required to successfully follow and take notes on academic lectures on a variety of subjects.
- D. In speaking, students will learn and practice strategies for effective academic interaction. Topics for speaking activities will be taken from those presented in the reading, listening, and vocabulary textbooks.
 1. Small and large group communication
 2. Interview, critical discussion, and public speaking skills
 3. Informative and persuasive speeches

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to complete using EFL software and the Internet.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading

Blanchard, Karen and Christine Root. *For Your Information 3*. White Plains, NY, USA: Pearson Education, 1997.
ISBN 02010877988

Langan, John. *Ten Steps to Improving College Reading Skills*, Fourth Edition. West Berlin, New Jersey, USA: Townsend Press, 2003.
ISBN 1591940044

2. Vocabulary

Thompson, Celia. *Academic Word Power 2*. New York, NY, USA: Houghton Mifflin Co., 2004.
ISBN 0618397698

3. Listening

Kisslinger, Ellen. *Contemporary Topics 2: High Intermediate Listening and Note-taking Skills*, Second Edition. White Plains, N.Y., USA: Pearson Education, 2002
Student Book: ISBN 0130415472
Cassettes: ISBN 0130948594

4. Speaking

Porter, Patricia and Margaret Grant. *Communicating Effectively in English: Oral Communication for Non-Native Speakers*, Second Edition. Boston, MA, USA: Heinle, 1992.
ISBN 0534172687

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. A variety of graded readers for extensive reading out of class, such as Cambridge English Readers, Longman Originals, Longman Classics, Penguin Readers from Pearson Education, Heinemann Guided Readers, and Oxford Bookworms.
2. *Longman Dictionary of American English*, Old Tappan, N.Y., USA: Pearson Education, 1983
ISBN: 013098892-6

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/english_mastery.htm

Course Title: PRPC 0051: Low-Advanced Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0051 begins to bridge the gap between EFL instruction and the use of English in realistic academic activities. Reading skills training continues with longer, authentic material. Word-attack skills and additional words from the Academic Word List prepare students for university-level reading. Longer, more complex authentic listening activities are part of this course. The academic emphasis of the class does not, however, diminish the communicative, interactive, and student-centered nature of the classroom.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking and problem solving are developed through reading, listening, and speaking activities that require students to demonstrate an active, analytical approach to material. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course continues to build the skills of the EFL learner to (1) read for comprehension by developing reading and word attack skills, (2) acquire active and passive vocabulary, emphasizing academic vocabulary based on the Academic Word List (AWL), compiled by Averil Coxhead in 1998, (3) practice speaking for academic purposes, and (4) develop skills and strategies to understand and take effective notes from academic lectures. In a classroom based on an integrative approach – comprised of student-centered, interactive activities – the learner acquires low-advanced level communicative competence in reading, vocabulary, speaking, and listening. Extensive follow-up practice will take place with the use of EFL software.

IV. Requirements Fulfilled

This course is the low-advanced EFL communication course (Level 5) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPC 0041 (Level 4), or assignment to Level 5 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To improve reading comprehension by continuing the development of all reading skills from earlier levels, including academic study skills:
 1. To practice intensive and extensive reading.
 2. To improve academic study skills for reading, including note taking, outlining, highlighting, textbook analysis.
 3. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral and written reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To improve the rate of reading while maintaining comprehension.
 - j. To analyze sentences, paragraphs, and passages – contextual analysis (for example, word meaning), syntactical analysis (for example, word forms), and textual analysis (for example, contrast and cause-effect relationships).
 - k. To paraphrase.
 - l. To summarize.
 - m. To practice critical reading skills, including inferencing, recognizing fact versus opinion/fiction, and evaluating writers' purpose, tone, and opinions.
 - n. To compare and contrast information from different sources.
- B. To develop active and passive vocabulary recognition and usage:
 1. To increase active vocabulary, especially words included in the Academic Word List.
 2. To recognize and produce word forms.
 3. To improve word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To increase dictionary skills.
 - d. To learn word parts: stems and affixes.
 - e. To learn word families, including pronunciation.
 4. To improve monolingual dictionary-use skills.
 5. To increase passive reading vocabulary.

- C. To improve listening and speaking skills, to improve communicative competence, to improve pronunciation and intelligibility, to develop listening strategies for a variety of listening tasks, and to introduce academic listening and speaking skills:
1. To follow oral directions.
 2. To engage appropriately and correctly in interactive speech patterns and conversations using self-generated responses.
 3. To understand and reproduce received speech accurately orally and in writing.
 4. To learn to take notes from authentic speech and academic lectures.
 5. To participate appropriately in small and large group discussions.
 6. To make group and individual presentations.

VII. Assessment Strategy

At the low-advanced level of EFL communication instruction, weighting of the four skill areas (reading, vocabulary, listening, and speaking) varies, based on the relative importance of the skill in an academic context: reading 30%, vocabulary 30%, listening 30%, and speaking 10%. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily reading assignments, vocabulary assignments, and listening/speaking activities with the use of EFL software.
- In-class participation: presentation of homework, oral responses, interactive group work, discussions, presentations, note taking, role play, and similar exercises.
- Examinations: reading comprehension tests based on a reading skills approach, frequent vocabulary testing through a variety of activities, listening comprehension tests, and speaking assessments.

Term grades:

- 20% Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7)
- 20% 3 Reading skills tests (Weeks 3, 5, and 7)
- 20% 4 Listening and note taking skills tests (Weeks 2, 4, 6, 7)
- 5% 3 Speaking assignments (Weeks 2, 4, 6)

Final Examinations (Week 8)

- 10% Vocabulary
- 10% Reading
- 10% Listening
- 5% Speaking

VIII. Course Format

This course is highly integrated, interactive and student-centered. An underlying tenet of communication class instruction is: “Prepare at home and participate in class.” Thus, students are expected to complete

homework (reading, vocabulary, and listening/speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework; primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the low-advanced EFL communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students' reading skills, strategies, word attack skills, and general comprehension.
- B. In vocabulary development at the low-advanced level, students continue to acquire vocabulary through reading and practicing various specific word-attack skills. An important addition at the advanced level is overt study of 140 vocabulary words from the Academic Word List. A variety of subject matter in the required textbooks is used to provide content and context for structured vocabulary acquisition.
- C. In listening development, the aim is to improve students' listening and study skills required to successfully follow, take notes, and use the information derived from academic lectures on a variety of subjects.
- D. In speaking, students will learn and practice strategies for effective academic interaction. Topics for speaking activities will be taken from those presented in the reading, listening, and vocabulary textbooks.
 1. Small and large group communication
 2. Interview, critical discussion, debate, and public speaking skills
 3. Informative and persuasive speeches

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to complete using EFL software and the Internet.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading
 - a. Wholey, Mary Lee and Nadia Henein. *Reading Matters 4: An Interactive Approach to Reading*. New York, NY, USA: Houghton Mifflin, 2002.
ISBN 0395904293
 - b. Langan, John. *Ten Steps to Improving College Reading Skills*, Fourth Edition. West Berlin, New Jersey, USA: Townsend Press, 2003.
ISBN 1591940044
2. Vocabulary
Bull, Pat. *Academic Word Power 3*. New York, NY, USA: Houghton Mifflin Co., 2004.
ISBN 0618397701
3. Listening
Espeseth, Miriam. *Academic Listening Encounters: Listening, Note Taking, and Discussion*. New York, NY, USA: Cambridge University Press, 1999.
Student Book: ISBN 0521578213
Cassettes: ISBN 0521578191
4. Speaking
Porter, Patricia and Margaret Grant. *Communicating Effectively in English: Oral Communication for Non-Native Speakers*, Second Edition. Boston, MA, USA: Heinle 1992.
IBSN 0534172687

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. A variety of graded readers for extensive reading out of class, such as Cambridge English Readers, Longman Originals, Longman Classics, Penguin Readers from Pearson Education, Heinemann Guided Readers, and Oxford Bookworms.
2. *Longman Dictionary of American English*. Old Tappan, N.J., USA: Pearson Education, 1983.
ISBN 013198893-6

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/english_mastery.htm

Course Title: PRPC 0061: High-Advanced Communication Skills

Semester Credit Hours: 0

I. Course Overview

PRPC 0061 reviews and consolidates all the reading skills and vocabulary word-attack skills students learned at previous levels, using a variety of university-level material. Readings are longer; the final words from the Academic Word List are studied. Academic listening tasks are long, complex, and realistic to prepare students for a successful transition into university classes. The classroom remains student-centered, with interactive, integrated-skills activities.

II. PMU Competencies and Learning Outcomes

Communication (reading, writing, listening, and speaking in English) is the predominant student competency developed by this course. Critical thinking and problem solving are developed through reading, listening, and speaking activities that require students to demonstrate an active, analytical approach to material. Teamwork is emphasized in a large variety of group activities in the classroom. Information technology skills are developed as students use word-processing, e-mail, software packages, and the Internet to complete homework assignments.

III. Detailed Course Description

This course consolidates and reinforces all the skills developed by the EFL learner to (1) read for comprehension by developing reading and word attack skills, (2) acquire active and passive vocabulary, emphasizing academic vocabulary based on the Academic Word List (AWL), compiled by Averil Coxhead in 1998, (3) practice speaking for academic purposes, and (4) develop skills and strategies to understand and take effective notes from academic lectures. In a classroom based on an integrative approach - comprised of student-centered, interactive activities - the learner acquires high-advanced level communicative competence in reading, vocabulary, speaking, and listening. Extensive follow-up practice will take place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-advanced EFL communication course (Level 6) in the Preparation Year Program. Successful completion of the program, which includes six levels of communication courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPC 0051 (Level 5), or assignment to Level 6 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To improve reading comprehension by continuing the development of all reading skills from earlier levels, including academic study skills:
 - 1. To practice intensive and extensive reading.
 - 2. To improve academic study skills for reading, including note taking, outlining, highlighting, textbook analysis.
 - 3. To increase reading volume and difficulty level to approach university-level requirements.
 - 4. To improve reading processing strategies through development of the following skills:
 - a. To recognize words and their pronoun references.
 - b. To recognize phrases and be able to read them orally.
 - c. To recall details.
 - d. To sequence events in chronological order.
 - e. To practice prediction skills.
 - f. To read for oral and written reconstruction.
 - g. To skim and scan written materials.
 - h. To extract main ideas and supporting ideas.
 - i. To improve the rate of reading while maintaining comprehension.
 - j. To analyze sentences, paragraphs, and passages – contextual analysis (for example, word meaning), syntactical analysis (for example, word forms), and textual analysis (for example, contrast and cause-effect relationships).
 - k. To paraphrase.
 - l. To summarize.
 - m. To practice critical reading skills, including inferencing, recognizing fact versus opinion/fiction, and evaluating writers' purpose, tone, and opinions.
 - n. To compare and contrast information from different sources.

- B. To develop active and passive vocabulary recognition and usage:
 - 1. To increase active vocabulary, especially words included in the Academic Word List.
 - 2. To recognize and produce word forms.
 - 3. To improve word attack skills.
 - a. To use context clues.
 - b. To learn word classifications (notional groups, antonyms, synonyms).
 - c. To increase dictionary skills.
 - d. To learn word parts: stems and affixes.
 - e. To learn word families, including pronunciation.
 - f. To learn Greek and Latin word roots.
 - 4. To improve monolingual dictionary-use skills.
 - 5. To increase passive reading vocabulary.

- C. To develop more complex academic listening and speaking skills, to improve communicative competence, and to improve pronunciation and general intelligibility:
1. To follow oral directions.
 2. To engage appropriately and correctly in interactive speech patterns and conversations using self-generated responses.
 3. To understand and reproduce received speech accurately, orally and in writing.
 4. To learn to take notes from authentic speech and academic lectures.
 5. To participate appropriately in discussions, debates, and other small and large group activities.
 6. To make group and individual presentations, both informative and persuasive.

VII. Assessment Strategy

At the high-advanced level of EFL communication instruction, weighting of the four skill areas (reading, vocabulary, listening, and speaking) varies, based on the relative importance of the skill in an academic context: reading 30%, vocabulary 30%, listening 30%, and speaking 10%. Grades are generated by homework, in-class participation and productivity, daily quizzes, weekly examinations, and final examinations.

- Daily homework: daily reading assignments, vocabulary assignments, and listening/speaking activities with the use of EFL software.
- In-class participation: presentation of homework, oral responses, interactive group work, discussions, presentations, note taking, role playing, and similar exercises.
- Examinations: reading comprehension tests based on a reading skills approach, frequent vocabulary testing through a variety of activities, listening comprehension tests, and speaking assessments.

Term grades:

- | | |
|-----|-------------------------------------------------------------------------|
| 20% | Daily quizzes and 7 weekly vocabulary tests (Weeks 1, 2, 3, 4, 5, 6, 7) |
| 20% | 3 Reading skills tests (Weeks 3, 5, and 7) |
| 20% | 4 Listening and note taking skills tests (Weeks 2, 4, 6, 7) |
| 5% | 3 Speaking assignments (Weeks 2, 4, 6) |

Final Examinations (Week 8)

- | | |
|-----|------------|
| 10% | Vocabulary |
| 10% | Reading |
| 10% | Listening |
| 5% | Speaking |

VIII. Course Format

This course is highly integrated, interactive and student-centered. Students are expected to complete homework (reading, vocabulary, listening, and speaking assignments) in order to be prepared for communicative follow-up activities in class. Minimal time will be spent checking homework; primarily, students will participate in a variety of structured activities in class that

1. require individual preparation (via homework)
2. practice, combine, and consolidate skills
3. engage various and multiple senses
4. require the student to be active in his or her own learning, think critically, and speak persuasively and correctly.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. In reading comprehension development in the high-advanced EFL communication course, the desired competencies and learning outcomes (VI. Learning Outcomes, above) are the content of the class. A variety of subject matter in the required textbooks is used to provide content and context for structured reading activities that develop students' reading skills, strategies, word attack skills, speed, and general comprehension.
- B. In vocabulary development at the high-advanced level, students continue to acquire vocabulary through reading and practicing various specific word-attack skills and through the study of Greek and Latin word roots. At the high-advanced level, students complete their study of the final 140 vocabulary words from the 570-word Academic Word List. A variety of subject matter in the required textbooks is used to provide content and context for structured vocabulary acquisition.
- C. In listening development, students work intensely to improve listening and study skills required to successfully follow, take notes, and use the information derived from academic lectures on a variety of subjects.
- D. In speaking, students will learn and practice strategies for effective academic interaction. Topics for speaking activities will be taken from those presented in the reading, listening, and vocabulary textbooks.
 1. Small and large group communication
 2. Interview, critical discussion, debate, and public speaking skills
 3. Informative and persuasive speeches

X. Laboratory Exercises

This course requires the student to spend a minimum of five hours weekly outside of class working with assigned and self-selected EFL software.

XI. Technology Component

Information Technology skills are used as students use word processing, e-mail, software packages, and the Internet to complete homework assignments. Students are assigned reading, vocabulary, listening, and speaking activities to complete using EFL software and the Internet.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Reading
Robertson, Heather. *Bridge to College Success: Intensive Academic Preparation for Advanced Students*. Boston, Massachusetts, USA, Heinle & Heinle, 1991.
Student Book: ISBN: 0838429076
2. Vocabulary
Jones, Barbara. *Academic Word Power 4*. New York, NY, USA: Houghton Mifflin Co., 2004.
ISBN 0618397744
3. Listening
Lebauer, Roni. *Learn to Listen, Listen to Learn*, Second Edition, White Plains, N.Y., USA, Pearson Education, 2000.
Student Book: ISBN: 0139194320
Cassettes: ISBN: 0139194576
Teacher's Manual: ISBN: 0139194401
4. Speaking
Porter, Patricia and Margaret Grant. *Communicating Effectively in English: Oral Communication for Non-Native Speakers*, Second Edition, Boston, MA, USA: Heinle, 1992.
ISBN 0534172687

B. Alternative Textbooks

None

C. Supplemental Print Materials

A monolingual dictionary.

D. Supplemental Online Materials

Computer Software: American Language Academy. *English Mastery*.
http://www.ala-usa.com/english_mastery.htm

B. ENGLISH AS A FOREIGN LANGUAGE (EFL) SYLLABI

Writing Courses

PRPW 0011	Low-Beginning Writing Skills
PRPW 0021	High-Beginning Writing Skills
PRPW 0031	Low-Intermediate Writing Skills
PRPW 0041	High-Intermediate Writing Skills
PRPW 0051	Low-Advanced Writing Skills
PRPW 0061	High-Advanced Writing Skills

Course Title: PRPW 0011: Low-Beginning Writing Skills

Semester Credit Hours: 0

I. Course Overview

This low-beginning Writing Skills course introduces the student to the basics of English grammar and composition with the goal of elementary proficiency in speaking and writing. This is achieved through extensive pair and group activities in the classroom as well as directed composition, spelling, and mechanics at the basic paragraph level.

II. PMU Competencies and Learning Outcomes

The interactive nature of this course and an emphasis on spoken and written communication help develop the PMU core competencies of communication and teamwork. The use of word processing, e-mail, and simple Internet searches integrated into the course introduce the student to information technology skills.

III. Detailed Course Description

The course teaches active voice verb tenses of present, past, and future in simple and progressive forms. Students learn to manipulate these tenses in affirmative and negative statements, yes/no and simple Who/What/When/Where/Why-questions, tag questions, and short answers. The course also covers other beginning structures such as imperative, modals (can, should, must), pronouns (subject, object, possessive, reflexive, demonstrative, indefinite), nouns (singular, plural, non-count, possessive), direct/indirect object, and the basic use of articles, prepositions, adjectives and adverbs.

Writing mechanics is also a strong focus of this course, including capitalization, punctuation, word order, and paragraph format. An introduction to word processing reinforces these skills. Both phonics and sight words are used to develop beginning English spelling. Students learn to write five-sentence narrative and descriptive paragraphs with basic connectives and correct mechanics. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the low-beginning level EFL Writing Skills course (Level 1) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

This course does not have a prerequisite.

VI. Learning Outcomes

- A. To use English grammar in speaking and writing at a beginning level of proficiency.
- B. To write sentences and short paragraphs with correct mechanics.
- C. To write guided five-paragraph compositions of narration and description, using basic connectives and correct mechanics.
- D. To spell beginning-level vocabulary correctly.
- E. To apply the basic rules of phonics in spelling and in decoding reading.

VII. Assessment Strategy

Grammar and writing are weighted equally at this level. Grades are based on written grammar tests, multiple drafts of compositions, in-class writing, homework assignments, and in-class participation.

- Tests and quizzes: written grammar tests focusing on specific sets of structures; spelling tests
- Compositions: first drafts and rewrites of writing assignments; timed in-class writing
- Homework: grammar exercises, both on paper and using grammar software, mechanics exercises, writing assignments, dialogue journal
- In-class participation: presentation of homework, many pair and group activities, language games

Term grades:

- 30% Tests and quizzes
- 30% Homework completion, including composition drafts and rewrites
- 10% In-class participation
- 15% Final grammar exam
- 15% Final in-class composition

VIII. Course Format

This course is interactive and student-centered, with extensive oral and written application of grammar, many pair and small group activities, and substantial writing practice, both in-class and homework. The teacher acts as resource person and facilitator.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

A. Grammar

1. Active verb tenses (simple present, present progressive, simple past, past progressive, future) in affirmative and negative statements, yes/no and who/what/when/where/why-questions, tag questions, and short answers.
2. Imperative
3. Pronouns (subject, object, possessive, reflexive, demonstrative, indefinite)
4. Nouns (singular, plural, non-count, possessive)
5. Direct and indirect objects
6. Articles (definite, indefinite)
7. Adverbs of frequency
8. There is/there are
9. Present modals (can, should, must)

B. Writing

1. Capitalization
2. End of sentence punctuation
3. Series commas
4. Subject/verb/object word order
5. Paragraph form
 - a. Title position
 - b. Margins
 - c. Indenting

X. Laboratory Exercises

Students have regular homework assignments using grammar software and word processing. The textbook, *Focus on Grammar: A Basic Course for Reference and Practice* includes a CD-ROM format multimedia grammar practice program, which students can use on their laptop computers.

XI. Technology Component

- A. Students are introduced to basic word processing using Microsoft Word. This foundation will be built on throughout the Preparation Year Program's Writing Skills courses, until the students become proficient users of Word.
- B. A multimedia program for grammar practice and application accompanies the grammar textbook. The *Focus on Grammar: A Basic Course for Reference and Practice* CD-ROM provides practice in using the structures in reading, writing, and listening, as well as the more traditional grammar exercises.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Blanchard, Karen and Christine Root. *Get Ready to Write*. White Plains, N.Y., USA: Longman, 1998. ISBN 0-201-69517-0 (text)
2. Schoenberg, Irene E. and Jay Maurer. *Focus on Grammar: A Basic Course for Reference and Practice*, Second Edition. White Plains, N.Y., USA: Longman, 2000.

Student Book:	ISBN 0-201-34676-1
Teacher's Manual:	ISBN 0-201-34683-4
Answer Key:	ISBN 0-201-67047-X
Audio CDs:	ISBN 0-201-68705-4
CD-ROM:	ISBN 0-201-84964-X

3. Brown, Tim and Deborah F. Knight. *Patterns in Spelling, Book 1: Patterns with Short Vowels*. Syracuse, N.Y., USA: New Readers Press, 1990.
ISBN 0-88336-100-0 (text)
4. Brown, Tim and Deborah F. Knight. *Patterns in Spelling, Book 2: Patterns with Long Vowels*. New Readers Press, Syracuse, N.Y., USA: 1990.
ISBN 0-88336-102-7 (text)

B. Alternative Textbooks

Badalamenti, Victoria and Carolyn Henner- Stanchina. *Grammar Dimensions IA*. Boston, MA, USA : Heinle

Text 1A:	ISBN 0-8384-0260-7
Audio Tape:	ISBN 0-8384-0261-5
Teacher's Edition:	ISBN 0-8384-0267-4

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: PRPW 0021: High-Beginning Writing Skills

Semester Credit Hours: 0

I. Course Overview

This high-beginning writing course provides a strong foundation in English grammar with acquisition of present and past verb tenses in simple and progressive forms, an introduction to present perfect, basic modals, and comparison, as well as other high-beginning structures. Students learn to apply the grammar at the high-beginning level in writing and speaking, focusing on monitoring for accurate use of the language. Basic paragraph-writing skills are formed through an introduction to the writing process and the incorporation of organization, simple sentence structure and mechanics.

II. PMU Competencies and Learning Outcomes

The PMU goal to develop communication competencies among its students is directly addressed by the development of grammar and writing skills, as students expand their communicative competence. Teamwork skills develop with extensive use of pair and group activities. Information technology is also a part of this course, as students progress in their word-processing, e-mail, and Internet skills.

III. Detailed Course Description

This course expands grammatical competence, as students focus on the contrast between simple and progressive verb tenses in present and past time. Basic comparative forms of adjectives and adverbs are added, as well as adverb clauses, present modals, and two-word verbs. Present perfect tense is introduced, adding a major new concept, the perfect aspect.

At this level, students are introduced to the writing process as they learn pre-writing, drafting, revising, and peer-editing techniques. They begin serious work in the structure of the paragraph, with focus on the topic sentence and supporting details. After a review of narration and description, the rhetorical patterns of process, cause and effect, and comparison are added. In addition, students learn to write simple opinion pieces. Near the end of the course, the three-paragraph essay is introduced. Another written genre is added with the introduction to a business letter.

Mechanics continues to be a major component of the Writing Skills class with further training in spelling and paragraph form. Students are expected to apply new grammatical structures in their writing as well as their speaking and to use word processing for their compositions. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-beginning writing course (Level 2) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPW 0011 (Low-Beginning Writing Skills), or assignment to Level 2 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To use English grammar in speaking and writing at a high-beginning level of proficiency.
- B. To write complete paragraphs at the high-beginning level with basic development in several rhetorical patterns.
- C. To use basic techniques in the writing process.
- D. To write at the sentence and paragraph level with correct high-beginning grammar, spelling, and mechanics.
- E. To spell high-beginning level vocabulary correctly.
- F. To write a guided three-paragraph essay.

VII. Assessment Strategy

Grammar and writing are weighted equally at this level. Grades are based on tests, multiple drafts of compositions, in-class writing, homework assignments, and in-class participation.

- Tests and quizzes: written grammar tests focusing on specific sets of structures; spelling tests
- Compositions: first drafts and rewrites of writing assignments, timed in-class writing
- Homework: grammar exercises, both on paper and using software, mechanics exercises, writing assignments, dialogue journal
- In-class participation: presentation of homework, many pair and group activities, language games

Term grades:

- 30% Tests and quizzes
- 30% Homework completion, including composition drafts and rewrites
- 10% In-class participation
- 15% Final grammar exam
- 15% Final in-class composition

VIII. Course Format

This course is interactive and student-centered, with extensive practice in writing and research skills, oral and written application of grammar, many pair and small group activities, and the teacher as resource person and facilitator.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

A. Grammar

1. Simple present vs. present progressive
2. Non-action verbs
3. Simple past vs. past progressive
4. Irregular past tense forms
5. Comparison of adjectives and adverbs
6. Present modals and semi-modals
 - a. Ability
 - b. Permission
 - c. Request
 - d. Advice
 - e. Suggestion
 - f. Preference
 - g. Necessity
 - h. Expectation
 - i. Future Possibility
 - j. Assumptions
7. Basic adverb clauses
8. Two-word verbs
9. Present perfect (“began in the past and continues to the present” meaning)

B. Writing

1. Topic sentence
2. Supporting details
3. Conclusion
4. Narration
5. Description
6. Process
7. Comparison and contrast
8. Cause and effect
9. Opinion
10. Business letter
11. Pre-writing
12. Drafting
13. Revising
14. Peer Editing

X. Laboratory Exercises

Students have regular homework assignments using grammar software and word processing. *Focus on Grammar: An Intermediate Course for Reference and Practice* includes a CD-ROM format multimedia grammar practice program.

XI. Technology Component

- A. Students continue to develop their skills in using Microsoft Word for typing and formatting paragraphs as additional tools are presented.
- B. A multimedia program for grammar practice and application accompanies the grammar textbook. The *Focus on Grammar: An Intermediate Course for Reference and Practice* CD-ROM provides practice in using the structures in reading, writing, and listening, as well as the more traditional grammar exercises. All homework writing assignments must be word processed.

XII. Special Projects/Activities

This course does not require a special project.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Blanchard, Karen and Christine Root. *Ready to Write: A First Composition Text*, Third Edition. White Plains, New York: Pearson Longman, 2003.
Text: ISBN 0-13-042463-3
Answer Key: ISBN 0-13-111780-7
2. Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. *Focus on Grammar: An Intermediate Course for Reference and Practice*, Second Edition. White Plains, New York: Pearson Longman, 2000.
Student Book: ISBN 0-201-34682-6
Teacher's Manual: ISBN 0-201-34674-5
Answer Key: ISBN 0-201-67048-8
Audiocassettes: ISBN 0-201-34675-3
CD-ROM, 1st ed. ISBN 0-201-84965-8
3. Brown, Tim and Deborah F. Knight. *Patterns in Spelling, Book 3: Consonant Blends and Digraphs*. Syracuse, New York: New Readers Press, 1990.
ISBN 0-88336-104-3 (text)
4. Brown, Tim and Deborah F. Knight. *Patterns in Spelling, Book 4: Patterns with Other Vowel Sounds and Spellings*. Syracuse, New York: New Readers Press, 1990.
ISBN 0-88336-106-X (text)

B. Alternative Textbooks

Azar, Betty. *Fundamentals of English Grammar*, Third Edition. White Plains, New York: Pearson, Longman, 2003.

Student Book: ISBN 0-13-013631-X

Teacher's Guide: ISBN 0-13-013634-4

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None

Course Title: PRPW 0031: Low-Intermediate Writing Skills

Semester Credit Hours: 0

I. Course Overview

This low-intermediate Writing Skills course introduces or reviews major grammatical concepts. In addition, the course provides an introduction to the fundamentals of academic writing at the intermediate level, focusing on the mastery of paragraph organization and development, three-paragraph essays of classification, cause and effect, and comparison and contrast, an introduction to the five-paragraph essay, and the use of transitions. Students refine their knowledge of English writing mechanics and conventions through word processing, and apply their developing knowledge of grammar and sentence structure to their writing. Beginning research and documentation skills are introduced.

II. PMU Competencies and Learning Outcomes

Communication, the goal of writing, is the principal PMU competency developed in this course. Organization, development, and accuracy are the subjects of intensive focus. In addition, teamwork is developed through peer review of student writing. This process requires the development of skills in constructive input, acceptance of feedback, and modification of ideas. In the same process, the students receive training in the critical thinking skills of comprehension, evaluation, clarity, and self-assessment. Students continue to develop information technology skills with further training in word processing, the use of e-mail, and Internet research.

III. Detailed Course Description

This course expands the student's use of basic grammar at the low-intermediate level, with an overview of all verb tenses. Students receive a solid grounding in present perfect tense, passive voice, and modals. In addition, present perfect progressive, past perfect, future perfect, gerunds and infinitives are introduced. Sentence structure is addressed with attention to coordinating conjunctions. The textbook, *Understanding and Using English Grammar*, is used in this course and in the high-intermediate and advanced levels. This course covers Chapters 1, 2, 3, 4, 9, 10, 11, 14 and 16.

In writing, the low-intermediate student focuses on basic organization, and writes three-paragraph compositions with well-structured introductory, body, and concluding paragraphs. The concepts of rhetorical patterns of comparison, cause and effect, and classification are expanded and transitions are added to improve coherence. The five-paragraph essay is introduced as students increase their ability to develop their writing with appropriate supporting detail. Extensive follow-up practice takes place with the use of EFL software.

As writing becomes more sophisticated, students apply more advanced word-processing skills and expand their knowledge of mechanics. Students take on more responsibility for self- and peer-editing as their command of rhetorical patterns, grammar, punctuation, and capitalization increases.

Academic research skills are introduced at this level. Students begin to identify sources of information. Students practice simple documentation skills while learning to find, combine, and write up bibliographic information at a very basic level.

IV. Requirements Fulfilled

This course is the low-intermediate writing course (Level 3) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPW 0021 (High-Beginning Writing Skills), or assignment to Level 3 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To use English grammar in speaking and writing at a low-intermediate level of proficiency.
- B. To write three-paragraph essays at the low-intermediate level showing organizational competence in several rhetorical patterns.
- C. To employ correct grammar, spelling and mechanics at the low intermediate level in self- and peer-editing.
- D. To use the writing process in composition.
- E. To begin to use academic research and documentation skills.
- F. To write a guided five-paragraph essay.

VII. Assessment Strategy

Grammar and writing are weighted equally at this level. Writing is evaluated on an ongoing basis and at the end of the course. A standard composition rating scale is applied to initial drafts, revisions, and timed in-class writing. Students are apprised of the expected outcome and the rating system from the beginning of the course. Grammar is assessed both in the context of compositions and in objective tests measuring mastery of targeted structures. Completion of homework assignments and in-class participation are considered part of the grade.

- Composition rating scale
- Tests and quizzes: written grammar tests focusing on a specific set of structures
- Homework: grammar exercises, composition assignments, dialogue journal
- In-class participation: presentation of homework, many pair and group activities, language games

Term grades:

30%	Tests and quizzes
30%	Homework completion, including composition drafts and rewrites
10%	In-class participation
15%	Final grammar exam
15%	Final in-class composition

VIII. Course Format

This course is interactive and student-centered, with extensive writing practice, oral and written application of grammar, many pair and small group activities, and the teacher as resource person and facilitator.

Classroom Hours (20 hours per week)	Class: 10
	Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

A. Grammar

1. Present, past and future verb forms in simple and progressive
2. Present perfect
3. Passive voice
4. Modals and semi-modals
 - a. present, past, and future degrees of certainty
 - b. progressive forms
 - c. perfect forms
5. Present perfect progressive
6. Past perfect
7. Future perfect
8. Gerunds and infinitives
9. Coordination

- B. Writing
 - 1. Introduction with thesis statement
 - 2. Body paragraph with supporting detail
 - 3. Conclusion
 - 4. Classification
 - 5. Comparison and contrast
 - 6. Cause and effect
 - 7. Transitions
- C. Research
 - 1. Recognizing citations in books
 - 2. Finding basic bibliographic information in books
 - a. Author
 - b. Title
 - c. Place of publication
 - d. Date of publication
 - e. Publishing company
 - 3. Writing basic bibliographic entries for books

X. Laboratory Exercises

Students have regular homework assignments using grammar software and word processing. *Understanding and Using English Grammar* is accompanied by a CD-ROM format multi-media grammar practice program.

XI. Technology Component

- A. Word processing is an important feature of this course as the students refine their skills with Microsoft Word. One to two class hours per week are spent composing and revising written work online.
- B. Most composition assignments and some grammar assignments must be submitted in word-processed form, while e-mail is used to submit other assignments. In addition, students use the resources of the Blackboard Learning System. A multimedia program for grammar practice and application accompanies the grammar textbook. *The Understanding and Using English Grammar Interactive CD-ROM* provides grammar exercises, as well as audio and “record and compare” functions.

XII. Special Projects/Activities

In conjunction with basic Internet research projects in the communication portion of the low intermediate level course (PRPW 0031), students learn to write up the results of their research using simplified bibliographic formats.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Shoemaker, Connie and Doug Larson. *Write in the Middle: A Guide to Writing for the ESL Student*, Second Edition. Boston, Massachusetts: Heinle, 1998.

Text: ISBN 0-03-022297-4

Answer Key: ISBN 0-03-006509-7

2. Azar, Betty Schramper. *Understanding and Using English Grammar*, Third Edition. White Plains, New York: Pearson Longman, 1999.

Student Book, full: ISBN 0-13-958661-X

Workbook, full: ISBN 0-13-958687-3

Teacher's Guide: ISBN 0-13-958679-2

Answer Key: ISBN 0-13-020552-4

CD-ROM: ISBN 0-13-110109-0

B. Alternative Textbooks

None

C. Supplemental Print Materials

Woodward, Suzanne W. *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. White Plains, New York: Pearson Longman, 1999.
ISBN 0-13-567926-5 (text)

D. Supplemental Online Materials

None

Course Title: PRPW 0041: High-Intermediate Writing Skills

Semester Credit Hours: 0

I. Course Overview

This high-intermediate Writing Skills course focuses on academic writing, making the transition to the development of unified, coherent essays. In addition, the final writing project is a documented essay, the result of training in basic library and Internet research methods and the fundamentals of academic documentation. Major topics in grammar are reviewed and complex sentence structure is covered, with students expected to begin writing mature, sophisticated sentences.

II. PMU Competencies and Learning Outcomes

With its increased emphasis on writing, this course develops the PMU competency of communication. The course focuses on writing as a tool to enhance the student's ability to communicate, as indicated by an awareness of audience and appropriate levels of discourse. In addition, the student begins to show an understanding of research strategies, critical evaluation of information, and the concept of plagiarism. The critical thinking skill of synthesis begins to develop, while analysis, evaluation, and self-assessment continue to mature. To enhance their abilities in teamwork, students continue to pursue cooperative projects and to conduct peer evaluation of writing. This leads to the development of sensitivity to others, appropriate group behavior, constructive input, acceptance of feedback, and modification of ideas.

III. Detailed Course Description

In this course, students work on the development of five-paragraph compositions in the rhetorical patterns of classification, cause and effect, and comparison, all at the high-intermediate level. Paragraph outlining and unity receive attention as longer works are produced. There is also a focus on coherence, as students learn to make logical connections between ideas using transition devices. Practice with concrete support is an important precursor of research paper writing. As students develop academic research skills, they learn to paraphrase and summarize. The culmination of the level is a documented essay, requiring direct quotation and in-text citation.

Academic research and writing are a major component of this course, as students are introduced to library systems and to the evaluation of Internet sources. The concept of plagiarism is an important focus. Students begin to learn conventions of documentation.

In grammar, students review subject-verb agreement and the most advanced verb tenses (past perfect and future perfect) and their progressive forms. Students learn advanced uses of gerunds and infinitives, and begin in-depth study of sentence structure with adverb and adjective clauses. The connection between complex sentence structure and

sophistication of writing is emphasized. The textbook *Understanding and Using English Grammar* is used in this course and in the low-intermediate and low-advanced levels. The course covers Chapters 5, 6, 13, 15, and 17 from this book. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-intermediate writing course (Level 4) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPW 0031 (Low-Intermediate Writing Skills), or assignment to Level 4 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To write well-developed, unified, coherent five-paragraph essays at the high-intermediate level in several rhetorical patterns.
- B. To show high-intermediate competence in paraphrasing and summarizing.
- C. To produce a documented five-paragraph essay using direct quote and in-text citation with a brief bibliography in correct format.
- D. To use English grammar and sentence structure in speaking and writing at a high-intermediate level of proficiency.

VII. Assessment Strategy

Grammar and writing are weighted equally at this level. Writing is evaluated on an ongoing basis and at the end of the course using a standard composition rating scale. Students are apprised of the expected outcome and the rating system from the beginning of the course. Grammar and sentence structure are assessed both in the context of compositions and in objective tests measuring mastery of targeted structures. Students are evaluated for their participation in the research projects and the development of their research skills as well as for the final documented essay.

- Composition Rating Scale
- Objective grammar/sentence structure exams
- Final documented essay to be added to portfolio
- Homework: grammar exercises, research and writing assignments, dialogue journal

Term Grades:

- 30% Tests and quizzes
- 30% Homework completion, including composition drafts and rewrites
- 10% In-class participation
- 15% Final grammar exam
- 15% Final in-class composition

VIII. Course Format

This course is interactive and student-centered, with extensive practice in writing and research skills, oral and written application of grammar, many pair and small group activities, and the teacher as resource person and facilitator.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

A. Grammar

1. Past perfect
2. Past perfect progressive
3. Future perfect
4. Future perfect progressive
5. Subject-verb agreement
6. Advanced gerund and infinitive structures
7. Adverb clauses
8. Adjective clauses

B. Writing

1. Unity
2. Coherence
3. Concrete support
4. Classification
5. Cause and effect
6. Comparison

C. Research

1. Library systems
2. Evaluation of Internet sources
3. Plagiarism
4. Basics of documentation (MLA)

X. Laboratory Exercises

Students have regular homework assignments using grammar software and word processing. *Understanding and Using English Grammar* is accompanied by a CD-ROM format multi-media grammar practice program.

XI. Technology Component

- A. Word processing is an important feature of this course as students refine their use of English writing mechanics and conventions. In addition, the final research project for this course requires the development of Internet research skills. One to two class hours per week are spent online as students practice correct use of Microsoft Word in composing and revising written work and learn to do more sophisticated Internet research.
- B. All composition assignments and some grammar assignments must be submitted in word-processed form, while E-mail is used to submit other assignments. In addition, students use the resources of the Blackboard Learning System and Internet search engines. A multimedia program for grammar practice and application accompanies the grammar textbook. The *Understanding and Using English Grammar Interactive* CD-ROM provides grammar exercises, as well as audio and “record and compare” functions.

XII. Special Projects/Activities

The focus of this course is the final research project, which is a documented essay. It is accomplished in conjunction with the Communication Skills course (PRPC 0041), in which students receive training in evaluating written sources and present the results of their final project orally.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Oshima, Alice and Ann Hogue. *Writing Academic English*, Third Edition. White Plains, New York: Pearson Longman, 1999. ISBN: 0-201-34054-2
2. Azar, Betty Schramper. *Understanding and Using English Grammar*, Third Edition. White Plains, New York: Pearson Longman, 1999.

Student Book, full:	ISBN 0-13-958661-X
Workbook, full:	ISBN 0-13-958687-3
Teacher’s Guide:	ISBN 0-13-958679-2
Answer Key:	ISBN 0-13-020552-4
CD-ROM:	ISBN 0-13-110109-0

B. Alternative Textbooks

None

C. Supplemental Print Materials

1. Klein, Brock, Matthew Hunt and Robert Lee. *The Essential Workbook for Library and Internet Research*. Boston, Massachusetts: McGraw Hill, 1999.

Student Book: ISBN 0-07-229704-2

Teacher's Edition: ISBN 0-07-229705-0

2. Woodward, Suzanne W. *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. White Plains, New York: Pearson Longman, 1999.
ISBN 0-13-567926-5 (text)

D. Supplemental Online Materials

None

Course Title: PRPW 0051: Low-Advanced Writing Skills

Semester Credit Hours: 0

I. Course Overview

This low-advanced Writing Skills course focuses on writing essays with clarity of focus, cohesion, and development of main and supporting ideas. Other academic writing skills are addressed, including instruction and definition. Students refine their understanding of the writing process. The course also features a strong focus on the research process, particularly on synthesizing information and citing sources. This process culminates in a research paper at the low-advanced level. Students refine their control of complex sentence structure in both oral and written contexts and learn to use a variety of structures in their writing.

II. PMU Competencies and Learning Outcomes

In writing, development of the core competency of communication is indicated by an awareness of audience and appropriate levels of discourse. In addition, the student develops the ability to subject information to critical evaluation and ethical use. As their critical thinking skills grow, students consider multiple perspectives, synthesize information, and relate the parts logically and coherently. Teamwork requires students to increase the complexity and sensitivity of their interactions and to take an increasing amount of responsibility for personal and group outcomes.

III. Detailed Course Description

This course focuses on the transition from simple essay writing to more complex and sophisticated exposition and ultimately to writing a short research paper at the low-advanced level. Cohesion is emphasized, as is fuller development of ideas through various techniques of support. *Looking Ahead 3: Developing Skills for Academic Writing* is a text for both this course and the high-advanced level. This course covers Chapters 1, 2, 3 and 4 of the book.

Research is a major focus of the course, as students expand their knowledge of sources with library and online research and more detailed use of documentation. The course increases attention to evaluating and crediting sources and to the proper forms for doing so.

At this level, complex sentence structure is the focus of attention, with the introduction of noun clauses, reported speech, and the reduction of adverb and adjective clauses. Students also learn the subjunctive expression of unreal ideas in conditionals, wishes, and hopes, as well as the use of subjunctive in demands. *Understanding and Using English Grammar* is used in this level as well as the low-intermediate and high-intermediate courses. This course covers Chapters 12, 18, 19 and 20 of the book. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the low-advanced writing skills course (Level 5) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPW 0041 (High-intermediate Writing Skills), or assignment to Level 5 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To write organized, unified, coherent, and well-developed essays in a variety of rhetorical patterns; to employ a variety of sentence types at the low-advanced level.
- B. To state theses precisely.
- C. To use an outline as part of the writing process.
- D. To conduct library and Internet research, take notes, and prepare a bibliography.
- E. To analyze, evaluate, and synthesize information.
- F. To summarize and paraphrase correctly.
- G. To write a short documented research paper.
- H. To use English writing mechanics and documentation conventions correctly.
- I. To use English grammar and sentence structure in speaking and writing at a low-advanced level of proficiency.

VII. Assessment Strategy

At this level, writing is weighted more heavily than grammar. Writing is evaluated on an ongoing basis and at the end of the course using a standard composition rating scale. Students are apprised of the expected outcome and the rating system from the beginning of the course. Grammar and sentence structure are assessed both in the context of compositions and in objective tests measuring mastery of targeted structures. Students are evaluated for their participation in research projects and the development of their research skills as well as for the research paper.

- Composition rating scale
- Final research paper to be added to portfolio
- Objective grammar/sentence structure exams
- Homework: grammar exercises, composition assignments, dialogue journal
- In-class participation: pair and group activities and projects

Term grades:

- 15% Grammar tests and quizzes
- 15% Composition drafts and rewrites
- 20% Research process and final paper
- 15% Homework completion
- 10% In-class participation
- 10% Final grammar exam
- 15% Final in-class essay

VIII. Course Format

This course is interactive and student-centered, with extensive practice in writing and research skills, application of advanced grammar in oral and written contexts, group activities and projects, and the teacher as resource person and facilitator.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to Be Covered

A. Grammar

1. Reduced adjective and adverb clauses
2. Noun clauses and reported speech
3. Real and unreal conditionals
4. Subjunctive

B. Writing

1. The writing process
2. Cohesion
3. Essay organization
4. Analyzing audience
5. Extended definition
6. Evaluating and using sources

C. Research

1. Using a library
2. Evaluation of Internet sources
3. Using on-line abstracts and journals
4. Documentation (MLA)

X. Laboratory Exercises

Students have regular homework assignments using grammar software, word processing, and Internet research. *Understanding and Using English Grammar* is accompanied by a CD-ROM format multi-media grammar practice program.

XI. Technology Component

- A. Word processing is an important feature of this course as the students refine their use of English writing mechanics and conventions. Students develop word processing skills appropriate to professional

standard efficiency, consistency, and accuracy. In addition, the final research project for this course requires the development of Internet research skills. One to two class hours per week are spent online as students practice correct use of Microsoft Word in composing and revising written work and learn to do more advanced Internet research.

- B. All composition assignments and some sentence structure assignments must be submitted in word-processed form, while e-mail is used to submit other assignments. In addition, students use the resources of the Blackboard Learning System and Internet search engines.

XII. Special Projects/Activities

The focus of this course is the final research project, a documented research paper. It is accomplished in conjunction with the communication course (PRPC 0051), in which students receive training in evaluating written sources and present the results of their final project orally.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Byleen, Elizabeth. *Looking Ahead 3: Developing Skills for Academic Writing*. Boston, Massachusetts: Heinle, 1998.

Text: ISBN 0-8384-7902-2

Instructor's Manual/CNN

Video for Books 3 &4: ISBN 0-8384-4723-6

2. Harnack, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources*. New York, New York: Bedford/St. Martin's, 2003.
ISBN 0-312-15023-7 (text)

3. Azar, Betty Schramper. *Understanding and Using English Grammar*, Third Edition. White Plains, New York: Pearson Longman, 1999.

Student Book, full: ISBN 0-13-958661-X

Workbook, full: ISBN 0-13-958687-3

Teacher's Guide: ISBN 0-13-958679-2

Answer Key: ISBN 0-13-020552-4

CD-ROM: ISBN 0-13-110109-0

B. Alternative Textbooks

None

C. Supplemental Print Materials

Woodward, Suzanne W. *Fun with Grammar: Communicative Activities for the Azar Grammar Series*. White Plains, New York: Pearson Longman, 1999.

D. Supplemental Online Materials

None

Course Title: PRPW 0061: High-Advanced Writing Skills

Semester Credit Hours: 0

I. Course Overview

This high-advanced writing skills course focuses on increasing fluency and sophistication of essay writing at the high-advanced level, and the production of a research paper. Summarizing, synthesizing, and argumentation are emphasized, while other academic writing skills are also addressed. A review of advanced grammatical structures and their application to academic writing is included.

II. PMU Competencies and Learning Outcomes

In writing, an awareness of the audience and the appropriate levels of discourse indicate a strong competency in communication. Additionally, the student develops the ability to subject information to critical evaluation and ethical use. Students consider multiple perspectives, synthesize information, and relate the parts logically and coherently as they develop critical thinking skills. Students increase the complexity and sensitivity of their interactions as they enhance their teamwork abilities. They increase responsibility for both personal and group outcomes.

III. Detailed Course Description

This course focuses on increased sophistication of writing through awareness of audience, appropriate use of language, and the incorporation of relevant supporting information from reliable sources. Students research and write a five-page library research paper that cites both print and on-line sources and employs correct documentation. In support of this project, the skills of summarizing and synthesizing receive major attention, as does argumentation. Two other academic writing tasks, report writing and answering test questions, also are covered. The course provides a review of advanced grammar and sentence structure with an emphasis on using a variety of complex language appropriately in writing. *Looking Ahead 3: Developing Skills for Academic Writing* is a text for both this and the low-advanced level course. This course covers Chapters 5, 6 and 7 of the book. Extensive follow-up practice takes place with the use of EFL software.

IV. Requirements Fulfilled

This course is the high-advanced writing course (Level 6) in the PMU Preparation Year Program. Successful completion of the program, which includes six levels of writing courses, is required for admission to the PMU.

V. Required Prerequisites

Successful completion of PRPW 0051 (Level 5), or assignment to Level 6 following placement tests at the beginning of the Preparation Year Program.

VI. Learning Outcomes

- A. To write essays at an advanced EFL level of sophistication and accuracy.
- B. To conduct library and on-line research and evaluate sources.
- C. To summarize and synthesize information from a variety of sources.
- D. To write a five-page research paper with proper documentation.
- E. To use English grammar, sentence structure, and mechanics at an advanced EFL level.

VII. Assessment Strategy

Writing is evaluated on an ongoing basis and at the end of the course using a standard composition rating scale. Students are apprised of the expected outcome and the rating system from the beginning of the course. Sentence structure is assessed in the context of writing assignments. Students are evaluated for their participation in the research projects and the development of their research skills as well as for the final research paper.

- Composition rating scale
- Final research paper to be added to portfolio
- Homework: writing and research assignments, dialogue journal
- In-class participation: pair and group activities and projects

Term grades:

- 20% Essay drafts and rewrites
- 20% Research process
- 25% Research paper
- 10% Homework completion
- 10% In-class participation
- 15% Final in-class essay

VIII. Course Format

This course is interactive and student-centered, with extensive practice in writing and research skills, oral and written application of grammar, many group activities and projects, and the teacher as resource person and facilitator.

Classroom Hours (20 hours per week)

Class: 10

Workshop: 10 (students complete out-of-class assignments)

IX. Topics to be Covered

- A. Writing
 - 1. Summarizing
 - 2. Arguing
 - 3. Synthesizing
 - 4. Answering test questions
 - 5. Report writing
 - 6. Analyzing audience
 - 7. Research paper writing
- B. Research
 - 1. Evaluating sources
 - 2. Using library and on-line sources
 - 3. Documentation

X. Laboratory Exercises

This course requires the use of a computer for supervised on-line research projects.

XI. Technology Component

- A. Word processing is an important feature of this course as the students refine their use of English writing mechanics and conventions. Students develop word processing skills appropriate to professional standard efficiency, consistency, and accuracy. In addition, the final research project for this course requires the development of on-line research skills. One to two class hours per week are spent practicing correct use of Microsoft Word for composition and doing Internet research.
- B. All composition assignments must be submitted in word-processed form, while e-mail is used to submit other assignments. In addition, students use the resources of the Blackboard Learning System, Internet search engines, and on-line resources such as journals.

XII. Special Projects/Activities

The focus of this course is the final research paper. It is accomplished in conjunction with the Communication course (PRPC 0061), in which students receive training in evaluating written sources and present the results of their final project orally.

XIII. Textbooks and Teaching Aids

A. Required Textbooks

1. Byleen, Elizabeth. *Looking Ahead 3: Developing Skills for Academic Writing*. Boston, Massachusetts: Heinle, 1998.
Text: ISBN 0-8384-7902-2
Instructor's Manual/CNN
Video for Books 3 & 4: ISBN 0-8384-4723-6
2. Harnack, Andrew and Eugene Kleppinger. *Online! A Reference Guide to Using Internet Sources*. New York, New York: Bedford/St. Martin's, 2003.
ISBN 0-312-15023-7 (text)
3. Hogue, Ann. *The Essentials of English: A Writer's Handbook*. White Plains, New York: Pearson Longman, 2003.
ISBN 9-13-030973-7 (handbook)

B. Alternative Textbooks

None

C. Supplemental Print Materials

None

D. Supplemental Online Materials

None