



Student Handbook

2021-2022

A Guide for ELC Students

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MEET THE ELC STAFF

THE FACES OF THOSE WHO CARE FOR YOU AT THE ELC



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Our Mission

The English Language Center mission is to provide academically-focused English language courses within an intensive, comprehensive program to prepare international students for success in graduate and undergraduate study at RIT or at other universities. The program meets US visa requirements for those who study English full-time. In addition to its coursework, the English Language Center program provides a socially engaging, cross-cultural learning environment to develop students' ability to function with confidence and cultural awareness in a broad variety of social contexts.

A Message From The Director

Dear Students:

You are amazing. Your amazing brain controls language. Language ties everything together: Language ties together our internal world and all of the outside world, both physical and cultural. Now, you are working with English as one of your languages. Many of you will use English to earn a university degree. It is the goal of the English Language Center to help you become as powerful as possible, as quickly as possible, in your English ability in the university. Universities have a culture of thinking, talking and writing. Professional careers also have a culture of thinking, talking and writing. As a university student, you must learn to "package" your language for academic and professional purposes, as well as everyday social purposes in English. The goal of the RIT English Language Center is to teach students how to package ideas into language that fits the academic and professional culture. All ELC instructors have Master's degrees and years of experience in the university setting, so they can provide excellent feedback and instruction on the kind of language you need for university study. Our method of teaching is learning through doing. Much of the learning work takes place in class by doing projects together in addition to homework. You cannot learn a language by memorizing information from a book. In order to learn a language, you have to use it, and you have to use it purposefully. I will give a few welcoming words of advice:

- Be active and ask lots of questions, to yourself, to your instructors, to your classmates, to everyone you meet. Your brain will take in more information if you actively ask questions. You will learn faster, and you will have more fun.

- Focus on your ideas and your goals. Your brain will learn more and learn faster every time you try to express your ideas. Focus on improvement, but do not worry about perfection. If you are worried about being "right" all the time, it will slow your learning down.
- Mix things up! You should study hard, but it is also a good idea to participate in clubs and meet new people and also read for fun. Your brain will learn more and learn better if you use it in many ways. If you use your mind in only one way, you get tired and learning slows down.
- Try to "play" with your classwork and homework. Take delight in learning. Your skills grow faster if you enjoy the journey. You will learn less if you worry too much about "finishing."

If you need help, please ask your instructors or your advisor or me. We are here to provide you with tools to succeed. If you would like to talk, please feel free to make an appointment with me by asking the ELC office, or by emailing me directly at syvelc@rit.edu. We look forward to learning together and learning from each other in our classes. Let's make it an amazing experience



**Stanley Van Horn,
PhD, ELC Director**

ADMISSION TO THE ELC

The ELC admits students aged 17 or older who want to study English for Academic Purposes. There are three admission paths into the ELC.

RIT ADMITTED STUDENTS

Students who are conditionally or fully admitted to RIT receive automatic admission to the ELC. Conditionally admitted students with English requirements will be guaranteed enrollment in the program. Fully admitted students are welcome to take courses in the program, but should contact an ELC administrator about openings in courses, as enrollment will be based on availability. The application fee for these RIT-admitted students is waived by the RIT admission process. ELC Courses have separate fees from RIT degree tuition.

FULL-TIME ENGLISH PROGRAM

Students applying to a full-time course of language study should provide a high school or university transcript with at least a C average according to World Educational Standards (WES) equivalency.

ELC non-degree students must be prepared for the academically challenging courses at the ELC. To apply, these students should submit the application and academic transcripts.

For a US student visa, students must also present a financial statement showing support for the intended period of study.

The application fee for full-time English program students is non-refundable.

ADMISSION TO THE ELC

PART-TIME ENGLISH STUDY STUDENTS

Students interested in studying language for enrichment are welcome to take a course or two at the ELC. These students should arrange an interview with ELC administrator as part of the application process to discuss course content and openings in courses, as enrollment will be based on availability.

To apply, these students should submit the application and academic transcripts. Individuals who are interested in part-time English courses may apply to enroll in one or two courses per term for two terms. Enrollment is based on availability. To apply, contact the ELC for an interview.

Proof of US residency or appropriate immigration documents must be presented. Proof of completion of high school or equivalency certification is required.

Students who take more than two courses per term or who study for more than two consecutive terms must meet the requirements for the full-time program.

ADMISSION TO THE ELC

TESTING AND LEVEL PLACEMENT

New students are placed into English courses by standardized test scores (TOEFL, IELTS, and PTE), OR by taking a battery of RIT English language proficiency online tests.

PLACEMENT BY TOEFL, IELTS OR PTE-A

- RIT requires a minimum TOEFL score of 79, IELTS of 6.5, and PTE-A of 58 for admission without English language coursework for undergraduate students.
- Students who have submitted a TOEFL score below 79 or IELTS score below 6.5 to RIT will be placed into English language courses according to scores and sub-scores on these tests.
- Graduate students must additionally have exam sub-scores (writing, speaking, reading, listening) that meet their graduate program standards. Students with sub-scores below the program standard will be enrolled into ELC courses according to their sub-scores.

NOTE:

All students who have been placed according to these standardized proficiency tests may choose to take the RIT English proficiency exams if they would like to further demonstrate their English proficiency. The ELC takes the highest score for placement decisions. For graduate students, any placement changes are subject to the approval of the student's graduate program director..

ADMISSION TO THE ELC

PLACEMENT BY RIT ENGLISH PROFICIENCY EXAMS

Students applying directly to the ELC must take the RIT English online proficiency exams. Students admitted to RIT may take the RIT English proficiency exams to challenge their placement by other standardized language tests. The RIT English proficiency exam has three exams:

- I. **Reading /Writing Exam (2-Parts)** a. Part 1 is a 2-hour reading/writing exam. Students read several articles about a topic and answer an essay question. The writing includes summary, citation, and response. b. Part 2 is a 30-minute multiple choice grammar test of 30 questions.

- II. **Spoken Communication Exam**-is a 60-minute exam with questions in three areas: 1. General information 2. Class schedules and 3. Data commentary. Students hear the question and record their answer.

- III. **CEFR Exam**-is a 60 minute exam that tests speaking, listening, reading and writing, similar to TOEFL-type questions. Reading section (20 minutes) tests reading comprehension with 12-15 questions. Listening section (10 minutes) user will need to record themselves responding to a prompt for 45-60 seconds. Writing section (20 minutes) user will be asked to write a 150-word essay in response to a prompt.

Note:

To exit the ELC program, students must complete the required English courses at the ELC. New TOEFL or IELTS test scores are not accepted by RIT in place of the ELC program.

STRUCTURE OF THE ELC

COURSES

The ELC offers the following courses at each level:

Writing and Reading

Learn the conventions of Academic Writing and engage with Academic Reading

Speaking and Listening

Participate in discussions and presentations in an academic context.

Language Analysis and Accuracy

Learn the form, use, and meaning of grammar.

Inquiry-Based Language Tasks

Engage with the language through projects.

STRUCTURE OF THE ELC

LEVELS

The ELC offers six basic levels of language instruction in two tiers.

ELCI (Intensive)

Beginner, Intermediate, and High Intermediate

ELCA (Academic)

Advanced and Academic/Graduate

SHORT LEVEL DESCRIPTORS

Basic

This level is for pre-beginning level students with little comprehension of English. Students develop vocabulary through familiar domains such as family, hobbies, jobs, recreation, and health. There is a focus on basic analysis and use of selected syntactical structures (parts of speech, tenses, modals, adverb clauses of time and reason etc.). These lexico-grammatical structures are used to practice short dialogues and simple writing tasks for a specific purpose.

Beginner

Students at this level continue to learn foundational reading, writing, speaking and listening skills. Students compose spoken and written responses to short texts, using basic grammatical structures to show clear connections between ideas, with a particular focus on continuing to build vocabulary and practice sounds and spelling.

STRUCTURE OF THE ELC

(continued)

Intermediate

Students at this level begin to learn the reading, writing, speaking, listening and grammar skills needed for academic and general discourse in English. Students develop skills to participate in small group discussions and make short presentations. Students will be introduced to various types and genres of academic writing and will analyze selected grammatical structures in simplified academic written and spoken texts.

High Intermediate

Students at this level begin to develop their awareness of the conventions and expectations of academic discourse. Students identify a variety of complex grammatical structures, stylistic conventions, and research strategies and meaningfully apply them in verbal and written tasks which deepen critical thinking strategies in specific academic contexts

Advanced

Students at this level develop a heightened awareness of the expectations and conventions of academic discourse and begin to employ them in a variety of speaking and writing tasks. Students purposefully choose from a range of complex grammatical structures and rhetorical strategies which best serve to critically summarize, support, extend, and counter information provided from researched source material with clarity and cohesion.

STRUCTURE OF THE ELC

Academic/ Graduate

Students at this level learn to infer underlying themes, purposes, and subtext of academic readings and lectures in order to respond critically, analytically, and accurately with well-supported claims. Students compose formal spoken and written responses with a focus on using discourse-specific grammar and citations, and critically assess and revise peer and personal writing and speaking in order to meet the expectations of academic discourse.

Additionally, students going to graduate study identify, analyze, apply the grammatical and stylistic conventions of multiple aspects of research writing and discourse in various fields. Students locate relevant resources, identify a researchable question, establish context, and express authorial purpose and audience awareness in meaningful research tasks.

STRUCTURE OF THE ELC

COMBINED COURSES AND LEVELS

The ELC may need to combine courses and/or levels. There may either be substitutions or a combined section where two sets of learning outcomes are taught by the instructor.

ASSESSMENT AND GRADING

ALERTS AND REPORTS

Early Alerts

Are sent to students by email to inform students of areas of concern in their courses. They are meant to open a dialogue between student and teacher.

Midterm Reports

Are formal reports describing progress made by Student Learning Outcomes (SLOs) in each course and an estimated grade. These reports show students their progress and identify areas of success and concern.

Placement Reports

Are formal reports given to students at the end of each term for each class. They include the final achievement for Student Learning Outcomes (SLOs) and a final course grade.

ASSESSMENT AND GRADING

FINAL COURSE GRADES

The ELC uses RIT's four point grading scale which is based on letter grades(A (4.0), A-, B (3.0), B-, C (2.0), C-, D (1.0) and F(0.0)). Grades for each class are measured by successful completion of Student Learning Outcomes (SLOs. SLOs are skills students must demonstrate in order to move up to the next level. SLO's can be found on each course syllabus. Grades are based on SLO achievement.

For every learning assignment and unit in the course, the instructor should help you understand the SLOs that you are working on and how you will be graded. The most important thing to understand about your course is the SLOs!

At mid-term you will receive a mid-term SLO report from your instructor. The mid-term SLO report will tell you if your work in each area is excellent, good, fair, or unsatisfactory. The mid-term SLO report does not appear on your RIT transcript. It is for your information, so that you understand your achievement and progress by the middle of the term.

At the end of the term, you will receive a final SLO report, and also a grade report for each course. To pass a course, you must receive a grade of C or better in each SLO (scoring 70 or above on the assignments for the SLO) .

Course grades: Grades for A, A-, B, B-, C, C- are based on the combined score of all SLOs for the course. The combined score is an average which takes into account each SLO and its assigned weight as defined in the course syllabus. Students are not allowed to fail more than one SLO and get a passing grade. If an unsatisfactory SLO grade (D or F is received in two or more SLO areas, then the course grade is automatically a D or F, regardless of other SLO grades. A combined score lower than 1.0 will receive an F grade.

ASSESSMENT AND GRADING

FINAL COURSE GRADES

DESCRIPTION OF GRADES

Grade	Quality Points	Percentage Scores
A	4.0	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D	1.0	60-69
F	0.00	0-59

Note: RIT University grading policy does not determine a correspondence between grades and a numerical grade (0-100), as authority remains with individual faculty members to assign grades. Percentage scores are not required. If percentages are used the chart above provides the guideline.

ASSESSMENT AND GRADING

If a student believes a grade is unfair, there is a grade dispute process

GRADE DISPUTE PROCESS

- 1. Discuss your grades with your teacher. This step is required by RIT**
- 2. If you do not understand or agree with the grade, contact your advisor**
- 3. If you decide to make a complaint, you must write to the ELC director. The director will respond. You will be required to meet with the director AND your instructor. (This is RIT policy)**
- 4. If you wish to continue the dispute further, a special committee can be assembled to review your claim.**

PRIVACY OF EDUCATION RECORDS

Students must give permission for parents and sponsors to see their educational records. Educational records at the ELC and RIT are protected under the Family Educational Rights and Privacy Act of 1974 (FERPA). FERPA makes students' educational records private.

It also guarantees students the right to review and request changes to educational records.

PROMOTION THROUGH LEVELS

ADVANCEMENT THROUGH ELC LEVELS*

- Students advance through the program based on their grades.
- Grades from each class are combined to form a Grade Point Average
- Students cannot retake the RIT proficiency exams or standardized tests (TOEFL, IELTS) to negotiate placement in the next term.

**all students*

FULL TIME ELC STUDENT ADVANCEMENT

- Students with a 2.0 GPA or higher will be promoted to the next proficiency level.
- Student with an English Language Center grade point average below a 2.0 will be required to repeat courses at the same proficiency level.

FULL-TIME ELC STUDENT ADVANCEMENT WITH ACCELERATED TUTORING

- The accelerated tutoring program gives students an opportunity to skip a level
- Students from the ELCI Basic to the ELCI High Intermediate level may qualify for accelerated tutoring program.

PROMOTION THROUGH LEVELS

To Skip a Level Students:

- Attend all tutoring sessions
- Earn a 3.67 GPA
- Earn a C on the final Reading/Writing Exam of the level they wish to skip, as determined by instructor and ELC directors.

(*Eg: A Beginner Student would have to take the intermediate writing test*)

NOTE:

- Intermediate students who successfully skip the high intermediate level into advanced level must remain full-time English Language students
- High intermediate students who successfully skip the advanced level into academic/graduate (final) level are eligible for exactly one credit bearing course at RIT

ADVANCEMENT THROUGH ELC LEVELS*

Part-time students must earn a 2.0 GPA in the core ELC classes to advance to the next level. Required Core Classes:

Language Analysis

Reading & Writing

Speaking & Listening

*Part-time students are not eligible for tutoring

PROMOTION THROUGH LEVELS

ELIGIBILITY FOR CREDIT-BEARING COURSEWORK*

For new students, eligibility for credit-bearing coursework is based on English proficiency tests. For returning students, eligibility is based on success in English courses. Students must meet English Language Center Grade Point Average (GPA) requirements to begin taking credit-bearing courses.

Students in the ELCI Basic, Beginning, Intermediate and High Intermediate levels are not eligible for credit-bearing coursework at RIT

At the final two levels of the ELC program, the Advanced level and Academic level, students may earn eligibility to enroll in credit-bearing coursework at RIT

- Students who complete High Intermediate level with a 2.67 GPA or higher earn eligibility to take one credit-bearing course
- Students who complete the Advanced level with a 2.67 GPA or higher AND with an A or B in the ELCA 012 may be eligible to take two credit-bearing courses or three credit-bearing courses, depending on achievement of student learning outcomes (SLOs) in particular courses.

**This policy does not apply to students who skip ELG levels through the acceleration tutorial. See the section on Acceleration tutorial for the appropriate policy.*

PROMOTION THROUGH LEVELS

Eligibility is assessed during each term of study in the English Language Center. A student will lose eligibility for credit-bearing coursework if the GPA in English falls below a 2.0 even if eligibility was previously earned. Students who have studied for a term at the Academic level with a GPA 2.0 or above but below 2.67 continue to be eligible for up to three academic courses depending on how many ELC courses must be re-taken to meet exit criteria.

ENGLISH PROGRAM COMPLETION

For students who are conditionally admitted to an RIT degree program with a requirement for language study, the only way to meet the RIT language requirement is by completing the English Language Center program.

Students may not re-negotiate the terms of their admission by resubmitting TOEFL, IELTS or PTE scores. Students may not re-take the RIT English placement test battery. Students who wish to submit new test scores to RIT may re-apply for admission with the new score.

PROMOTION THROUGH LEVELS

COMPLETION FOR UNDERGRADUATE STUDENTS

The "exit" level for undergraduate students is the ELCA Academic level. Students must complete the academic level with a 2.67 GPA and a grade of B in the required Academic Writing and Reading course.

All students at the Academic level must take ELCA Academic Writing and Reading. Students may be exempt from certain courses at the ELCA Academic level if they receive an A or B grade at the Advanced level:

- If a grade of A or B is earned in Advanced Speaking & Listening (and the minimum GPA of 2.67 for the level is also met), then the Speaking and Listening course is not required at the Academic level. The program requirement is met for Speaking and Listening.
- If a grade of A or B is earned in Advanced Language Analysis (and the minimum GPA of 2.67 for the level is also met), then the Language Analysis course is not required at the Academic level. The program requirement is met for Language Analysis.

PROMOTION THROUGH LEVELS

COMPLETION FOR GRADUATE STUDENTS

- Students continuing from ELC Advanced level with a 3.0 average at the ELC Advanced level will have one additional requirement: ELCA 91 Graduate Writing/Reading as the final course. Students must pass ELCA 91 with B grade. Receiving a B- or lower will mean repeating ELCA 91.
- New students who place into ELC Academic/Grad level are placed according to placement test scores. All courses must be completed with a B grade. Receiving a B- or lower in any one course will mean repeating the course.

Graduate students with TOEFL below 79 or IELTS below 6.5 must complete the ELC program requirements for the ELCA Advanced level. For students who have TOEFL above 79 or IELTS above 6.5 and for students who have completed the ELCA Advanced level, the "exit" level of study is the Graduate/Advanced Academic level.

Various graduate programs have different language requirements. Depending on the graduate student's program, completion of language requirements may be in one of three combinations:

- *Full-time English study at the Academic or Graduate Level*
- *Completion of the Graduate Writing and Reading courses and/or the Graduate Spoken Communication course depending on the students test results. Courses must be completed with at least a B grade. if anything below a B- is earned, the student must repeat the course to meet the language requirement..*

PROMOTION THROUGH LEVELS

ACADEMIC ACTIONS

PROBATION



Students earning below a 2.0 GPA are put on probation. These students lose the privilege of enrolling in RIT credit bearing courses even if they have already taken a credit course. The student is on probation until the GPA is above a 2.0 for two terms in a row.

SUSPENSION



If a student continues to earn below a 2.0 GPA while on probation, the student is suspended from the English Language Center for lack of progress. If a student was conditionally admitted to an RIT academic program, that program will also suspend the student from RIT.

Students with an ELC GPA below 1.0 are immediately suspended at the end of the term with no probationary period; this follows RIT policy on grades. Full-time ELC students who miss 60 hours of class are suspended immediately, in accordance with US immigration policy.

Note: A student is only allowed to repeat a level one time. Students must successfully complete a repeated level.

*PROBATION OR SUSPENSION APPEAL

A student appeals an academic action by first making a claim to an ELC advisor. The advisor will meet with the Director and a committee of teachers as necessary. The Director's decision is final.

ORIENTATION ADVISING

ORIENTATION PROGRAMS

The ELC offers orientation programs throughout a students' enrollment.

INITIAL ORIENTATION

This happens during move-in week, the week before classes begin. It covers important resources and information needed to start classes at the ELC, such as ID Cards, immunizations and health, and immigration policies, ELC advisors, RIT computer account, class schedules and the Student Information System (SIS), health insurance, and ELC activities program.

ONGOING ORIENTATION

This is a required pass/fail course offered as support for students in their first term of study at the ELC. It covers topics such as: ELC levels and policies, student success, time management, stress reduction, cultural adaptation, RIT resources, and effective e-mails.

EXIT ORIENTATION

This happens individually or in small as students prepare to leave the ELC for study at RIT. Topics include procedures for leaving the ELC and/or transferring to RIT or another institution.

ORIENTATION ADVISING

ELC ADVISOR

The ELC Advisor help students' successful progression through the ELC program and assist their academic assimilation to campus life and cultural adaptation to life in Rochester and the United States.

The ELC Advisor does the following:

- Explains placement and progression through the program.
- Monitors progress reports and attendance and meet with students when there are concerns.
- Advises students about their academic progress.
- Assists students in developing solutions to any problems related to their academic progress.

ORIENTATION ADVISING

ELC ADVISOR (continued)

- Assists students in solving personal problems brought to us by the students or others
- Directs students to appropriate sources of information and help.
- Advocates for students by connecting with appropriate individuals and entities for support
- Communicates with sponsoring agencies and others about student progress, if necessary.
- Works with students and teachers to resolve issues.
- Works with the ELC Designated School Official (DSO) to answer advisee's questions on immigration status, legal issues, medical concerns, and/or student conduct.

Students can meet with the ELC advisor about all questions or problems by:

- Asking for an appointment at the Front Desk
- Emailing their advisor
- Calling the ELC to speak with their advisor

Students can consult the ELC advisor about all questions or concerns.

STUDENT LIFE

ELC ENGAGEMENT

ELC Activities

The ELC offers many exciting and interesting activities and cultural trips throughout the semester. Students can also attend holiday parties, concerts, picnics, and RIT and local sporting events. Some trips and activities include skiing, ice-skating at the RIT ice rink, local museums, and Rochester community events.

ELC Conversation Partners

This is a program where ELC students sign up to meet for 1 hour a week with a native English speaking student so you can practice your English. You can also learn about American culture and engage in life on campus.

RIT Clubs

RIT has many clubs on campus. Some examples are the Muslim Student Association, Anime Club, Chess Club, and so much more. A list of clubs and organizations at: <https://campusgroups.rit.edu/login> .

STUDENT LIFE

ID CARDS

Students must get an RIT ID card at the Registrar's Office (Eastman 1st Floor) and bring

Passport

1-20 or D82019

Students should keep their ID card on them at all times. ID Cards are used to:

- Make on-campus purchases, including vending machines
- Enter residence halls
- Enter the Student Life Center (gym)
- Check-in to RIT events
- Receive student discounts at select locations off-campus
- Pay for food at select off-campus locations in Rochester
- Protect your money from theft

STUDENT LIFE

COMPUTER ACCOUNT INFORMATION

Students are given an RIT computer account with a username and temporary password. All students at the English Language Center **MUST** activate their RIT computer account. Students need this account for the following:

Connect their computer to the RIT system and WiFi start.rit.edu

RIT EMAIL <https://www.rit.edu/its/services/email>

- Receive important notices from the ELC and RIT offices
- Email RIT instructors, professors, and staff
- Receive information about tuition and bills
- The RIT e-mail account can be forwarded to your "Yahoo", "Gmail", or any other email account

Student Information System (SIS) sis.rit.edu

- Update contact information
- See course schedule
- See final grades
- See financial information

STUDENT LIFE

MyCourses Management (Course management system) mycourses.rit.edu

- See assignments
- Post assignments
- Communicate with instructor
- Access course content
- Receive assignment feedback

The Wallace Center (RIT Library) library.rit.edu

- Access databases
- Access Catalogs
- Communicate with librarians
- Online research resources
- Reserve study rooms
- Borrow books and laptops

Campus Groups

- Join clubs and organizations
- See calendar of events
- Sign-up for events

STUDENT LIFE

Getting Around

ELC HOUSING OPTIONS

On-Campus Housing

- Students can contract for housing in residence halls or apartments on campus
- Housing contracts are for one academic year (August-May)
- To check out on-campus housing, see the Housing Operations Office
- Students must follow the terms of the housing contract
- A penalty fee will be charged to the student if the contract is broken, room keys are not returned, or if students improperly check out

Off-Campus Housing

- Students are responsible for finding their own off-campus housing
- For off-campus housing information see ELC front desk

STUDENT LIFE

Getting Around

TIGER BUCKS

Tiger Bucks are a valuable and convenient debit account accessed through the RIT ID card and is available to all RIT students, faculty, and staff. Over 75 on and off campus locations accept Tiger Bucks for a number of services and products. Tiger Bucks – it's all you need!

- Used at all Dining Services' locations and vending machines for meal and grocery purchases
- Used for purchases at any of RIT's retail locations including Barnes & Noble@ RIT (campus bookstore), the Digital Den (electronics store), Shear Global Salon (hair, nail, and tanning services), post office, HUB print center, and Shop One2 (art gallery and original craft boutique)
- Used for a number of other on-campus services including program kits, printing, mailing, event tickets, fees and charges, and recreational and retail facilities.
- Used to purchase gifts for a friend or professor - or treat them to a delicious meal!
- Reduces the need to carry cash, checks, and multiple cards.
- Tiger Bucks can be deposited anytime throughout the year and your account is updated in real time, allowing you to view your balance at any time.
- Perfect to use for purchases at dining locations that have cashless hours.

STUDENT LIFE

Getting Around

FOOD DEBIT



Used to purchase nonperishable groceries and food items only. Save % tax on food purchases using food debit in RIT Dining Services location, including vending machines.



Any unused food debit balances at the end of fall semester will rollover 100% into spring semester. All funds must be used by the end of spring semester

STUDENT LIFE

Getting Around

PARKING & TRANSPORTATION ON CAMPUS



Cars and Parking

- All students must register their car within ten days of arriving on campus
- Students can register their car online at: <https://rit.t2hosted.com/cmn/index.aspx>
- The student does not need to be the owner of the car to register it. If the car is not registered within ten days, the student must pay a fine



Public Transportation

There is an RIT shuttle and bus service available for all RIT students.

- To download the RIT application: Search RIT in Google Play or the Apple Store.
- See this link for all shuttle and bus times: <http://www.rit.edu/fa/facilities/pats/transportation/bus.html>

STUDENT LIFE

Involvement & Student Resources

SOCIAL MEDIA

FACEBOOK & INSTAGRAM

The ELC Facebook page is a great way to see regular updates. To join our Facebook page, search English Language Center at RIT. Information about ELC activities and photos from the activities will be posted on this page.



@ELCatRIT



@elc_rit

STUDENT LIFE

Involvement & Student Resources

SPIRITUALTY & RELIGIOUS LIFE

Spirituality & Religious Life at RIT cultivates engaged and vibrant religious, secular, and spiritual communities on campus that explore deep questions of purpose, meaning, and value.

Chaplains and communities serving various world religions and spiritual traditions are available.

For more information, visit the Spirituality & Religious Life website:
<https://campusgroups.rit.edu/srl/home>

STUDENT LIFE

Healthy & Safety

STUDENT HEALTH CENTER (SHC)

Services offered by the RIT Student Health Center are available to all students

- Full-time undergraduate students at RIT must pay the Student Health Fee each term.
- Part-time students, graduate students and students on co-op can choose to: Pay the fee for the term -or- Pay a fee for service at each visit.
- The health fee covers unlimited office visits and many of the basic services students may need.
- There are additional charges, payable at the time of the visit, for immunizations, some supplies (i.e. crutches, splints), certain in-house laboratory tests, and prescription medications purchased within the Health Center.
- The SHC does not accept insurance and cannot bill student accounts. Cash, check, 'Tiger Bucks', Visa, and MasterCard are accepted methods of payment at the SHC.
- Students are given a receipt which may be submitted to their insurance company for reimbursement, if applicable.

For more information, visit the Student Health Center's website:

<https://www.rit.edu/studentaffairs/studenthealth/>

STUDENT LIFE

Healthy & Safety

INSURANCE

- All students must carry insurance to cover services provided outside the SHC, such as: referrals for specialty doctors, lab tests, x-rays, urgent care, or emergency room visits
- International students are automatically charged for the Aetna Student Accident and Sickness Plan through RIT.
- Students may carry private insurance provided by a spouse, parent, or a sponsor-these students can waive the RIT insurance plan in this case: www.universityhealthplans.com/secure/

VISITING THE STUDENT HEALTH CENTER (SHC)

- Make an appointment ahead of time, if possible (not during class time unless it's an emergency).
- Students can walk-in without an appointment, but may not be able to see a medical professional immediately.
- Students should know the name of their insurance company.
- Bring a copy of the insurance card to every SHC appointment.
- Know the basics of what the insurance covers.
- Keep a copy of all forms, tests, or immunizations.
- Know how to obtain claim forms to submit to insurance company.

STUDENT LIFE

Public Safety & Safety Tips

PUBLIC SAFETY

- For ambulance and police emergency, call 911. (When off campus)
- For an on campus emergency: (585) 475-3333.
- Public Safety can also be reached through text message: (585) 205-8333
- For Public Safety escort late at night or other non-emergency concerns: (585) 475-2853 or cscps@rit.edu
- Blue-lighted phones on many buildings are for contacting Public Safety. Open the door, pick up the phone, and someone from Public Safety will answer immediately.
- In case of serious personal or health emergency, please notify the Associate Director of the English Language Center.

SAFETY TIPS

- Always lock the door to your apartment or dormitory room.
- Always carry your keys and ID card with you.
- Get a bank account for large amounts of cash.
- For a short stay in the United States - obtain travelers' checks .
- Do not invite strangers into your room.
- Call the Public Safety escort service (475-2853) if you are walking alone at night.
- Do not leave expensive items in your car or in an unlocked room.
- Never leave your bag or books unattended in public places like the library, gym, or cafeteria. Always carry them with you.
- If you see any unsafe or dangerous activity, call Public Safety at (585) 475-3333 or use the blue light phones. Off-campus-dial 911.

STUDENT LIFE

Rights and Regulations

DISCRIMINATION

RIT provides equal opportunity to all students regardless of race, religion, sexual orientation, gender identity, veteran status or disability. This policy is based on United States law, which prohibits discrimination on the basis of race, color, national origin (Title VI of the Civil Rights Act of 1964), gender (Title IX of the Education Amendments of 1972) or disability (Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990).

CODE OF CONDUCT

All Students must follow the Student Code of Conduct from their first to last year of study at the University. Behaviors that are inappropriate and do not support the university's mission are included here:

<http://www.rit.edu/studentaffairs/studentconduct/conduct-process/standards-of-conduct>

Student Honor Code - The Honor Code includes other RIT policies and procedures which are listed in this site:

<https://www.rit.edu/academicaffairs/policiesmanual/p030>.

STUDENT LIFE

Rights & Regulations

COMPLAINT PROCESS

If a student has a concern regarding an instructor or grade, first the student should schedule an appointment to talk with the instructor. If the issue is not resolved, the student can request a meeting with the Director or with the Director and the instructor together. Formal grade disputes are handled according to RIT Governance Policy D17.0.

If a student has a concern regarding placement, other students, or about any other matter, the student should approach an ELC advisor for advice and assistance. If the problem is not solved, the student can request a meeting with the director and the advisor. Regarding issues of student conduct, ELC students follow the RIT Policy D18.0 Student Conduct process. Note that a complaint against a student may only be filed by a Student Conduct Officer after review of the case.

Formal complaints are handled according to RIT university governance. If a matter within the ELC is not resolved upon discussion with the ELC director, a student may write a grievance letter to request review by an ad hoc grievance committee consisting of one ELC instructor and two RIT officials or faculty members external to the ELC such as International Student Services officials or Student Conduct Officials.

MAINTENANCE OF VISA STATUS

ATTENDANCE

Attendance is necessary to learn a language. Students are expected to have regular attendance and make satisfactory progress towards their academic goals. Absences includes absences for all possible reasons.

- The ELC attendance policy is included in the course syllabus for each class.
- Teachers may allow make-up work for an absence.

VISA STATUS

US government regulations regarding student visas require that a student is "making normal progress" to remain in status. An important part of making normal progress in an intensive language program is regular attendance. Students not regularly attending their classes may fall out of status in terms of the requirements of their student visa.

Intensive English Language programs in the US commonly adopt a 20% absence rate as the threshold for a student not making progress. The English Language Center considers a student falling below 80% attendance as unable to make normal progress in the program. Students falling below 80% attendance will be out of status both in regards to their status in the program and their status as student visa holders.

MAINTENANCE OF VISA STATUS

FULL-TIME STUDENTS

- After missing 20 class hours, a student receives an e-mail warning about their attendance.
- After missing 40 hours of class, a student is placed on probation and must sign a letter of understanding.
- After missing 60 hours of classes, a student is suspended from the program.
- Suspension from the program may result in termination of a student's SEVIS record. Students whose SEVIS record has been terminated have 15 days to leave the country.

Students with special concerns should consult with an ELG Advisor for appropriate options.

MAINTAINING STUDENT VISA STATUS

Students with an F1 and J1 visa are responsible to maintain their status with US Immigration by:

- Keeping a valid passport
- Renewing the I-20 (or DS-2019) at least 45 days before it expires (by visiting the ELG or ISS)
- Maintaining full-time status as a visiting student (20 hrs/week for ESL studies, different for RIT-enrolled students)

MAINTENANCE OF VISA STATUS

MAINTAINING STUDENT VISA STATUS (continued)

- Not withdrawing from academic courses without permission from ISS
- Working no more than 20 hrs/week (40 hrs. during breaks) on campus
- Not working off campus
- Reporting new addresses on SIS or to the ELC or ISS within 10 days of moving
- Getting a new signature on page 3 of the 1-20 at least once a year
- Completing the official transfer process if moving to a different school
- Reporting to a different school within 15 days of transfer

TUITION AND PROGRAM WITHDRAWAL

ELC Tuition fees are listed by class and all full-time ELC students will have a required 'Health Center Fee' and RIT Health Insurance if needed.

All ELC students will receive an email on the first of the month to their RIT account with the subject "RIT Billing Statement" notifying them of a bill that is ready to be viewed and paid through eservices by the 15th of the month to the Student Financial Services office, <https://www.rit.edu/eservices/>.

Individual payment plans can be arranged with the Student Financial Services Office for an additional fee.

Program Withdrawal Procedures

If a student decides to leave the ELC/RIT they must withdraw.

Students:

- Complete an "Institute Withdrawal or Leave of Absence Form" from the Registrar's Office
- Submit form to the ELC and/or to their RIT Academic Department
- Vacate university owned housing
- Cannot use Student Life Center facilities or check out Wallace Center materials
- May receive appropriate refunds for housing, debit, and tuition (see below)

TUITION AND PROGRAM WITHDRAWAL

As a part of RIT, the English Language Center follows all RIT policies and procedures related to withdrawal and refunds. Please consult RIT's Student Financial Services policies and schedules for refunds on the RIT website.

FULL TUITION REFUND

- **Academic reasons:** Students sometimes register before grades from the previous term are available. If such a student later finds that he/she is subject to academic suspension, or has failed prerequisites, the student will be given a full refund upon withdrawal.
- **Active military service:** A student called to active military service during the first eight weeks of the term may receive a full tuition refund. If called after the eighth week, the student may elect to complete the course by making special arrangements with both their instructor and department, or to withdraw and receive a full tuition refund. If the student withdraws, he/she will have to repeat the course at a later date.

PARTIAL TUITION REFUND

A partial refund is made during a term, in accordance with the schedule shown below, if withdrawal/leave of absence is required for one of the following reasons:

- Illness, certified by the attending physician, causing excessive absence from classes
- Academic reasons at the request of the Institute during a term
- Transfer by employer, making class attendance impossible
- Academic or personal reasons at the request of the student, approved by the student's advisor or department representative and Student Financial Services.

TUITION AND PROGRAM WITHDRAWAL

SCHEDULE REFUND

Prior to Start Date	100%
Week1	90%
Week2	75%
Week3	50%
Week4	25%
AfterWeek4	0%

Students must complete the "Institute Withdrawal or Leave of Absence Form" even if they cannot receive a refund. After completing the form, the student receives a "W" grade for each class. By not completing the form, the student receives an "F" grade for each class. These grades remain on the student's transcript.

If institutional charges are reduced due to withdrawal, financial aid programs are reimbursed before a cash refund is issued to the student. The student is responsible for any unpaid balance at the time of withdrawal. Aid programs are reimbursed in the following sequence: Federal Direct Loans, Perkins Loans, Federal Pell Grants .Federal SEOG, other federal aid, state aid, and institutionalaid. If a credit balance still remains, the student is then issued a refund.

Questions or comments regarding institutional charge and refund structures are welcome to be submitted to Student Financial Services.

ELC COURSE STUDENT LEARNING OUTCOMES

BASIC

WRITING & READING

1. **Ideation and Development 25%:** Able identify main ideas and simple relationships in varied, simplified texts, and write complete sentences which use topics from texts to express one's own idea.
2. **Understanding the Sources 25%:** Able to ask and answer questions and respond to simple statements on academic and everyday topics in short, structured conversations.
3. **Organization and Flow 25%:** Able to apply new vocabulary and grammatical structures meaningfully and accurately in complete sentences, in short speaking tasks on academic and everyday topics.
4. **Lexicogrammar 25%:** Able to identify phonemes, word stress, and sentence-level stress and intonation, and to produce words and short complete sentences with accurate phonemes and stress

SOUNDS & SPELLING

1. **Reception 25%:** Recognize the English alphabet and discriminate between vowels consonants and phonemes in words
2. **Production 25%:** Produce targeted sounds from word lists and minimal pairs
3. **Spelling 25%:** Write words accurately using correct spelling from word lists and dictation
4. **Writing 25%:** Be able to use learned spelling patterns in words for different purposes (e.g. to contrast minimal pairs, diphthongs)

ELC COURSE STUDENT LEARNING OUTCOMES

BASIC

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to identify purpose, main ideas and key words in short spoken texts on academic and everyday topics, and present spoken descriptions, explanations, or opinions on these topics in complete grammatical sentences
2. **Interactional Speaking and Listening 30%:** Able to ask and answer questions and respond to simple statements on academic and everyday topics in short, structured conversations.
3. **Lexico-grammar 20%:** Able to apply new vocabulary and grammatical structures meaningfully and accurately in complete sentences, in short speaking tasks on academic and everyday topics.
4. **Pronunciation 20%:** Able to identify phonemes, word stress, and sentence-level stress and intonation, and to produce words and short complete sentences with accurate phonemes and stress

LANGUAGE ANALYSIS

1. **Academic Text Analysis 20%:** Able to identify sentence parts and selected lexico-grammatical items in a very simple or highly simplified text.
2. **Interactional Text Analysis 20%:** Able to identify grammatical items and language structures that are important in simple conversational interaction (e.g. question and answer forms, politeness modals, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks 30%:** Able to achieve a simple designated communicative goal, using a selected set of lexico-grammatical options accurately and in complete sentences.
4. **Using lexico-grammar to write or speak with development and flow 30%:** Able to develop a meaning across three or more connected sentences, using selected lexico-grammatical items.

ELC COURSE STUDENT LEARNING OUTCOMES

BEGINNER

The ELC regularly reviews and reviews Student Learning Outcomes. New or revised SLOs may be implemented from time to time. Please check your course syllabus for the SLOs that apply to you.

WRITING & READING

1. **Ideation and Development 25%:** Able to explain the connections between major ideas in a simplified text and express own connected ideas in controlled writing tasks.
2. **Understanding the Sources 25%:** Able to locate and explain specific information within a simplified text and write simple sentences based on the text.
3. **Organization and Flow 25%:** Able to identify the organization of paragraphs in a simplified text and write simple sentences in a short, cohesive paragraph.
4. **Lexicogrammar 25%:** Able to explain the function and meaning of selected vocabulary and grammatical structures, and use these meaningfully and consistently across a variety of controlled writing tasks. ("Make good sentences".)

ELC COURSE STUDENT LEARNING OUTCOMES

BEGINNER

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to identify purpose, main ideas, supporting details in short spoken texts on academic and everyday topics, and present organized spoken descriptions, explanations, or opinions on these topics.
2. **Interactional Speaking and Listening 30%:** Able to identify purpose and politeness strategies in turns in spoken interaction (dialogues), and express ideas using politeness strategies in controlled interactional tasks.
3. **Lexicogrammar 20%:** Able to apply new vocabulary and grammatical structures meaningfully and accurately in connected sentences, with consistent control of word endings morphology, in short speaking tasks on academic and everyday topics.
4. **Pronunciation 20%:** Able to identify phonemes, word stress, and sentence-level stress and intonation, and to produce words and complete, connected sentences with accurate phonemes and stress, with special focus on morphological changes in words.

LANGUAGE ANALYSIS

1. **Academic Text Analysis 20%:** Able to identify selected grammatical items and sentence structures in simplified academic texts and explain the choice of forms at the sentence level. (e.g. S-V agreement or explain why this tense or word form vs. another)
2. **Interactional Text Analysis 20%:** Able to distinguish among sets of grammatical items and language structures that are important in conveying politeness in conversational interaction (e.g. choosing question forms and modals, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks 30%:** Able to achieve a simple designated communicative goal with some elaboration, in complete sentences, and by choosing among targeted lexico-grammatical features.
4. **Using lexico-grammar to write or speak with development and flow 30%:** Able to create short, meaningful paragraphs, with appropriate use of selected lexico-grammatical items and within sentences and with flow between sentences in the paragraph.

ELC COURSE STUDENT LEARNING OUTCOMES

INTERMEDIATE

WRITING & READING

1. **Ideation and Development 25%:** Able to explain purpose, main ideas and connections between ideas in reading and express own main ideas and connections in controlled writing tasks.
2. **Understanding the Sources 25%:** Able to identify elements and arguments from a reading that may be used as source ideas and develop own idea in a writing which responds to selected text(s).
3. **Organization and Flow 25%:** Able to identify simple cohesive and organizational strategies in simple texts and apply these strategies to write paragraphs on focused topics with clear organization and flow.
4. **Lexicogrammar 25%:** Able to explain and use vocabulary, collocations and grammar in order to build ideas and change words and sentence structures to fit different purposes. (“Play with sentences.”)

ELC COURSE STUDENT LEARNING OUTCOMES

INTERMEDIATE

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to explain main ideas and details in spoken academic texts and convey a coherent sequence of key ideas in spoken academic genres.
2. **Interactional Speaking and Listening 30%:** Able to perform interpersonal dialogic tasks in academic and general settings using selected politeness strategies (in tasks such as asking questions & follow-up questions, acknowledging and countering other's assertions, making and responding to requests).
3. **Lexico-grammar 20%:** Able to convey ideas and cohesively, by using provided academic vocabulary and grammar structures accurately and meaningfully.
4. **Pronunciation 20%:** Able to present an idea using general and academic vocabulary with clear pronunciation and stress at word level, and with good use of stress and intonation to deliver key points in a message.

ELC COURSE STUDENT LEARNING OUTCOMES

INTERMEDIATE

LANGUAGE ANALYSIS

1. **Academic Text Analysis 20%**: Able to identify lexico-grammatical features and flow in simplified academic texts and explain the purpose of the structure in context.
2. **Interactional Text Analysis 20%**: Able to identify lexico-grammatical features in simplified interactional texts and explain the purpose of the structure in context.
3. **Choices in context : using lexico-grammar in selected written or spoken genres and tasks 30%**: Able to achieve a communicative goal in simple, selected contexts, while accurately and appropriately using selected lexico-grammatical features.
4. **Using lexico-grammar to write or speak with development and flow 30%**: Able to express one's own ideas in a specified task, with accurate and appropriate use of selected vocabulary and grammatical structures.

ELC COURSE STUDENT LEARNING OUTCOMES

High Intermediate

WRITING & READING

1. ***Ideation and Development 25%***: Able to analyze in reading and apply in writing the development of ideas in narrowly defined contexts and specific, defined rhetorical strategies.
2. ***Understanding the Sources 25%***: Able to analyze sources in reading and use them in writing, in way that follows guided patterns through summaries, paraphrases, or quotes for an original purpose.
3. ***Organization and Flow 25%***: Able to analyze conventional patterns of cohesion in reading and apply these strategies to convey ideas in multi-paragraph writing.
4. ***Lexicogrammar 25%***: Able to explain and use selected vocabulary, collocations and grammar to elaborate or transform ideas, across a variety of contexts (varying purposes, formality, etc). (“Play with words in paragraphs.”)

ELC COURSE STUDENT LEARNING OUTCOMES

High Intermediate

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to analyze relationships (cohesion) among general and specific ideas in spoken texts and express ideas cohesively and with support in academic genres, drawing from provided source material.
2. **Interactional Speaking and Listening 30%:** Able to perform interpersonal dialogic tasks in academic settings with a variety of politeness strategies (e.g. using hedges, downgraders, familiarity-boosting, and indirection in tasks such as asking questions & follow-up questions, acknowledging and countering other's assertions, making and responding to requests).
3. **Lexico-grammar 20%:** Able to convey both general ideas and details cohesively, by using appropriate academic vocabulary and by selecting structures and sentence types appropriate to the purpose of the spoken message. In speaking tasks, demonstrate coherency in meaning through grammar choice and accuracy in pronunciation.
4. **Pronunciation 20%:** Able to present ideas coherently using academic vocabulary with clear pronunciation, phrase stress and sentence stress, with regular control of rhythm and intonation.

ELC COURSE STUDENT LEARNING OUTCOMES

High Intermediate

Language Analysis

1. **Academic Text Analysis 20%:** Able to identify selected lexico-grammatical features and flow in academic texts and explain the purpose of these structures in context.
2. **Interactional Text Analysis 20%:** Able to identify selected lexico-grammatical features in interactional texts and explain the purpose of these structures in context. (e.g. email chain; conversation transcript, service encounter, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks 30%:** Able to achieve a set of related communicative goals in selected contexts, while accurately and appropriately using selected sets of lexico-grammatical features to clearly control topic, audience and organization
4. **Using lexico-grammar to write or speak with development and flow 30%:** Able to express and connect one's own ideas in a specified genre, with accurate and appropriate use of selected academic vocabulary and grammatical structures.

ELC COURSE STUDENT LEARNING OUTCOMES

ADVANCED

WRITING & READING

1. ***Ideation and Development 25%***: Able to explain relationships among complex, implicit ideas in a variety of selected genres and develop and apply ideas in prompts and problems defined by the instructor.
2. ***Understanding the Sources 25%***: Able to explain source use and their purposes in readings and integrate and use sources for a variety of purposes in their own writings.
3. ***Organization and Flow 25%***: Able to explain the organization of a variety of text types and apply a variety of cohesive strategies to convey ideas in writing.
4. ***Lexicogrammar 25%***: Able to express concepts and relationships in academic domains through accurate and varied vocabulary, collocations and grammar, with appropriate interpersonal choices (formality, friendliness, etc.) (“Show off you know the best words for a fancy concept.”)

ELC COURSE STUDENT LEARNING OUTCOMES

ADVANCED

SPEAKING & LISTENING

1. In various listening texts, identify and explain connections among ideas which allow the student to express the author's and his own point of view on the topic.
2. In 10-12 minute presentations, demonstrate ability to incorporate academic sources and support for a thesis.
3. In 10-12 minute spontaneous academic discussions, interact with fluency (i.e. hesitations are not distracting) and accuracy on a variety of academic topics and social settings, including paraphrasing and summarizing.
4. Apply academic vocabulary and collocations in context and collocations from the Academic Word List in speaking tasks.
5. Use accurate grammatical structures in speaking tasks.
6. Produce clear speech by implementing segmentals and suprasegmentals.

ELC COURSE STUDENT LEARNING OUTCOMES

ADVANCED

LANGUAGE ANALYSIS

1. **Academic Text Analysis 20%:** Able to analyze and explain the interdependence between genre-specific content and selected lexico-grammar features in and across academic texts.
2. **Interactional Text Analysis 20%:** Able to analyze and explain the interdependence between the content and selected lexico-grammatical features in and across interpersonal texts. (e.g. email chain; conversation transcript, service encounter, etc.)
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks 30%:** Able to achieve a set of related communicative goals, in a variety of selected contexts, while accurately and appropriately using a range of complex academic vocabulary and grammatical structures. (e.g. re-organize a multi-part text for a different audience or purpose)
4. **Using lexico-grammar to write or speak with development and flow 30%:** Able to express, elaborate and connect one's own ideas in a specified genre, with accurate and appropriate use of varied academic vocabulary and grammatical structures.

ELC COURSE STUDENT LEARNING OUTCOMES

ACADEMIC ENGLISH (UNDERGRADUATE EXIT LEVEL)

WRITING & READING

1. **Ideation and Development 25%:** Able to develop and support an original position that clearly expresses its own stance, through a process where authorial perspectives and positions in scholarly articles are analyzed and synthesized.
2. **Understanding the Sources 25%:** Able to support ideas for one's own authorial purpose through well-chosen citations, in a way which demonstrates an awareness of a variety of scholarly purposes and uses of citation and which clearly distinguishes own ideas from source material.
3. **Organization and Flow 25%:** Able to write with cohesion (at lexical, sentence and discourse level), demonstrating understanding of conventional rhetorical moves and formats appropriate to the genre of the writing.
4. **Lexicogrammar 25%:** Able to build meaning cohesively in writing by using varied and appropriate vocabulary and grammatical structures, in a way that fits the purpose and genre of the writing.

ELC COURSE STUDENT LEARNING OUTCOMES

ACADEMIC ENGLISH (UNDERGRADUATE EXIT LEVEL)

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to analyze and convey developed, complex ideas in spoken academic genres, distinguishing ideas clearly and critically from multiple other points of view.
2. **Interactional Speaking and Listening 30%:** Able to perform complex spoken interpersonal tasks in order to elaborate and develop ideas in discussion or control flow of discussion. (e.g. paraphrasing for understanding, responding positively to critique, chairing a meeting)
3. **Lexico-grammar 20%:** Able to choose and use vocabulary and grammar appropriate for academic communication in a variety of genres and in order to express particular stance, tone, emphasis, and style.
4. **Pronunciation 20%:** Able to present ideas in academic settings with clear English and pronunciation, and in well phrased sentences by varying rhythm, stress, and intonation to fit specific rhetorical needs (emphasis, contrast, sequence, affect)

LANGUAGE ANALYSIS

1. **Academic Text Analysis 20%:** Able to analyze and explain the interdependence between genre-specific content and lexico-grammar in a variety of academic texts, through independent work.
2. **Interactional Text Analysis 20%:** Able to analyze and explain the interdependence between the content and lexico-grammar in a variety of interactional genres (e.g. speeches, rich conversations; interviews, etc), through independent work.
3. **Choices in context: using lexico-grammar in selected written or spoken genres and tasks 30%:** Able to achieve a (specified) multi-step communicative goal with complicating or conflicting sub-goals, while accurately and appropriately using complex academic vocabulary and grammatical structures.
4. **Using lexico-grammar to write or speak with development and flow 30%:** Able to express, elaborate and connect one's own ideas in a specified multi-part genre, with accurate and appropriate use of a variety of complex academic vocabulary and grammatical structures.

ELC COURSE STUDENT LEARNING OUTCOMES

Inquiry

Inquiry

1. **Communicative Competence 50%:** Students are able to use language to exchange meanings for a real purpose. Students are able make the grammar and vocabulary choices necessary to convey (or to express their) meaning in real world contexts.
 2. **Socio-cultural Competence 50%:** Students are able to meaningfully engage in one-off and sustained interactions through an understanding of social and cultural norms and expectations.
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ELC COURSE STUDENT LEARNING OUTCOMES

GRADUATE

WRITING & READING

1. **Ideation and Development 25%**: Able to write by situating one's own position among field-specific texts, through a process where authorial perspectives and positions in scholarly articles are analyzed and synthesized.

2. **Understanding the Sources 25%**: Able to demonstrate appropriate use of citations in discipline-specific writing, showing awareness of discipline-specific purposes and conventions, and which clearly distinguishes own ideas from source material.

3. **Organization and Flow 25%**: Able to write with cohesion (at lexical, sentence and discourse level), demonstrating understanding of discipline-specific patterns, rhetorical moves and formats.

4. **Lexicogrammar 25%**: Able to build meanings cohesively in writing by using varied and appropriate vocabulary and grammatical structures, in a way that fits field-specific purposes and genres.

ELC COURSE STUDENT LEARNING OUTCOMES

GRADUATE

SPEAKING & LISTENING

1. **Genres in Speaking and Listening 30%:** Able to explain the rhetorical moves of discipline-specific discourse and formats in spoken academic texts, and apply them in a variety of spoken academic genres (e.g. presentation, panel, poster-session).
2. **Interactional Speaking and Listening 30%:** Able to comprehend and perform complex interpersonal tasks (e.g. paraphrasing for understanding, responding positively to critique, chairing a meeting) and elaborate own ideas in discussion
3. **Lexicogrammar 20%:** Able to choose and use vocabulary and grammar appropriate to field-specific topics, and in order to express particular stance, tone, emphasis, and style.
4. **Pronunciation 20%:** Able to present ideas in appropriate and field-specific vocabulary with clear English and pronunciation, and in well phrased sentences by varying rhythm, stress, and intonation to fit specific rhetorical needs (emphasis, contrast, sequence, affect).