

Skills	Basic	Beginning	Intermediate	Advanced
Listening	Students will be able to identify specific details and main ideas in everyday conversations. They will also be able to follow simple directions/instructions such as how to navigate campus and how to make an appointment to meet with an instructor.	Students will identify and pronounce stressed/unstressed syllables, use specific intonations, distinguish between similar sounds, and follow simple spoken directions. They will determine the meaning of vocabulary by using context clues and note key words while listening to conversations. Students will also be able to identify specific details and main ideas in brief oral passages.	Students will make inferences and predictions while listening to introductory lectures. They will also examine specific details and main ideas and annotate using key words, abbreviations/symbols, and visual representations in advanced conversational English and introductory lectures. They will then use these notes to answer test questions.	Students will write down large numbers, summarize, and paraphrase main ideas from lectures. They will annotate while listening to lectures, using note-taking strategies. They will analyze structures of lectures and make predictions based on content and organization of lectures. They will synthesize between written and spoken academic texts/lectures. They will use their notes to complete essay exams.
Grammar	In all basic classes the students will correctly identify and use nouns, verbs, and adjectives. They will also be able to use the following correctly: prepositions, various tenses, and there is/are in speaking and writing. They will use irregular verbs, the negative form of be, subject pronouns, possessive adjectives and nouns, count and non-count nouns, and adverbs of frequency. They will also be able to ask questions using or, how many, and how much.	Students will use a variety of verb tenses, infinitives and gerunds, and participle adjectives correctly in speaking and writing. They will continue to use the negative form of be, time markers, and prepositions of place. They will also create and answer yes/no questions and wh-questions properly.	Students will use proper word forms including verb and noun endings, adjectives, and adverbs. They will use a variety of verb tenses, active and passive voice, subject verb agreement, adjective and adverb clauses, and appositives correctly in speaking and writing.	Students will use various verb tenses correctly, have + noun phrases, modals, active and passive voice, noun clauses and noun clause modifiers, and prepositional phrases in academic speaking and writing. They will also arrange markers for direct & indirect speech for use in academic presentations and papers.

<p>Reading</p>	<p>Students will be able to identify specific details and main ideas in simple informative and fictional texts. They will use reading skills to complete/fill out forms. They will also be able to recognize sight words.</p>	<p>Students will make predictions and begin to identify specific details and main ideas in written texts. They will apply their knowledge of prefixes and suffixes to comprehend new words. They will begin to identify an author's purpose and intended audience. Students will use textual evidence to retell and discuss readings, as well as create sequences of events based on information presented in written texts. They will also make connections between the readings and other texts and global current events.</p>	<p>Students will continue to identify specific details and main ideas in written texts. They will determine confusing vocabulary by using context strategies. They will analyze an author's purpose and intended audience. Students will outline and annotate written texts and paraphrase passages. They will begin to identify references. They will identify assumptions and supporting statements of a theory. Students will be able to explain and justify opinions about written texts and interpret tables and charts. They will also sequence events presented in written texts.</p>	<p>Students will identify specific details and main ideas in advanced level written texts. They will analyze and synthesize texts. They will to annotate advanced level texts and identify referents within the texts. Students will explain an author's purpose for writing and the intended audience. They will distinguish the difference between qualitative and quantitative research and identify and analyze research questions presented in journal articles. They will also identify and analyze studies in professional journal articles.</p>
<p>Communication</p>	<p>Students will participate in class discussions and role play common conversations/interactions in English. They will pronounce syllables correctly and identify and repeat various word stresses.</p>	<p>Students will continue to participate in class discussions and role-plays. They will pronounce blended words and demonstrate varied use of intonation. They will begin to use a process approach and visual aids appropriately when speaking in front of the class. Students will begin to use the attributes of a good speaker.</p>	<p>Students will be able to take notes in preparation for participating in group discussion and participate in discussions by sharing opinions, collaborating, and listening to classmates. They will verbally express wants, needs, desires, likes, and dislikes. Students will create and use visual aids when presenting in front of an audience. They will continue to use attributes of a good speaker and use a process approach to create oral and multimodal presentations. They will also compose audience specific presentations based on personal and cultural experiences.</p>	<p>Students will use formal and informal language correctly depending on the audience. They will formulate and answer questions to encourage or limit conversation. They will hone attributes of good speakers. Students will use a process approach for preparing engaging presentations for specific audiences, using correct APA citations. They will discriminate between logical and emotional appeals when presenting.</p>

<p>Composition</p>	<p>Students will be able to type documents in Microsoft Word using multiple features and will format texts following MLA guidelines. They will be able to write complete simple and compound sentences. Students will also be able to use a process approach when writing letters and paragraphs. They will also be able to create PowerPoint slides with clip art/graphics and text. In addition, they will learn how to send email, use multiple functions in BlackBoard, and check their schedule using MyFindlay.</p>	<p>Students will write a variety of sentences and paragraphs in a variety of tenses with basic transitions using a process approach. They will begin learning to write simple essays.</p>	<p>Students will write for specific audiences and purposes. They will compose well-developed essays using a process approach; including compare/contrast, narrative, and informative essays, using basic MLA documentation. They will use varied transitions and grammatically correct sentences for different genres when writing. Students will also summarize and react to written texts.</p>	<p>Students will use APA documentation correctly in writing academic research papers. They will summarize, paraphrase, and quote sources. They will individualize their writing process to complete various writings, using the electronic library database for sources. Students will write research questions to be answered with a literature review and an argumentative research paper. They will analyze the writing conventions of standard American English. They will also draw on personal experiences when looking at writings from other writers and to write for personal expression.</p>
	<p>ENIN 020, 021, 022, 023, 024</p>	<p>ENIN 030, 031, 032, 033, 034</p>	<p>ENIN 400, 410, 420, 430, 440</p>	<p>ENIN 460, 470, 480, 485, 490</p>