ESL Student Handbook

Updated November 2022

The policies presented within are subject to continual review and may be changed at any time, with or without prior notification, based on institutional needs.

Welcome to Midwestern Career College's ESL Program!

We are so happy you have chosen to join us to learn a new language and culture!

We have written this handbook to help you understand Midwestern Career College's ESL Program, the Midwestern Career College community, and life in Chicago.

We hope that you use this guide — and your spirit of adventure — to make the most of your time here in Chicago, this beautiful city that we call home!

MCC students and family members celebrate their traditions at the college's Festival of Cultures.

Letter from the ESL Program Director

Dear New Student,

Welcome! We are so glad that you have chosen Midwestern Career College (MCC) as your school! We have a lot to offer to you.

All our ESL teachers have experience teaching English as a second language. Many of them have taught English in other countries. All our teachers are eager to help you improve your English skills. Here at MCC, you will have many opportunities to speak English with your teachers and your classmates. After practicing every day, you will become more comfortable speaking English and more confident in your ability to do so.

In fact, learning English with other students is one of the best things about MCC. Though most of our students start out as strangers, they often end up as friends. MCC has students from all over the world. As a result, as you speak English with your classmates, you will learn about their cultures too. Of course, you will also learn about US culture. You will see what US classes are like and how US teachers and students work together in classes. If you decide to further your education in the US, the academic skills you learn here will help you succeed in your other studies.

While you are here at MCC, you will improve your English, your study skills, and your understanding of other cultures. You will make new friends, and you will become part of a city full of great places to visit and things to do.

For most of us, learning a new language in a new country is a once-in-a-lifetime experience. We are proud to be part of your special experience, and we look forward to helping you make happy memories of your time in the US!

Sincerely,

Patricia Fiene

Patricia Fiene
ESL Program Director

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About Midwestern Career College

History of Midwestern Career College (MCC)

Midwestern Career College was established in 2004 to offer and promote excellence, understanding, and appreciation of career-oriented training in the fields of Allied Health. In 2010, the Student and Exchange Visitor Program (SEVP) approved MCC to enroll F-1 nonimmigrant students. That same year, MCC added the English as a Second Language (ESL) program to its offerings. In 2011, The Illinois Board of Higher Education (IBHE) granted MCC authorization to operate associate-level programs and award associate degrees. In 2016, MCC went through a change in ownership and established its mission to provide focused career education to empower students with academic training, technical expertise, and professional support to launch and advance successful careers.

Institutional Accreditation

Midwestern Career College is accredited by the Council on Occupational Education (COE).

Programmatic Accreditation

The Midwestern Career College English as a Second Language Program is accredited by the Commission on English Language Program Accreditation for the period August 2018 through August 2023 and agrees to uphold the CEA Standards for English Language Programs and Institutions. CEA is recognized by the US Secretary of Education as a nationally recognized accrediting agency for English language programs and institutions in the US. For further information about this accreditation, please contact CEA, 1001 N. Fairfax Street, Suite 630, Alexandria, VA 22314, (703) 665-3400, www.cea-accredit.org.

Midwestern Career College also has several Allied Health programmatic accreditations and approvals, including CAAHEP, AMT, ARMRIT, ARRT, ABRET, and NCCT.

State Licensure

Midwestern Career College is approved by the Division of Private Business and Vocational Schools of Illinois Board of Higher Education (IBHE/PBVS) to offer certificate-level programs. Midwestern Career College is approved by Illinois Board of Higher Education (IBHE) to offer associate-level programs.

SEVP Certification

Midwestern Career College is a SEVP-certified school eligible to enroll nonimmigrant alien students.

Memberships

Midwestern Career College is a member of:

· TESOL (Teaching English to Speakers of Other Languages)
· ITBE (Illinois Teachers of English to Speakers of Other Languages — Bilingual Education)
· NACADA (National Academic Advising Association)

Articulation Agreements

The following regionally accredited institutions of higher education have articulation agreements with MCC. These schools do not require MCC ESL students who have completed the Advanced level to provide TOEFL or IELTS exam results in order to be admitted.

Columbia College Chicago
Concordia University Chicago
DeVry University
Lewis University
National Louis University
Taylor Business Institute

Locations: English as a Second Language

The main campus for ESL is:
Downtown Campus
100 South Wacker Drive, Lower Level
Chicago, IL 60606

Chicago Downtown is located at the corner of Monroe Street and Wacker Drive, in Chicago's Loop area. Chicago Downtown is easy to reach by public transportation. Chicago Transit Authority (CTA) buses and trains have nearby stops. Additionally, Metra commuter trains, which serve Chicago suburbs, are walking distance from Chicago Downtown. Union Station is about a block away, and Ogilvie Transportation Center is about two blocks away. Chicago Downtown is also accessible by expressway.

Chicago Downtown has a conference room, classrooms, a computer laboratory, a learning resource center (LRC), and administrative offices for ESL, International Admissions, and the Registrar. A Business Office desk is also located at 100 South Wacker. For students' convenience, there is a lunchroom with a microwave oven, refrigerator and freezer, sink, hot water dispenser, and vending machines with soft drinks, juice, water, and snacks.

More ESL classroom space is located at:
203 North LaSalle Street, Floor 14
Chicago, IL 60601

Parking
MCC provides validated discounted parking at the Washington-Wells Self-Park Garage located at 230 W. Washington St., Chicago, IL 60606. Students can validate their parking ticket at the front desk of either location.

Business Hours
Monday through Thursday, 8:30 a.m. to 6 p.m., online or by appointment ; Friday, 9 a.m. to 4 p.m., online
Business Desk: 312.236.9000 X1026; Main Desk: X 312.236.9000 X1010

Learning Resource Center and Computer Laboratory

MCC's library, or Learning Resource Center (LRC), is across from the lunchroom of the Downtown Campus. Another, smaller LRC is on floor 14 of the 203 N. LaSalle Street campus. In the LRC, ESL students can find free-time reading for fun and resources for their classes, such as grammar books, dictionaries, and research guides. MCC's librarian can help ESL students use the LRC, research information, and document sources.

Online resources for ESL students can be found at: https://mccollege.libguides.com/languagelearning
The resources include:

- Web-based tools for learning English, such as Youtube videos and ESL news and sports podcasts.
- Links to sites about choosing, applying for, and paying for US colleges and universities.
- Direct link to the MCC Business Office.
- Direct link to International Student Services online, including the DSO's office.
- Student Directory that shows whom to contact for answers to different MCC policy questions.

When students are in the LRC, they must follow these rules:

- Present an MCC ID to check out materials.
- Use reference books in the LRC only.
- Do not bring food or drinks into the LRC.
- Work quietly. The LRC is a quiet area.
- Follow US copyright laws. These laws protect published or unpublished "original works of authorship" such as literary, dramatic, musical, artistic, and other intellectual works. Examples of copyright violation include:
  - -- Making photocopies of a protected book.
  - -- Making available audio files of a protected song.
  - -- Illegally downloading protected text or music files.
  - -- Selling copies of copied textbooks.

MCC will not make a photocopy if it breaks copyright law.

Computer Laboratories (Labs) are also available. The main lab is at the Downtown Campus. There is also a computer lab on floor 14 of the 203 N. LaSalle Street location. Lab hours at both locations are 9 a.m.– 6 p.m. Students may use computer labs any time the labs are open as long as a class is not using them. All computer lab use during class time is led by an MCC instructor or staff member.

Students must follow these rules when they are in a computer lab:

- Turn off cell phones.
- Do not use computers for profit-making or illegal activities, looking at questionable sites, or other activities.
- Do not download software onto the computers or change the settings in any way.
- Do not save files on the hard drive.

Non-Discrimination Policy

Midwestern Career College is committed to ensuring that all individuals have equal access to programs and facilities. No person shall be discriminated against because of race, color, gender, sexual orientation, gender identity, religion, disability, age, genetic information, veteran status, ancestry, or national or ethnic origin in the administration of MCC's educational policies, admission policies, employment policies, scholarship and loan programs, and other college-administered programs and activities.

Equal Opportunity Policy

The College is an equal opportunity educator and employer. It supports the goals of equal opportunity in its educational programs and activities.

Family Educational Rights and Privacy Act of 1974 (FERPA)

The Family Educational Rights and Privacy Act of 1974 (FERPA) protects the privacy of students' education information (attendance, grades, business office information, etc.). If a student has questions, s/he can stop by the Registrar's office or email the registrar at registrar@mccollege.edu.
Students can allow MCC to share their education information with family, spouses, children, etc., by completing the FERPA form. This form is in the Student Services/DSO's office and the Registrar's office. With FERPA policy, a student can

- Review his or her education information within 45 days of the day that MCC received the written request, and/or
- Ask to change his or her education information if he or she believes it is not correct.

If a student believes that MCC did not comply with the FERPA requirements, he or she has the right to file a complaint with the Department of Education. The address is:

The Family Policy Compliance Office
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Campus Security Report

MCC works to be a safe and comfortable place to learn. MCC's annual campus security report is available at https://mccollege.edu/annual-campus-security-report/.

Contact Information

ESL Program Administration

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Technical Support
techsupport@mccollege.edu

Calendar 2023
ENGLISH AS A SECOND LANGUAGE (ESL)

MIDWESTERN CAREER COLLEGE

	Fall Term 2022	Winter Term 2023	Spring Term 2023	Fall Term 2023
Payment/Registration Deadline	Tuesday, September 6, 2022	Wednesday January 4, 2023	Monday, April 10, 2023	Tuesday, September 5, 2023
New Student Orientation	Tuesday, September 6, 2022	Wednesday January 4, 2023	Monday, April 10, 2023	Tuesday, September 5, 2023
Start Date	Monday, September 12, 2022	Monday, January 9, 2023	Monday, April 17, 2023	Monday, September 11, 2023
End Date	Sunday, November 27, 2022	Sunday, March 26, 2023	Sunday, July 2, 2023	Sunday, November 26, 2023
Holidays Observed (no classes on these days)	**Labor Day** Monday, September 5, 2022 **Thanksgiving** Thursday, November 24, 2022 Friday, November 25, 2022	**New Year's Day (observed)** Monday, January 2, 2023 **Martin Luther King Jr. Day** Monday, January 16, 2023	**Memorial Day** Monday, May 29, 2023 **Juneteenth** Monday, June 19, 2023 **Independence Day** Tuesday, July 4, 2023	**Labor Day** Monday, September 4, 2023 **Thanksgiving** Thursday, November 23, 2023 Friday, November 24, 2023 **Christmas** Monday, December 25, 2023

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Thank you for choosing MCC!

ESL Program Overview

MCC's ESL Program is for A1 (Beginner) to C2 (Advanced) English language learners. MCC does not offer level 0 courses. Beginner students should have some knowledge of English and be able to understand and answer simple questions (e.g., What is your name? Where do you live? Do you have your book?).

ESL Program Mission

The mission of the ESL Program is to provide non-native speakers of English with the English language, academic, and cultural skills that will enable them to further their education in US colleges or universities and/or gain employment in their native countries or the US.

MCC's Approach to Language Learning

MCC's ESL Program uses the communicative approach. This way of learning language emphasizes the importance of communicating in real-life conversations and discussions. Studying rules and doing exercises in books are important, but real language learning happens when students use the language to talk to each other. At MCC, students will use English to ask and answer questions, give their opinions, discuss topics of interest, make speeches, do role plays, write and read each other's writing, and work in teams to do projects and play language-learning games. To give learners as much practice in English as possible, MCC's ESL classrooms are "English-only," that is, students must speak to each other in English, not in their native language.

ESL Academic Terms

Midwestern Career College's ESL Program offers classes during three academic terms each year: Fall Term, Winter Term, and Spring Term. For term start and end dates, see the Academic Calendar in this handbook.

ESL Program Length

Students complete the ESL Program when they meet their own, self-defined goals. Because students' goals vary, so does the length of time students spend in the ESL Program. Students who start as Beginners (level 1), end the program by completing Advanced (level 6), and pass all their courses each term will complete the six-level program in six terms (66 instructional weeks). Students complete Post-Advanced when they meet their own, self-defined goals. Students may choose to take any or all of the Post-Advanced courses offered.

ESL Program Textbooks

ESL students do not need to buy textbooks on their own. The cost of books for ESL courses is covered by tuition fees, and the books are given to students during the first week of classes. (Please note that students will

not receive their books until they have paid their tuition.) Textbooks may be paper, or they may be e-books. Once a student has written in a book, he or she may not trade it for a different book. Likewise, once a student has used the access code to open an e-book, he or she may not trade the book for a different book.

ESL Technology Requirements

To participate in the ESL Program, students must have regular, reliable access to a laptop or desktop computer with a working microphone and camera. Students must also have access to reliable high-speed internet (WiFi). Lack of online tools is not a valid reason for missing classes, exams, or other required activities. Students are responsible for getting and maintaining their own technology but may use MCC computer labs. (Note that smartphones are not sufficient for taking quizzes and exams. Students need access to a laptop or desktop computer with a working microphone and camera as well as WiFi.) Students should also be "computer literate"; that is, know how to use Webmail and the basics of word-processing programs such as MSWord.

Brightspace/D2L Learning Management System (LMS)

Midwestern Career College uses Brightspace/D2L as its learning management system (LMS). Students will use Brightspace/D2L to:

- Access online classes (held during health emergencies or weather emergencies).
- Get basic course information such as syllabi, the names and email address of their teachers, and daily assignments.
- View their grades for assignments, quizzes, and exams as well as their final course grades.
- Take midterm exams and final exams.
- Get important announcements about college news and activities.

To learn how to use Brightspace/D2L, students should watch the tutorial posted on Announcements on all MCC Brightspace/D2L course sites:

ESL teachers and the ESL Program Associate Director can also help students use Brightspace/D2L.

Orientation Session to ESL Program

New Student Orientation takes place a week before the start of each term. At orientation, students meet other new students and learn information about the following topics:

•	Academic Resources	•	F-1 Status and Immigration Regulations
•	Student Activities	•	Housing & Medical Insurance
•	Cultural Differences	•	Academic Advising
•	Attendance Policies	•	Library

At the end of orientation, students have time to ask questions and gather resources on the topics covered during the presentation. By MCC email, students will receive orientation slides after the presentation. The slides are also available by using this link: https://mccollege.libguides.com/dso/orientation.

New students must attend orientation. Students who are unable to participate in orientation must make an appointment with the International Student Advisor/DSO to review the information that they missed.

Ongoing Orientation

Continuing students can receive ongoing orientation in the following ways:

- Email the International Student Advisor/DSO at jdoh@mccollege.edu for the next new student orientation.

- Review the updated orientation slides available on the MCC website: https://mccollege.libguides.com/dso/orientation.

- Schedule a meeting with the International DSO for a refresher on the topics.

ESL Program Levels and Courses

There are six levels of ESL courses. These levels correspond to the six levels of the Common European Framework of Reference for Languages (CEFR). The program also includes an additional, post-advanced level 7. The following chart shows the approximate CEFR level of each level of the ESL Program:

1. Beginner   A1
2. High Beginner   A2
3. Low Intermediate   B1
4. Intermediate   B2
5. High Intermediate   C1
6. Advanced   C2
7. Post-Advanced   C2

Beginner (level 1) to Advanced (level 6) courses must be taken in sequence, or order. In other words, students must pass each course in which they are placed when they enter the ESL Program before they can take courses at the next level. Post-Advanced (level 7) courses are not sequenced. All courses have the same level, and students may take classes in any order they choose.

Placement in Levels

Every new student, including transfer students, must take the Michigan English Placement Test (Michigan-EPT). The test takes 60 minutes and is:

- Given to the student by MCC staff.
- Free of charge to the student.
- Done on computer.
- Made up of multiple-choice questions.
- Designed to evaluate the student's reading, vocabulary, listening, and grammar skills in English.

The college uses the student's scores on the Michigan English Placement Test to place the student in an appropriate level. Number scores on the test are converted into level equivalents of the Common European Framework of Reference for Languages (CEFR).

Requests to Change Level

During the first two weeks of classes, instructors informally evaluate new students' English skills. If an instructor or a student believes that the student has been placed in the wrong level, either of them may request a level change. For the change to take place, the student's instructors must agree that the student qualifies for the change. If instructors agree, the student must take the following steps:

- Get an ESL Program Request to Change Level form from an ESL instructor or the ESL office (room 202).
- Fill out the form.
- Ask all of his or her instructors to sign the form.
- Give the signed form to the ESL Program Director.

The ESL Program Director will either approve the change (say "yes"), deny the change (say "no"), or ask for more information. For example, the director may interview the student or give the student a short, informal listening, reading, or writing test. The director will then make a decision. The director's decision is final.

Students should think about level changes very carefully. Once a student has made a change, he or she may not be able to return to the old level. The student may also have to pay for books for the new level. If the student has written in the books that he or she received for a level, the student cannot exchange those books for new books. Likewise, if the student has opened an e-book with a code, he or she cannot exchange the e-book for a new book. The student must buy new books from the college librarian.

Progression Through Levels

To progress from one level course to the next level — for example, from Beginner Grammar to High Beginner Grammar — the student must earn a final course grade of C (70 percent) or higher. Courses

must be taken in order, from Beginner to Advanced. Continuing students may not skip a level or retake the Michigan English Placement Test to test out of a level. Progression from level to level is based on the student's final course grade in each course.

Students who pass a course by earning a final course grade of C (70 percent) or higher progress to the next level of that course. Students who fail a course by earning a final course grade of F (69 percent or less) must retake the class. A student may retake a class only once.

Following is a sample student's progression from Fall Term to Winter Term based on his or her grades. The darker type indicates the classes that the student must repeat.

Fall Courses	Grade	Progression	Winter Courses
Beginner Grammar	80% B	Move to next level	High Beginner Grammar
Beginner Reading	**60% F**	**Repeat**	**Beginner Reading**
Beginner Writing	72% C	Move to next level	High Beginner Writing
Beginner Listening and Speaking	**65% F**	**Repeat**	**Beginner Listening and Speaking**

ESL Beginner to Advanced Level Courses

Each of the Beginner to Advanced levels consists of four courses: Reading, Writing, Listening and Speaking, and Grammar. Students attend two classes a day, Monday through Thursday, and each class is 2.25 hours a day. Full-time students attend classes 18 hours a week, 11 weeks a term.

Following is an example of an ESL student's schedule:

	Monday	Tuesday	Wednesday	Thursday
9:30 a.m.–11:45 a.m.	Reading	Writing	Reading	Writing
11:45 a.m. –12:15 p.m.	Lunch	Lunch	Lunch	Lunch
12:15 p.m. – 2:30 p.m.	Grammar	Listening and Speaking	Grammar	Listening and Speaking

Beginner to Advanced Level Descriptions

Beginner (ESL010G, ESL010R, ESL010L, ESL010W) This set of four courses helps students build basic English skills. Students will study basic rules of English grammar, speak to each other in English, and write simple sentences in English about familiar things. Students will also use strategies to read short informational articles in English, answer questions about the readings, and learn new words. Courses include information about US life and customs and, when possible, visits to interesting places in Chicago.
High Beginner (ESL020G, ESL020R, ESL020L, ESL020W) This set of four courses helps students build

English skills at the high-beginner level. Students will form simple English sentences, have short conversations, and write short paragraphs about familiar things in the present, past, and future. Students will also read short informational articles, answer questions about the readings, and learn new words. The courses include information about US life and customs and, when possible, visits to interesting places in Chicago.

Low Intermediate (ESL030G, ESL030R, ESL030L, ESL030W) This set of four courses helps students develop low-intermediate English skills. Students will form different kinds of longer English sentences in the present, past, and future; have short conversations; make short group presentations; and write longer paragraphs in English about familiar things. Students will also read and analyze short informational articles in English, answer questions about the readings, and increase their English vocabulary. The courses include information about US life and customs and, when possible, visits to interesting places in Chicago.

Intermediate (ESL040G, ESL040R, ESL040L, ESL040W) This set of four courses helps students build intermediate English skills. Students will form different kinds of longer English sentences in the present, past, and future and will build fluency by discussing familiar topics, taking notes on short lectures, making individual presentations, and writing short essays in English about familiar things. Students will also read and analyze informational articles in English, answer critical-thinking questions, and expand their English academic vocabulary. The courses include discussions about US life and culture and, when possible, visits to interesting places in Chicago.

High Intermediate (ESL050G, ESL050R, ESL050L, ESL050W) This set of four courses helps students build high-intermediate English skills. Students will practice advanced verb forms and uses; speak and write using sophisticated sentence patterns; and write essays, including arguments. Students will also build academic skills by completing group projects, taking lecture notes, using digital tools to make presentations, reading longer nonfiction texts in English, and answering the kinds of questions often asked on English proficiency exams. The courses include discussions about US life and culture and, when possible, visits to interesting places in Chicago.

Advanced (ESL060G, ESL060R, ESL060L, ESL060W) This set of four courses helps students work toward becoming fully proficient in English. Students will speak and write using sophisticated sentence patterns and will complete different types of academic writing. Academic skills include use of digital media to make presentations; expansion of academic vocabulary; development of critical-thinking skills; and practice answering the kinds of questions often asked on English proficiency exams. The courses include discussions about US life and culture and, when possible, visits to interesting places in Chicago.

See ESL Beginner – Advanced Level Course Descriptions at the end of this handbook for more detailed information about each Reading, Writing, Listening and Speaking, and Grammar course.

For an overview of each course's student learning outcomes — that is, the information and skills that students are expected to learn in each course — see the Interpretation of the Achievement Scale at the end of this

handbook. Student learning outcomes are also listed on each course syllabus.

ESL Post-Advanced (Level 7) Course Concentrations

Post-advanced (level 7) courses are for students who want to continue their English language education after passing the Advanced level (level 6). New students who did not attend level 1 – 6 courses at MCC can qualify for Post-Advanced courses by scoring at the Advanced level on the Michigan English Placement Test (Michigan EPT). For more information, see Placement in Levels in this handbook.

Post-Advanced courses are grouped in two concentrations: (1) Professional English — six courses designed to help students successfully work in English-speaking workplaces or with English-speaking clients — and (2) English for Academic Purposes (EAP) — six courses designed to help students successfully study in US colleges and universities.

Full-time four-day-a-week Post-Advanced students take two Post-Advanced courses each term. Students attend one class a day, Monday through Thursday. Each class meets two days a week for 4.5 hours a day. Full-time students attend classes 18 hours a week, 11 weeks a term.

The following chart shows a sample four-day-a-week Post-Advanced student schedule.

	Monday	Tuesday	Wednesday	Thursday
9:30 a.m. – 11:45 a.m.	Post-Advanced Course 1	Post-Advanced Course 2	Post-Advanced Course 1	Post-Advanced Course 2
11:45 a.m. – 12:15 p.m.	Lunch	Lunch	Lunch	Lunch
12:15 p.m. – 2:30 p.m.	Post-Advanced Course 1	Post-Advanced Course 2	Post-Advanced Course 1	Post-Advanced Course 2

Full-time, two-day-a-week Post-Advanced students take two Post-Advanced courses each term. Students attend two courses in a row Monday/Wednesday or Tuesday/Thursday. Each class meets twice a week for 4.5 hours each session. The following chart shows a sample two-day-a-week schedule.

	Day 1	Day 2
9:30 a.m. – 11:45 p.m.	Post-Advanced Course 1	Post-Advanced Course 1
11:45 a.m. – 12:15 p.m.	Lunch	Lunch

12:15 p.m. – 2:30 p.m.	Post-Advanced Course 1	Post-Advanced Course 1
2:30 p.m. – 2:45 p.m.	Break	Break
2:45 p.m. – 5:00 p.m.	Post-Advanced Course 2	Post-Advanced Course 2
5:00 p.m. – 5:15 p.m.	Break	Break
5:15 p.m. – 7:15 p.m.	Post-Advanced Course 2	Post-Advanced Course 2

Professional English (PE) Post-Advanced Courses

Professional English courses are for Post-Advanced ESL students who wish to develop language and communication skills needed to work effectively with English-speaking clients or in English-speaking workplaces. Students will acquire workplace vocabulary; an understanding of US workplace communication norms; speaking clarity and fluency in formal and informal exchanges; collaboration skills; and the ability to compose common types of business writing. Through reading and discussion, role plays, presentations, writing, collaborative projects, and the creation of portfolios, students will gain the vocabulary and the reading, writing, speaking, listening, and cultural skills necessary to pursue English language–related professional goals.

Professional English Course Descriptions

Interpersonal Communication in the United States (ESL082) is designed to help students develop face-to-face communication skills that business professionals need to succeed with US clients or in US businesses. A feature of the class is analysis and discussion of cultural differences in interpersonal communication norms. Topics include interpersonal relationships at work, intercultural communication in and out of the workplace, the dynamics of small-group communication, communication styles and tone, and a problem-solving process with workplace applications.

English Skills for Success (ESL083) combines instruction in spoken and written English with instruction in career building and job-search skills. Students will learn how to match personality traits, personal preferences, and goals to career choices; use social media and other forums to create professional networks; and research career information and job openings using digital and print media. Features of the class include the development of career- and work-related English vocabulary; a review of English grammar, usage, and writing through journaling and the composition of US-style résumés and job-related letters; and the improvement of pronunciation and fluency skills through mock face-to-face and telephone interviews.

Professional English for Marketing (ESL084) focuses on helping non-native speakers learn English vocabulary related to marketing as they discuss basic marketing topics and learn basic marketing techniques. Through critical thinking and discussion, small-group and individual projects, and presentations, students will learn marketing basics, teamwork, and English-language marketing vocabulary as they conduct primary and secondary research, create products and marketing plans, brand, rebrand, and make pitches.

Presentation Skills for English Language Learners (ESL086) focuses on helping students develop skills that will enable them to communicate effectively to English-speaking audiences, including work clients and colleagues. All phases of the public-speaking process are addressed, including how to analyze audiences and use analyses to tailor messages, how to organize ideas presented orally, how to use visuals to enhance messages, and how to project confidence and energy nonverbally. Through feedback on pronunciation of English and use of English grammar, students will also uncover errors and work to overcome them.

Business Writing for English Language Learners (ESL088) helps non-native speakers develop writing skills in English as they learn basic forms and functions of business writing and e-communication. Students will learn to analyze audience and purpose; organize good-news and bad-news messages; and edit for style, grammar, mechanics, and usage. Types of writing include emails, letters, and reports. Students will also create a business website. An emphasis of the course is writing as a recursive process that involves editing and revision, and the role of peer feedback in that process.

Professional English (ESL089) is designed for students who wish to build English language and communication skills specific to the workplace. The course provides an overview of contemporary business topics such as marketing, finance, team building, and crisis management to create a framework for experiential language learning. Using an integrated approach to business English, the course includes the reading and discussion of business articles and case studies, listening activities, collaborative small-group projects, presentations, and role plays. Students will encounter a variety of workplace situations that will enable them to develop English vocabulary and fluency as well as confidence in their ability to communicate.

English for Academic Purposes (EAP) Post-Advanced Courses

English for Academic Purposes courses are designed for advanced ESL students who wish to further develop their academic skills and understanding of US culture in preparation for admission to or study in US colleges and universities. Through wide reading of various types of texts; listening to and taking notes on lectures; building academic report-writing and research skills; and discussion of US values and eras, students will strengthen their ability to succeed in institutions of higher learning in the US.

English for Academic Purposes Course Descriptions

TOEFL iBT Preparation (ESL140) is designed for students who plan to take the internet-based Test of English as a Foreign Language, the exam widely used by US and Canadian colleges and universities to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the TOEFL iBT — reading, listening, speaking, and writing — with special emphasis on the types of questions and activities included on the test. Through practice with TOEFL iBT-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written TOEFL questions; and understand how to compose successful integrated and independent writing tasks.

Understanding US Culture (ESL141) focuses on six fundamental shared US values — individual freedom, self-reliance, equality of opportunity, competition, material wealth, and hard work — and ways in which US history has helped shape those values. Topics include the colonial roots of religious freedom in the US; the US frontier heritage and the myth of the Old West; the checks and balances in the three branches of US government; the historical tensions between federal and state levels of government; and the history and evolution of ethnic and racial diversity in the US. Through reading and discussion, research, projects, and presentations, students will deepen their understanding of US culture and their own cultures.

Academic Writing from Sources (ESL142) takes students step by step through the process of composing research-based writing in English — from framing research questions, researching to answer questions, comprehending academic sources, and taking notes; to organizing ideas, integrating outside sources in one's own writing, and documenting sources correctly. Through work in and out of class, peer and instructor feedback, and revision, students will complete two research-based papers in English as well as a variety of shorter writing tasks, such as paraphrases, summaries, and responses to prompts. Students will also analyze problems they have in English grammar, usage, and mechanics; look for patterns in the errors they make; and work to correct — and avoid — the errors.

Critical Reading and Thinking Skills in English: US Fiction (ESL143) helps students build their English vocabulary and reading fluency and comprehension skills as well as skills in interpreting, analyzing, synthesizing, and evaluating text. The course reviews literary elements such as narrative point of view, character development, plot, setting, conflict, and theme and helps students examine how these and other literary elements and techniques shape individual works of fiction. Included are well-known works from diverse and distinguished US authors, providing opportunities for students to build knowledge of US culture and historical eras.

Critical Reading and Thinking Skills in English: US Nonfiction (ESL144) helps students build their English vocabulary and further develop their skills in understanding, analyzing, applying, synthesizing, and evaluating informational nonfiction and literary nonfiction texts. These skills will help students pass advanced ESL exams, such as TOEFL and IELTS, as well as succeed in English-speaking college-level classes. The first half of each session focuses on strategies for comprehending and remembering information in advanced-level textbooks in English. The second half of each session focuses on comprehending literary nonfiction and examining how literary elements and techniques help shape individual works. Included are well-known memoirs from distinguished US authors, providing opportunities for students to build their knowledge of US culture and historical eras.

IELTS Test Preparation (ESL145) is designed for students who plan to take the International English Language Testing System's academic exam, which is popular overseas and increasingly accepted by US and Canadian colleges and universities to measure the English language skills of non-native speakers of English. The course focuses on the four skills covered on the IELTS — reading, listening,

speaking, and writing — with special emphasis on the types of questions and activities included on the test. Through practice with IELTS-type questions and activities, students will become familiar with the format and time limits of the test; learn techniques for correctly answering oral and written IELTS questions; and understand how to compose successful independent written essays.

For an overview of the student learning outcomes of each Professional English course and each English for Academic Purposes course, see the Interpretation of the Achievement Scale at the end of this handbook. Student learning outcomes are also listed on the syllabus for each course.

Admissions Requirements

To be admitted to the ESL Program, students

- Must be at least 18 years of age
- Must have a high-school diploma or a state-recognized equivalent, such as a GED

F-1 International Admission Process

To apply for admission into MCC's ESL Program, students must take the following steps:

- Schedule an interview with the International Admissions Coordinator.
- Fill out the application form.
- Pay an application fee.
- Take the ESL Placement test.
- Provide a copy of a valid, government-issued photo ID (passport).
- Fill out and sign the enrollment-agreement packet.
- Provide all necessary documents for the Form I-20 application.

MIDWESTERN CAREER COLLEGE — ▶ **Application Checklist**

Documents	Transfer	Change of Status	From Abroad
Admissions Application	✓	✓	✓
Apply online at www.mccollege.edu	✓	✓	✓
Application Fee	✓	✓	✓
Copy of Passport and I-94 Form	✓	✓	✓
Current Bank Statement	✓	✓	✓
Original I-134 Form or Stamped/Notarized Affidavit of Support	✓	✓	✓
Copy of College Diploma or Transcripts (if applicable; must provide certified English translation)	✓	✓	✓
Placement Test	✓	✓	✓
MCC Acceptance Letter	✓	✓	✓
Enrollment Agreement Packet	✓	✓	✓
Marriage Certificate (if applicable)	✓	✓	✓
Birth Certificate(s) for Child Dependent(s) (if applicable)	✓	✓	✓
Copy of Social Security Card (J-1 applicants only)	✓	✓	
Copies of all I-20s	✓		
Copy of OPT or CPT (if applicable)	✓		
Transfer Request Form	✓		
DS-2019 Form (J-1 applicants only)		✓	
Change of Status Explanation Letter I-539		✓	
Completed I-539 Form		✓	
I-539 Filing Fee		✓	
SEVIS Fee		✓	✓
Proof of Foreign Residency		✓	

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Translation of Procedures and Requirements

MCC understands that English language learners may need translation help to understand MCC procedures and requirements. When the International Student Advisor/DSO, International Admissions Manager, or other MCC staff cannot translate information for a new student who asks for a translation, the student may bring an English speaker such as a friend, husband or wife, or fluent child to translate during the admissions process.

Grades

Instructors evaluate homework, quizzes, and exams and give feedback to students in the form of

grades. Final grades for most courses are based on the following assessment criteria, or "weights":

Assignments (Homework)	25%
Quizzes	25%
Midterm Exam	25%
Final Exam	<u>25%</u>
	100%

(Weights for each course can be found on the syllabus for the course.)

Letter and Percentage Grading Scale

Final grades for courses are expressed as letter grades based on percentages. To pass a course, a student must receive a final grade of A, B, or C. Midwestern Career College does not have a grade of D.

A = 90% or above: *high above-average passing grade*

B = 89% – 80%: *above-average passing grade*

C = 79% – 70%: *average passing grade*

F = 69% or below: *below average: fail (not passing)*

Grade Point Average (GPA)

Grade Point Average (GPA) is a score based on class grades and credit hours completed. A credit hour is the amount of credit students get for time spent in class and on coursework. Every Beginner – Advanced ESL course is worth 3 credit hours. Every Post-Advanced ESL course is worth 6 credit hours.

GPA is calculated as follows:

(1) The final letter grade for each course is converted into a number grade. (See the example below.)

Percentage	Letter Grade	Number Grade
90% +	A	4.00
89 – 80%	B	3.00
79 – 70%	C	2.00
69% -	F	0.00

The number grade is then multiplied by the number of credit hours.

Example Student Grades for First Term at MCC

Reading: A, 90% = 4.00 x 3 credit hours = 12.00

Writing: C, 79% = 2.00 x 3 credit hours = 6.00

Listening and Speaking: B, 85% = 3.00 x 3 credit hours = 9.00

Grammar: A, 95% = 4.00 x 3 credit hours = 12.00

(2) The sums are added together. **Example:** 12.00 + 6.00 + 9.00 + 12.00 = 39.00

(3) That sum is divided by the number of credit hours taken. **Example:** 39.00 ÷ 12 (3 credit hours x 4 courses) = 3.25. The student's GPA is 3.25, or B.

A cumulative GPA is all final grades that a student has earned divided by all credits that a student has earned.

Student Services

MCC has a Student Services Department that serves ESL students in the areas of academic, cultural, and immigration advising.

Academic Advising

ESL students who have difficulty in their classes should speak with or email their instructors to ask for help. If working with instructors does not solve their problem, students may discuss their difficulties with the ESL Program Director or ESL Program Associate Director. To make an appointment, students should email pfiene@mccollege.edu or blobpries@mccollege.edu.

MCC also offers advising to ESL students who want to discuss their academic goals. Students who have finished the ESL Program or will soon finish and want to know their options can speak with an International Admissions Advisor. To make an appointment, students should email the International Admissions Manager at ammy@mccollege.edu.

Additionally, MCC's LRC has resources for students who want to pursue a 4-year US college undergraduate degree or a US university graduate degree. By clicking on the College Information tab at https://mccollege.libguides.com/languagelearning, ESL students can find a list of Chicago-area colleges and universities; websites that list top US college and university programs for various majors; and a link to the College Board site, which has free tools for choosing a college or university, getting admitted, and paying for school. MCC's librarian can help ESL students use these tools.

Personal and Immigration Advising

The International Student Advisor/DSO provides services and guidance about maintaining F-1 status, academic progress, insurance, housing, and general advice on ESL Program policies and procedures. The International Student Advisor/DSO can also help students with questions about US culture and customs. For information on those and other topics, students should visit https://mccollege.libguides.com/dso/home, MCC's International Student Services home page. To make an appointment to speak with the International Student Advisor/DSO, students should email DSO@mccollege.edu.

Student Activities

MCC offers on- and off-campus activities so that students can make new friends outside of the classroom. Examples of student activities include:

- Visits to museums and other cultural sites.
- Holiday celebrations.
- Lunch or snacks at restaurants or coffee shops.
- Conversation Club for students who want more practice listening to and speaking English.

Students can find information about upcoming activities on the Midwestern Career College International Facebook page https://www.facebook.com/mccinternational; Instagram https://www.instagram.com/midwestern_career_college/?hl=en; in their MCC email; and on promotional materials such as flyers posted on information boards in classrooms.

Students who have a suggestion for an activity should email the International Department at international@mccollege.edu.

Before each off-campus activity, students are asked to sign a Field Trip Consent and Liability Disclaimer and Waiver. The form explains that MCC is not responsible for any injury or unexpected circumstance arising during the activity.

MCC Student Identification Card (MCC ID)

Students need an MCC student ID to check out books from the Learning Resource Center and participate in selected student activities. With a student ID, students can also get discounts at some local restaurants, stores, museums, and movie theatres.

The first student ID card is free. The fee for a replacement card is $15. To request a new ID, the student must complete an online MCC ID Request form send his or her full name, program (ESL), and a clear passport-style photo of himself or herself.

Here is the link to request an ID:
MCC ID Request Form (office.com)

Insurance

MCC does not provide medical insurance for students. However, MCC highly recommends that students buy medical insurance before they begin classes. For more information about insurance for students, see Off-Campus Resources in this handbook.

Housing

MCC does not provide housing for students. However, MCC has partnered with various housing companies to provide students with the experience of living and studying in Chicago. Locations feature:

- Central, downtown locations in Chicago.
- Shops, restaurants, and entertainment within walking distance.
- Close proximity to public transit, with some residences located within walking distance of MCC's campuses.
- Independent lifestyle and the opportunity to live alongside Americans and internationals

For more information about student housing, see Off-Campus Resources in this handbook or the Student Housing section of MCC's website: https://mccollege.edu/student-housing/. The International Student Advisor/DSO can also answer questions about housing in the US.

Academic and Institutional Policies

Attendance Policy

Full-time ESL students must attend classes 18 hours a week. There are no "excused absences" in the ESL Program. When students are not in class, they are marked absent regardless of the reason for missing class. Instructors report attendance every class session, subtracting attendance time when students are late, leave early, or leave the classroom for more than 10 minutes during a session.

When students must miss a class, they should email their instructors to tell them and to ask for missing assignments. Students must do missing assignments promptly. Instructors may lower the grade of late assignments. Students who miss a quiz because of absence will receive a "0" on the quiz and may not take the quiz at a later date. However, instructors will give special consideration to students who follow MCC's attendance policy. These students may receive extra time for assignments or receive full credit for their work.

Midwestern Career College will withdraw any student who does not attend class more than 14 calendar days in a row during an academic term. This includes the first 14 calendar days, or two weeks, of each term. The only exception is students who provide proof of mitigating circumstances. A "mitigating circumstance" is a serious problem that a student cannot control, such as a long illness, medical problem, or injury to the student or an immediate family member (mother or father, sister or brother, husband or wife, child) or the death of an immediate family member.

If mitigating circumstances prevent a student from attending classes for more than 14 calendar days in a row, the student must contact MCC's DSO or Associate DSO before the end of the 14-day period. The student must explain why he or she has missed or will miss class and provide proof, such as a letter from a doctor or hospital. Students who do not contact the DSO or Associate DSO before the end of 14 calendar days or who do not show proof of the mitigating circumstance will be withdrawn.

Extended Absence Because of Medical Emergency

If a student has a medical emergency, he or she must provide a letter from a doctor, clinic, or hospital. If a student cannot attend class for more than seven (7) calendar days in a row, the student must email his or her

instructors and the International Student Advisor/DSO, as soon as possible. The International Student Advisor/DSO will call or email students who are not in class for seven (7) calendar days in a row. Students who do not attend class for 14 calendar days in a row will be withdrawn from the ESL Program.

Rescheduling and Makeup of Midterm and Final Exams

ESL students are expected to take midterm and final exams on the dates and at the times they are scheduled. An exam may be rescheduled only if (1) the student has attended at least 80 percent of the sessions for that class and (2) has a verifiable emergency; for example, papers to prove that he or she must return home for a family emergency. The student must make an appointment with the ESL Program Director to get permission and schedule the exam. NOTE: Listening and Speaking exams and all exams that include presentation skills must be taken with classmates and the instructor present. Students may not take an exam more than one week before the end of a term.

If a student will be late for an exam or must miss it unexpectedly because of an emergency, he or she must email the instructor immediately, before the exam, and be prepared to show proof of the emergency (for example, a doctor's note). Extra time or retakes will not be given to students who arrive late for an exam unless they follow the rules stated above.

Academic Integrity Policy

All Midwestern Career College students are expected to behave in an ethical and professional manner. To help ensure that students support the mission and goals of the ESL program, all academic assignments, including papers, homework, tests, and in-course assignments, must be the work of the individual student unless the instructor states otherwise. The following are examples of unethical or unprofessional behavior:

- Plagiarism: Using another person's words, ideas, or results without giving proper credit to that person.
- Using notes, textbooks, or other materials during an examination without permission.
- Giving test questions or answers to another student or getting them for another student.
- Partly or wholly completing an assignment for another student.

Students who do not follow the academic integrity policy will be subject to the following corrective actions:

First Offense

Assignment

- The student will receive a warning in feedback from the instructor.
- The student will be asked to redo the work by a deadline chosen by the instructor, and the assignment grade will be reduced by 20%.
- The instructor will document the misconduct and give the ESL Program Director a copy.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz.
- The instructor will document the misconduct.

Second Offense:

Assignment

- The student will receive a warning in feedback from the instructor.
- The student will receive a "0" grade for the assignment.
- The instructor will document the misconduct and give the ESL Program Director a copy.

Exam or Quiz

- The student will receive a "0" grade for the exam or quiz.
- The student may face corrective action at the administrative level.
- The instructor will document the misconduct and give the ESL Program Director a copy.

Third Offense:

Assignment, Exam, or Quiz

- The student will be automatically withdrawn from the course with a failing grade.
- The student will face, at the administrative level, corrective action, which may include suspension or probation.
- The instructor will document the misconduct and give the ESL Program Director a copy.

Grade Appeal Policy

The Grade Appeal Policy allows students to ask for a course grade change if they think that their instructor made a math error or graded them unfairly. Students should appeal their grade only if they believe the instructor:

- Acted unreasonably in grading their performance.
- Assigned the grade based on preference and not academic achievement.
- Made a math error.

Students must submit a grade appeal within 30 days of receiving their final course grades. To file a grade appeal, students must fill out the Grade Appeal form, available in the Registrar's Office. The ESL Program Director reviews the appeal, makes a decision, and notifies the student of the decision within five to seven business days. If the ESL Program Director denies (says "no" to) the grade appeal, the student will receive an explanation of the reason for denial.

Satisfactory Academic Progress (SAP)

MCC measures Satisfactory Academic Progress (SAP) at the end of each academic term — fall, winter, and spring. For ESL students, SAP is determined by the student's term completion rate — the percentage of courses that the student passes each term. To make Satisfactory Academic Progress, an ESL student must pass more than 50 percent of his or her classes in a term. Any student who does not meet this requirement will receive an email warning from MCC via his or her MCC email account. The warning will state that the student is on SAP warning status.

The following example shows a student who has been put on Academic Warning Status. The student failed 50 percent of his courses.

Student on Academic Warning Status

Fall Term	Final Grade
Beginner Grammar	80% B
Beginner Reading	**60% F**
Beginner Writing	72% C
Beginner Listening and Speaking	**65% F**

SAP Warning Status

When a student is on SAP Warning status, the student must pass ALL of his or her courses the following term by earning 70 percent or more in each class. If the student meets this requirement, he or she is making Satisfactory Academic Progress, and SAP Warning Status is over. (See the following example.)

Student off Academic Warning Status

Fall Courses	Grade	Winter Courses	Grade
Beginner Grammar	80% B	High Beginner Grammar	90%
Beginner Reading	**60% F**	**Beginner Reading**	**79%**
Beginner Writing	72% C	High Beginner Writing	80%
Beginner Listening and Speaking	**65% F**	**Beginner Listening and Speaking**	**75%**

If a student on SAP Warning Status does not earn 70 percent or more in each course, MCC will email the student via MCC email to say that he or she will be dismissed from the program (cannot take any more courses). Students who want to appeal this decision — ask for permission to keep taking courses — must complete and submit a SAP Appeal form. The form is available in the ESL office (room 202) or from the ESL Program Director, ESL Program Associate Director; or Associate Director of the International Department. The student must send the completed form to the Associate Director of the International Department within ten (10) business days of receiving the dismissal email.

SAP Appeal

A student may appeal academic suspension (dismissal from the program) if the student has mitigating circumstances — that is, serious problems that the student could not control; for example,

- a long illness, medical problem, or injury to the student or an immediate family member (mother or father, sister or brother, husband or wife, child).
- death of an immediate family member.
- other serious emergencies.

Lack of knowledge about SAP is not a reason for appeal. Students may not argue that they did not know the SAP policy. The student must also give proof of the mitigating circumstance, such as a letter from a doctor or a hospital. Within seven (7) business days of the SAP Appeal deadline, a committee

will review the student's appeal, proof of mitigating circumstance, and attendance record and grade record (whether the student did his or her assignments and quizzes and exams as required). The committee will let the student know the results. The committee's decision is final.

- If a student's appeal is approved (the committee says "yes"), he or she will be placed on SAP Probation status for one term. To stay in the ESL program, students on SAP Probation Status must meet the requirements described in writing by the committee and sent to the student via MCC email.
- If the student does not meet the requirements described by the committee, he or she will be withdrawn from the ESL Program and can no longer take classes.

If a student's appeal is denied (the committee says "no"), the student will be withdrawn from the ESL Program, and he or she can no longer take classes.

Incomplete Grade

Instructors may give a student an Incomplete (I) grade if an emergency prevented the student from completing his or her coursework. An Incomplete is a temporary grade. The student must complete all coursework within 30 days. A grade of Incomplete cannot be given in place of a failing grade.

Faculty and students should follow these steps to request an Incomplete:

1. The student contacts the instructor and explains the need for an Incomplete.
2. If the instructor grants the request, he or she completes an Incomplete Grade Form. Forms are available in the ESL Office (room 202).
3. The instructor and the student sign the Incomplete Grade Contract Form and submit to the ESL Program Director. Forms are available in the ESL Office (room 202).
4. Once the coursework is completed, the instructor assigns the appropriate grade.

Limits on Retaking a Course

Students who pass a course with a grade of 70 percent or higher may not retake the course. Students who earn a final course grade of 69 percent or less must retake the course.

When a student retakes a course, he or she must pass the course with a grade of 70 percent or higher. If the student fails a second time by earning a grade of 69 percent or less, he or she may not retake the course again and may be withdrawn from the ESL Program. If the student wishes to stay in the ESL Program, he or she may appeal the withdrawal. (See the SAP Appeal form.)

Complaint Policy

There are two types of complaints: informal, or grievance (complaints that can be easily fixed), and formal (official complaint that needs investigation). Examples of informal complaints include the following:

- Classroom problems, such as lack of chairs or heat.

- Campus problems, such as a messy lunchroom or broken microwave oven.
- A late class start, or a class that starts 10 or 15 minutes after the scheduled time.
- Concerns about an instructor, such as an instructor's homework policy or use of online tools.
- Questions about follow-up communication, such as not receiving a response to an email.
- Transcript requests, such as not receiving transcripts as promised.
- Lack of supplies, such as a shortage of textbooks.

A student with an informal complaint should email the ESL Program Director or the International Student Advisor/DSO and explain the nature of the complaint. The ESL Program Director will reply with a resolution within ten days of receiving the written notification. If the student is not satisfied that the appropriate actions have been taken, the student should submit his or her concern in writing to the Vice President of Academic Affairs, the final arbiter of the problem. The Vice President is responsible for a reply with a resolution within ten days of receiving the written notification.

A formal complaint can be academic or non-academic. A student with a formal complaint should email the ESL Program Director or the International Student Advisor/DSO. The ESL Program Director must reply with a resolution within thirty days of receipt of the written notification. If the student is not satisfied that the appropriate actions have been taken, he or she should submit his or her concern in writing to the Vice President of Academic Affairs, who tries to solve the problem. The Vice President is responsible for a reply with a resolution within ten days of receiving the written notification.

Examples of formal complaints include the following:
- Discrimination complaints about an MCC faculty or staff member or student. ("Discrimination" means unfairly treating a person or group of people differently from other people or groups of people based on race, gender, or religion.)
- Harassment complaints about an MCC faculty or staff member or student. Such complaints include sexual harassment or harassment because of race or gender. *Harassment* is defined as "annoying or bothering someone in a constant or repeated way." *Sexual harassment* is defined as "making unwanted sexual comments." (See the Anti-Sexual Harrassment and Assault Policy in this handbook.)
- A faculty or staff member did not allow a student to appeal when the college normally allows a student to appeal.
- Issues about payment.

Not every written communication from a student is considered a complaint. Examples of items that are not considered a complaint include the following:
- Requests for exceptions to Midwestern Career College's policies, such as tuition or registration.
- Written letters about a dislike of faculty or staff not connected to any of the complaint items listed above.

- Written letters about a general dislike of a policy not connected to any of the complaint items listed above.

Further Complaints

Though MCC does its best to resolve student complaints, MCC students who are still dissatisfied after going through the formal complaint process may wish to contact an appropriate group outside the college. Complaints against MCC may be registered with the Private Business and Vocational Schools Division, Illinois Board of Higher Education at:
Private Business and Vocational Schools Division
Illinois Board of Higher Education
1 N. Old State Capitol Plaza, Suite 333
Springfield, IL 62701-1377
Phone: (217) 782-2551
General information website: www.ibhe.org
IBHE Complaint page: http://complaints.ibhe.org/

Tuition Payment Policy and Methods of Payment

Students are expected to pay their term tuition and fees in full before starting each term. A student may make a payment by check, credit/debit card (in-person, online, or over the phone) or by money order.

Students who do not pay term tuition and fees in full before the scheduled deadline will be charged a late fee.
The Business Office can be reached online at: https://mccollege.libguides.com/BusinessOffice/home.

Withdrawal, Dismissal, or Cancellation

The student has the right to cancel the initial enrollment agreement until midnight of the 5th business day after the student's day of admission, but before the first day of class. All tuition and fees will be refunded except the non-refundable application fee.

Withdrawing from MCC may have academic consequences. Students are encouraged to understand the possible effects before deciding to withdraw. F-1 international students should contact the International Advisor/DSO to discuss how the withdrawal may affect their F-1 status.

Students may withdraw from the ESL Program at any time by completing a Student Program Withdrawal Form. These forms are available from an International Admissions Advisor. If the withdrawal occurs during an ongoing term, the grade assigned to each course will be based on the student's last date of attendance in the course. MCC will withdraw any student who fails to attend at least one full scheduled course session for 14 calendar days (excluding scheduled breaks of 5 days or more).

All refunds are made within forty-five (45) days of the date of official or unofficial withdrawal. The refunds are made directly to the source of payment. The refund calculations are based on the refund policy in the student's Enrollment Agreement.

Academic Transcripts and Certificates of Completion

Students may ask for an unofficial copy of their transcripts by emailing registrar@mccollege.edu from their MCC student account or by mailing a request to Midwestern Career College, Registrar's Office, 100 S. Wacker Dr., LL, Chicago IL, 60606. Transcript requests are filled within 10 business days from the date the request is received. There is no charge for an unofficial copy of transcripts. To get an official copy of their transcripts, students must use the Parchment transcript service. The link is MCC Parchment.

Students who want proof of all courses they have completed at MCC may also ask for a Certificate of Completion (COC) from the Registrar's Office in the following ways:

- in person with a valid picture ID.
- by emailing registrar@mccollege.edu.
- by mailing the request addressed to Midwestern Career College, Registrar's Office, 100 S. Wacker Dr., LL, Chicago IL, 60606.

The student may pick up the unofficial transcript or the COC or ask for it to be mailed to his or her address. Transcripts and COCs sent by mail are delivered by standard ground USPS service. Note that the college won't send transcripts or COCS to students or former students who owe money to the college. Here are the prices:

Unofficial Transcript copy	Free
Official Transcript fee, ordered from Parchment	$10 per copy
Urgent Official Transcript fee, ordered from Parchment	$15 per copy
Original COC (one) copy	Free
Additional COC	$45 per copy
Urgent COC request fee	Additional $25

Student Behavior

Attitudes and policies about behavior vary from culture to culture. Therefore, it is important for ESL students to understand behavioral norms in the US. Examples of inappropriate student behavior include the following:

- Cheating, such as copying someone else's work without giving the person credit.
- Dishonesty, such as lying to an instructor about a reason for absence.
- Trying to force someone to have unwelcome conversations or other types of harassment, such as pressuring someone to go on a date or do something of a sexual nature. (See Anti-Sexual Harassment and Assault Policy in this handbook).
- Disruption of MCC activities, such as refusing to participate in class or using obscene ("dirty") language.
- Misuse of or damage to MCC property, such as writing on a wall or a classroom desk.

- Theft, or taking someone else's property without permission.
- Possession, distribution, sale, transfer, use of, or being under the influence of alcohol or illegal drugs while on the MCC campus.
- Smoking on campus.
- Being disrespectful to MCC faculty, staff, or students.
- Fighting or threatening violence.
- Bringing children into classrooms, LRCs, or computer labs.
- Violating MCC policies.

Examples of corrective action include but are not limited to:
- an oral warning.
- a written warning.
- Probation.
- termination from the program.

MCC will consider the seriousness of violation when deciding which corrective action to use.

Anti-Sexual Harassment and Assault Policy

Sexual harassment is unwelcome communication or behavior of a sexual nature. Sexual assault is any sexual activity without the consent of both parties. A consensual sexual act or behavior requires that individuals:

- Agree to sexual activity freely and knowingly.
- Do not use threat, intimidation, or coercion.
- Are not temporarily or permanently impaired by drugs, alcohol, or any other physical/mental impairment.
- Are not unconscious or asleep.
- Are not under the age of consent (18 years old).

If a student has a question or wishes to talk to someone, he or she is encouraged to contact MCC's confidential counselor:

Olia Sweiss, 100 S. Wacker Drive, Chicago, IL 60606

Phone: (312) 236-9000 X1033

Email: osweiss@mccollege.edu

If a student contacts the confidential counselor, she will not report the student's information to law enforcement (police) unless requested.

Students can also report incidents to off-campus confidential resources:

24-Hour City of Chicago Domestic Violence Help Line
(877) 863-6338
24-Hour Spanish Speaking Domestic

Violence Hotline
(312) 738-5358
Center on Halsted LGBTQ Violence Resource Line

(800) 656-2273   (888) 293-2080

24-Hour Chicago Rape Crisis Hotline

For more information on sexual harassment and assault, visit:

https://www.internationalstudentinsurance.com/explained/sexual-assault-awareness-video.php

Classroom Behavior

Students must be respectful to the instructor, other students, and MCC staff. They must not use offensive language, be disruptive, or refuse to cooperate with instructors or classmates.

Participation is essential. Students are expected to actively participate in class by asking and answering questions, speaking with their classmates during activities, and sharing the workload with classmates when an instructor assigns them to do collaborative presentations and projects.

Being on time is important in the US. Students are also expected to be in class on time. This means before or exactly when the start time begins, not five, ten, or fifteen minutes after the start time.

Classroom cleanliness makes being in class more pleasant for everyone. Students should keep classrooms clean. They should not leave paper, empty containers, bags, or other waste inside or outside of the classroom or buildings. They also should not leave their textbooks or other belongings in classrooms overnight. The college is not responsible for belongings that students leave on MCC property.

Drinks with a lid may be brought into the classroom, but eating is not allowed. Students are welcome to pause, relax, and eat in the lunchroom or other designated eating area before or after classes.

Cell phone use is not allowed during class time unless the instructor asks students to use their phones for a class activity. Instructors may take a student's phone for a class session if the student is using the phone for social media, personal communication, videos, or other non-classroom uses.

MCC Dress Code

ESL students should wear tidy and modest clothes while on campus. Examples of inappropriate dress include:

- Hat or head covering that is not required by the student's religion.
- Bare feet.
- Clothes with hateful, offensive, or obscene ("dirty") language in words or pictures.
- Clothes that show the midriff (stomach), chest, upper thigh, buttocks, cleavage, or underwear.

F-1 Regulations

Maintaining Student Status

To maintain F-1 status, students must:

- Be a full-time student (ESL students must be scheduled for minimum 18 hours per week).
- Maintain Satisfactory Academic Progress (SAP).
- Get proper employment authorization (government permission) before beginning any work (if applicable).
- Report to the DSO changes in address, legal name, or academic program within 10 calendar days of the change.
- Get the DSO's approval before traveling outside of the US.
- Report to the DSO any plans to transfer to another school, leave the country, or change status.
- Get an updated I-20 when a funding source (source of money) changes.
- Get permission from the DSO before requesting a leave of absence or withdrawal from MCC.
- Keep a valid passport and Form I-94 at all times. Expiring passports can be renewed in the United States through the embassy of the student's home country.
- Students who do not maintain their F-1 student status are "out of status" and unable to get any student visa benefits such as on- and off-campus employment; change of level; or registration for future courses. Out-of-status students must apply to US Citizenship and Immigration Services (USCIS) to reinstate their F-1 status.
- Eligibility for student visa benefits can be regained if USCIS approves the reinstatement. For questions regarding their status reinstatement, students should see the DSO immediately.

Information Update

All students must update the school and USCIS about any legal changes to name, address (within 10 days of change), phone number/email address, or legal status with supporting documents.

Travel

If a student plans to travel outside of the US, including trips to Canada or Mexico, he or she must talk to the International Student Advisor/DSO two weeks before traveling. To get permission to travel and the appropriate documentation, the student must submit:

- Current I-20.
- Copy of Passport (must be valid at least six months from the departure date).
- I-94 card.
- Proof of travel documents.

Driver's License

To apply for or renew a driver's license, ESL students should see the International Student Advisor/DSO, who can help with the application process.

Working in the US

Generally, F-1 international students are not allowed to work in the United States. However, ESL students may be allowed to work on campus.

According to the USCIS regulations, international students may work on campus up to 20 hours per week while classes are in session, and up to 40 hours per week during scheduled vacation breaks. On-campus employment is not permitted after graduation.

Off-Campus Employment Based on Economic Necessity

F-1 international students may not work off-campus unless they receive permission from USCIS. To qualify for work permission because of economic necessity, students must:

- Study in the US for at least one academic year.
- Be enrolled full-time.
- Be in good academic standing.

Students must prove to the USCIS that their financial circumstances have changed unexpectedly and that they no longer have enough money to stay in school. They must also prove that work will not interfere with their studies.

Reduced Course Load (RCL)

F-1 regulations require international students to study full time. Reduced course load (RCL) is a permission from MCC to be below the minimum enrollment requirements in a given semester. Students may be eligible for reduction in course load in the following situations:

- Academic Difficulties.
- Medical Conditions.

To request a reduction in course load, students must contact the International Student Advisor/DSO.

Transferring to Another College

Students planning to transfer to another school in the US should first speak with the International Student Advisor/DSO to see if they qualify for transfers. To complete the transfer, the student must provide the following documents to the Student Services Advisor/DSO:

- A transfer form and acceptance letter.
- The accepting institution's address and contact information.
- Updated contact information where the student may be reached.

To be transferred out, "in-status" students must be in good academic standing with the college. Transfer-out requests take 5 – 10 business days to process. To avoid jeopardizing their F-1 status, students must check that their transfer out was completed upon arrival at the new school.

Tips for Living in Chicago

After a few days of living in Chicago, an international student may notice that some things in the United States are different from his or her home country. The following information is intended to help international students adjust to their new home.

Transportation

The CTA (Chicago Transit Authority) is in charge of bus and elevated ("el" or "L") train lines within the city of Chicago. Students should use a Ventra card to pay for rides on CTA trains and buses. This card can be bought and re-loaded at train stations, CVS drugstores, and Walgreens drugstores. Students should register their Ventra card online at www.ventrachicago.com. If students register, they can get their money back if their card is lost or stolen.

For the cost of fares (amounts charged to ride) and maps of bus and train routes, students should go online to https://www.transitchicago.com/assets/1/6/ctamap_SystemMap.pdf.

Metra (Metropolitan Rail) is in charge of suburban commuter trains between the city of Chicago and surrounding suburbs. For the cost of fares (amounts charged to ride), maps of train routes, and other information, students should go online to https://metra.com/fares-and-other-rider-information.

Taxi cabs are city-licensed cars for hire. Cabs can be ordered online or over the phone. They can also be hailed on the street. Someone who wants to hire a cab stands near the curb and waves his or her hands or arms to signal to cab drivers to stop. See https://www.ridecharge.com/Chicago for names, telephone numbers, and online reservations.

Uber and Lyft are are similar to taxi cabs, except Uber and Lyft are apps on the mobile phone that are used to call a car service to drive passengers to their destination. For more information, see https://www.uber.com/global/en/cities/chicago/ or https://www.lyft.com/rider/cities/chicago-il.

Chicagoans

People in Chicago are usually very friendly, so international students do not need to be afraid to ask people on the street for directions. As they would in any big city, however, students should be careful about whom they choose to talk to.

When Chicagoans meet someone for the first time, they do not kiss people on the cheek. Friends and family may hug, but people generally shake hands when they are introduced to a new person.

Clothing

Chicagoans' clothing is usually casual, and most people dress in layers. The weather in Chicago changes often, so many people wear a T-shirt with a sweater, scarf, and/or jacket. (For guidelines on what to wear in class, see MCC Dress Code in this handbook.)

Tipping

Tipping is expected in the United States. Students should add 15% – 20% extra to their final bill in the following places:

- Any restaurant with waiters or waitresses (NOT in Starbucks or McDonalds, for example).
- Bars.
- Taxis.
- Hair Salons.
- Nail Salons and Spas.

US Laws Related to Alcohol

- People must be 21 or over to drink alcohol. Only a valid form of ID with the cardholder's birth date will be accepted. Most places will accept only a valid passport; a photocopy does not count as a valid form of identification.
- It is illegal to buy alcohol for anyone under the age of 21.
- People may NOT drink alcohol outside (i.e. on the beach or in a park) in Chicago.
- People must be 21 to enter a bar or dance club. Only a valid form of ID with the cardholder's birth date will be accepted.

Off-Campus Resources

Please note that these resources are provided for informational purposes only. MCC accepts no liability for the accuracy of the information on third-party websites and cannot be held liable for any third-party claims or losses of any damages.

Medical Insurance Providers

MCC does not provide medical insurance for students. The following insurers are providers of health insurance for students. For more information on US medical insurance, students can visit www.internationalstudentinsurance.com.

PSI Health Insurance
https://www.psiservice.com/

ISO Student Health Insurance
https://www.isoa.org

iNext International Health Insurance
https://www.inext.com

Nearby Medical Centers

Walgreens
Health Care Clinic & Pharmacy
79 W Monroe St.
Chicago, IL 60603
(800) 323-8622

Physician's Immediate Care
600 W. Adams St.
Chicago, IL 60661
(312) 506-0900

CVS Pharmacy
208 W. Washington St.
Chicago, IL 60606
(312) 323-8622

Northwestern Memorial Hospital
251 E. Huron St.
Chicago, IL 60611
(312)926-2000

Student Housing Providers

Infinite Chicago
http://www.chicagoinfinite.com

The Letterman, Chicago
https://www.lettermanchicago.com/

1237 W. Fullerton
http://www.1237west.com

Low-Cost Phone Carriers

metro by T-Mobile
1156 N. State St.
Chicago, IL 60601

T-Mobile
227 W Monroe St.
Chicago, IL 60606

Boost Mobile
1540 W. 18th St.
Chicago, IL 60608

Cricket
168 N. State St.
Chicago, IL 60610

Chicago Police Department

(Non-Emergency)

Call 311 if:

- Your passport was stolen
- Your wallet was stolen
- Other non-immediate concerns

Chicago Police Department
1160 N Larrabee St.
Chicago, IL 60610
(312) 742-5870

Emergency Number: 911

Call 911 if:
- You are seriously hurt.
- You are in immediate danger.
- There is a fire.
- You see a situation where you or someone else could get seriously hurt.

Beginner to Advanced Level Course Descriptions

ESL010G Beginner Grammar

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to basic English grammar. The course focuses on parts of speech and their functions and forms as well as on the structure of statements and questions in the present and present progressive.

ESL010L Beginner Listening and Speaking

Course Prerequisite: none

Credit Hours: 3

This course is a basic introduction to listening and speaking skills in English. Students will hold short interviews, conversations, and discussions and learn the etiquette of US conversations. Students will also listen for important ideas and take notes. Through focused practice, students will build vocabulary, speaking skills, and confidence in their ability to understand basic spoken messages in different media in English.

ESL010R Beginner Reading

Course Prerequisite: none

Credit Hours: 3

This course is an introduction to reading nonfiction articles in English. The course focuses on the reading of short informational articles; on thinking skills; on vocabulary building; and on the use of basic before-, during-, and after-reading strategies to understand texts. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at beginner levels in English and will increase their English vocabulary.

ESL010W Beginner Writing

Course Prerequisite: none

Credit Hours: 3

This course is designed to help students communicate personal thoughts, feelings, and ideas in beginner-level written English. Students will respond to prompts about familiar topics and everyday things by writing and editing simple and compound sentences in the present and present progressive. To that end, the course introduces students to the grammar and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic capitalization and spelling conventions.

ESL020G High Beginner Grammar

Course Prerequisite: ESL010G or appropriate Michigan ELP score

Credit Hours: 3

This course builds foundational English grammar skills. The course focuses on adjectives and adverbs, common modals, and the simple past, past progressive, and future.

ESL020L High Beginner Listening and Speaking

Course Prerequisite: ESL010L or appropriate Michigan ELP score

Credit Hours: 3

This course builds on foundational listening and speaking skills in English. Students will practice conversation skills such as asking for clarification, expressing agreement and disagreement, and keeping a conversation going. Students will also take part in short discussions and small-group presentations as well as practice taking key-word notes while listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESL020R High Beginner Reading

Course Prerequisite: ESL010R or appropriate Michigan ELP score

Credit Hours: 3

This course builds foundational reading skills. The course focuses on the reading of short informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and written practice of new vocabulary. Through instruction and practice, students will develop their ability to understand short nonfiction texts written at high beginner levels and will expand their English vocabulary.

ESL020W High Beginner Writing

Course Prerequisite: ESL010W or appropriate Michigan ELP score

Credit Hours: 3

In this course, students will write and edit simple, compound, and complex sentences in the past, present, present progressive, and future. To that end, the course introduces students to the grammar and usage principles needed to create original sentences in English, emphasizing the functions and forms of English parts of speech, common patterns of sentences, and basic comma use in compound and complex sentences, with special focus on common sentence errors such as fragments.

ESL030G Low Intermediate Grammar

Course Prerequisite: ESL020G or appropriate Michigan ELP score

Credit Hours: 3

This course reviews and builds on foundational principles of English grammar. The course focuses on parts of speech and their uses, forms, and positions in spoken and written sentences. Students will review count and non-count nouns and the use of determiners with them; common verb tenses and aspects; and forms, uses, and correct placement of describing words, prepositions, and pronouns in simple and compound sentences.

ESL030L Low Intermediate Listening and Speaking

Course Prerequisite: ESL020L or appropriate Michigan ELP score

Credit Hours: 3

This course develops listening and speaking skills in English, with a focus on building fluency. Students will practice speaking about familiar topics in pairs and small groups and will learn gambits for asking for and giving clarification, making suggestions, giving advice, and keeping a conversation going. Students will also identify main ideas and supporting details of spoken messages and take key-word notes while listening and viewing. Through a variety of communicative activities, students will build vocabulary, speaking skills, and confidence in their ability to understand simple spoken messages in different media in English.

ESL030R Low Intermediate Reading

Course Prerequisite: ESL020R or appropriate Michigan ELP score

Credit Hours: 3

This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through the study of collocations, synonyms, and contextualized definitions. Students will practice answering different types of comprehension questions, analyzing text features and structures, and interpreting graphic aids. Through instruction and practice, students will develop their ability to understand nonfiction texts written at low-intermediate levels and will increase their English vocabulary.

ESL030W Low Intermediate Writing

Course Prerequisite: ESL020W or appropriate Michigan ELP score

Credit Hours: 3

This course builds skills in writing paragraphs in English by focusing on planning and writing paragraphs; on basic paragraph parts, organization, and types; on features of good paragraphs (i.e., qualities that US writing teachers often look for when evaluating paragraphs); on common uses of the comma; and on peer editing, with a special emphasis on common verb and sentence-structure errors.

ESL040G Intermediate Grammar

Course Prerequisite: ESL030G or appropriate Michigan ELP score

Credit Hours: 3

This course builds on principles of low-intermediate grammar. The course focuses on the construction of simple, compound, and complex sentences and on the forms and uses of English verbs, including verbals. Students will also practice using common phrasal verbs and using modals to express necessity, prohibition, and expectation.

ESL040L Intermediate Listening and Speaking

Course Prerequisite: ESL030L or appropriate Michigan ELP score

Credit Hours: 3

This course develops listening and speaking skills in English, with an increasing focus on academic topics and activities. Students will take part in conversations and discussions about general interest and academic topics and will learn techniques for note-taking, critical thinking, collaborating, and speaking to groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESL040R Intermediate Reading

Course Prerequisite: ESL030R or appropriate Michigan ELP score

Credit Hours: 3

This course focuses on the reading of informational articles in English; on the use of before-, during-, and after-reading strategies; and on vocabulary building through collocation, word analysis, and oral and written practice of general and academic vocabulary. Students will practice answering different types of questions, including critical-thinking questions; and will analyze and use text structures and features, including graphic aids, to increase comprehension. Through instruction and practice, students will develop their ability to understand nonfiction texts written at intermediate levels and increase their English vocabulary.

ESL040W Intermediate Writing

Course Prerequisite: ESL030W or appropriate Michigan ELP score

Credit Hours: 3

This course builds foundational skills in writing basic expository essays in English by focusing on planning and writing essays; on basic essay parts, organization, and types; on features of well-written essays (i.e., qualities that US writing teachers often look for when evaluating these types of essays); and on peer editing, with a special emphasis on common verb, pronoun, and sentence-structure errors.

ESL050G High Intermediate Grammar

Course Prerequisite: ESL040G or appropriate Michigan ELP score

Credit Hours: 3

This course helps students build proficiency in English grammar. The course focuses on verb tenses and aspects, with special emphasis on the perfect, progressive, and future; and on more advanced principles governing subject-verb agreement and the use of articles and other determiners, verbals, and modals.

ESL050L High Intermediate Listening and Speaking

Course Prerequisite: ESL040L or appropriate Michigan ELP score

Credit Hours: 3

This course develops listening and speaking skills in English with an increasing focus on academic topics and activities. Students will work on developing fluency in longer discussions about general interest and academic topics; will make longer, research-based presentations; and will use graphic organizers to group and convey information. Academic skills include critical thinking, taking notes on short lectures and documentaries, and collaborating in groups. Through guided and free practice, students will build vocabulary, speaking skills, and confidence in their ability to understand spoken and visual messages in different media in English.

ESL050R High Intermediate Reading

Course Prerequisite: ESL040R or appropriate Michigan ELP score

Credit Hours: 3

This course helps students become proficient readers in English. The course focuses on the reading of longer and more complex nonfiction texts in English; on the use of before-, during-, and after-reading strategies; on vocabulary building through collocation, the study of multiple-meaning words, word analysis, and oral and written practice of general and academic vocabulary; and on the development of critical-thinking skills. The overall goals of this course are for students to understand longer and more complex nonfiction texts written at high intermediate levels and to expand their English vocabulary.

ESL050W High Intermediate Writing

Course Prerequisite: ESL040W or appropriate Michigan ELP score

Credit Hours: 3

This course builds skills in writing different types of essays and responses to texts in English. The course focuses on planning and writing essays; on features of well-written narrative, expository, and argumentative essays (i.e., qualities that US writing teachers often look for when evaluating these types of essays); on writing summaries and self-evaluations; on keeping a journal; and on peer editing, with a special emphasis on the use of various types of transitions and on sentence variety and tone.

ESL060G Advanced Grammar

Course Prerequisite: ESL050G or appropriate Michigan ELP score

Credit Hours: 3

This course helps students work toward full proficiency in English grammar. The course focuses on advanced sentence structures, including use of the passive voice and of different types of clauses to combine ideas as well as the use of conditionals and common phrasal verbs.

ESL060L Advanced Listening and Speaking

Course Prerequisite: ESL050L or appropriate Michigan ELP score

Credit Hours: 3

This course develops listening and speaking skills in English with a special emphasis on academic topics and activities. Students will work on developing full fluency by participating in extended pair and group discussions as well as by making longer, research-based presentations using presentation software. Students will also practice listening to longer and more complex lectures, will practice taking notes on them, and will use the notes to answer questions about the texts. A final emphasis of this course is on critical-thinking skills, including evaluation of sources of information and of arguments.

ESL060R Advanced Reading

Course Prerequisite: ESL050R or appropriate Michigan ELP score

Credit Hours: 3

This course helps students work toward full proficiency in reading English nonfiction texts. The course focuses on the reading of longer, more complex informational texts in English; on the use of before-, during-, and after-reading and study strategies; and on the development of critical-thinking skills, including evaluation of arguments. Students will also further develop their general and academic vocabulary through the study of collocations, word analysis, and word families as well as oral and written practice of new vocabulary.

ESL060W Advanced Writing

Course Prerequisite: ESL050W or appropriate Michigan ELP score

Credit Hours: 3

This course builds skills in writing different kinds of essays often assigned in US colleges and universities. The course focuses on a seven-step writing process; on researching, evaluating, and citing sources of information; on writing summaries, arguments, and research papers; and on peer editing, with a special emphasis on understanding and applying the types of rubric commonly used to evaluate writing tasks on English language and college entrance exams.

MCC ESL students gather for Valentine's Day treats in the lunchroom.

Achievement Scale

A1	**BEGINNER** 4 Courses/term, 11 weeks/term
A2	**HIGH BEGINNER** 4 Courses/term, 11 weeks/term
B1	**LOW INTERMEDIATE** 4 Courses/term, 11 weeks/term
B2	**INTERMEDIATE** 4 Courses/term, 11 weeks/term
C1	**HIGH INTERMEDIATE** 4 Courses/term, 11 weeks/term
C2	**ADVANCED** 4 Courses/term, 11 weeks/term
PE	**PROFESSIONAL ENGLISH** 2 Courses/term, 11 weeks/term
EAP	**ENGLISH FOR ACADEMIC PURPOSES** 2 Courses/term, 11 weeks/term

	GRAMMAR	LISTENING & SPEAKING	READING	WRITING
BEGINNER 11 Weeks	Ask and answer simple questions. Talk about yourself and your family. Tell other people about things you need and like.	Politely introduce yourself and other people. Talk with your teacher and other students about familiar things. Ask and answer simple questions. Respond to simple commands. Listen to recordings, watch videos, and answer questions about them.	Understand short, simple articles about real people and things. Learn ways to read better. Correctly answer questions about things you read. Learn new words.	Write questions and statements correctly in English. Write sentences about familiar topics and everyday things.
HIGH BEGINNER 11 Weeks	Ask and answer questions about familiar people, things, and routines. Politely make suggestions and ask permission (ask if it is okay) to do something. Tell other people about things you need or want using clear and correct English.	Use clear and correct English to talk to your teacher and other students about familiar things. Respond appropriately to questions and commands. Discuss familiar people and things with other students. Take notes and use them to answer questions about listening and viewing passages.	Learn ways to better understand short articles about real people and things. Find the main parts of paragraphs and explain how they are organized. Correctly answer different kinds of questions about things you read. Learn new words, including academic words.	Write about thoughts and feelings using correct grammar and mechanics (spelling, commas, and so on). Write simple, compound, and complex sentences correctly. Write thoughtful sentences and paragraphs about familiar topics and everyday things.
LOW INTERMEDIATE 11 Weeks	Talk in connected sentences about familiar things, experiences, needs, and ambitions. Use clear and correct English to tell what you think will happen in the future and to make future plans. Clearly and correctly make offers, requests, and promises.	Use clear and correct English to take part in classroom discussions. Politely start, interrupt, extend, and ask for clarification during conversations. Give advice and suggestions. Give reasons for opinions. Make presentations about familiar topics. Take keyword notes and use them to answer questions about listening and viewing passages.	Use reading strategies, knowledge of paragraph and text structures, pictures and charts, and context to understand articles about real people and things. Correctly answer different kinds of reading questions, including critical-thinking questions. Develop English vocabulary through study and word analysis.	Write thoughts and feelings about given topics in focused and well-organized paragraphs. Write in clear, correct sentences of different types.
INTERMEDIATE 11 Weeks	Understand and use clear and correct English to express increasingly abstract and complex ideas in connected sentences of a variety of types (e.g., active and passive voice; simple and compound constructions) in the contexts of school and work as well as personal life.	Use clear and correct English to participate effectively in conversations about assigned topics; state and support opinions in discussions about general-interest and academic topics; collaborate to make effective group presentations that show an awareness of nonverbal communication; and take and use notes to answer comprehension and critical-thinking questions about level-appropriate listening and viewing passages.	Use reading strategies, knowledge of text structures and features, graphic aids, and context to improve understanding of increasingly complex nonfiction articles; to answer basic comprehension and critical-thinking questions correctly; and to develop general and academic English vocabulary through study and word analysis.	Compose, in response to prompts about general-interest topics, multi-paragraph writing that is effectively focused, organized, and developed and that is composed of clear sentences of different types.
HIGH INTERMEDIATE 11 Weeks	Understand and fluently express abstract, complex ideas related to academic subjects and the workplace as well as personal life using precise language, clear and correct English, and a variety of sentence types (e.g., simple, compound, complex).	Use clear and correct English to participate fluently in conversations about assigned topics; use precise language to state and support opinions and persuade classmates in discussions about general-interest and academic topics; do research-based presentations that include visuals; and take and use notes to answer comprehension and critical-thinking questions about level-appropriate listening and viewing passages.	Become proficient and critical readers of longer and more complex nonfiction articles in English by using advanced reading strategies and textual analysis; by interpreting graphic aids, using context clues, and answering critical-thinking questions; and by developing general and academic English vocabulary through study and word analysis.	Write clear, well-organized, developed, and coherent essays of different types, including argumentative, in response to prompts about general-interest and academic topics and compose clear and accurate summaries of published texts.
ADVANCED 11 Weeks	Understand and summarize abstract, complex ideas related to academic subjects, the workplace, and personal life and fluently express complex ideas using precise language and a variety of sentence types (e.g., simple, compound, complex, compound-complex).	Refine the listening and speaking skills needed to succeed on language exams, in U.S. college-level classes, and in English-speaking workplaces, including the ability to participate fluently in extended conversations and discussions about abstract subjects; to make research-based presentations that show awareness of principles of public speaking; to take notes about lectures, conversations, and other audio passages; and to answer critical-thinking questions about complex listening and viewing passages.	Become proficient and critical readers of complex nonfiction written in English by using advanced reading strategies and textual analysis; by interpreting graphic aids, using context clues, and answering critical-thinking questions of the types often asked on language-proficiency exams; and by refining knowledge of general and academic English vocabulary through study and word analysis. An additional goal is to experiment with different study systems to create individualized approaches to effective study of advanced texts.	Write clear, well-organized, developed, and coherent arguments and research papers in response to prompts about general-interest and academic topics and to compose clear and accurate summaries of published texts.

Interpretation of Achievement Scale

By the end of each course, students will be able to:

	Grammar	Listening and Speaking	Reading	Writing
Beginner	1. conjugate *be* correctly in the present, including in contractions of *be*. 2. form subject + *be* present/present progressive (not) + complement sentences in which the subject and verb agree, and all parts are present and correctly sequenced. 3. ask *yes/no* questions in the present and present progressive and in which the subject and verb agree and are correctly sequenced. 4. demonstrate understanding of simple *yes/no* questions by answering them logically. 5. ask information questions in the present and present progressive by using a logical *Wh-* question word (e.g., *When* to ask about time) and sequencing words correctly. 6. demonstrate understanding of simple information questions by answering them logically (e.g., providing a location when asked *Where?*). 7. construct affirmative and negative statements that begin with *there is/there are* and that display agreement between the subject and verb. 8. differentiate between familiar count and non-count nouns. 9. recognize the difference between singular and plural nouns and form the plural of familiar nouns, including irregular nouns, correctly. 10. substitute subject pronouns for noun subjects and object pronouns for noun objects. 11. use possessive nouns and pronouns. 12. apply basic rules on the use of articles and other determiners; i.e.,	1. speak intelligibly at a beginner level. 2. ask *yes/no* and information (*Wh-*) questions and logically answer them. 3. demonstrate understanding of short, simple one-on-one conversations by participating in them at an appropriate beginner level. 4. participate at an appropriate beginner level in group discussions. 5. demonstrate introduction, conversation, and/or discussion etiquette. 6. identify main ideas in beginner-level listening passages and/or conversations. 7. identify similarities and differences between people and things described in beginner-level conversations and/or listening passages. 8. identify steps in a process or events in time order described in beginner-level conversations and/or listening passages. 9. take accurate key-word notes while listening to beginner-level conversations and/or listening passages and viewing beginner-level documentaries. 10. make logical inferences about the meaning of unfamiliar spoken words by	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing major text parts and features. 3. read text aloud with intelligible pronunciation and logical phrasing. 4. state the topic and overall main idea, or gist, of a text. 5. identify the main idea of a paragraph and the major details that support it. 6. put events described in a text in time order. 7. identify causes and effects in texts. 8. answer knowledge, comprehension, and analysis questions using evidence from texts. 9. make inferences about texts using textual evidence. use target vocabulary in sentences.	1. demonstrate understanding of simple *yes/no* questions by answering them logically in the simple present. 2. demonstrate understanding of simple information questions by answering them logically (e.g., providing a location when asked Where?) in the simple present. 3. recognize the difference between singular and plural nouns and spell the plural of familiar nouns, including irregular nouns, correctly. 4. maintain proper subject-verb agreement and word order. 5. use proper punctuation within and at the ends of sentences. 6. use capital letters at the beginnings of sentences and for all proper nouns. 7. conjugate be correctly in the present, including in contractions, questions, positive statements, and negative statements. 8. conjugate familiar verbs in the simple present, including correct negative statements and uses of *-s*, *-es*, and *-ies* endings. 9. differentiate between familiar count and non-count nouns and make subjects and verbs agree. 10. substitute subject pronouns for noun subjects and object pronouns for noun objects. 11. use possessive nouns and adjectives correctly in statements and questions, including correct placement of the apostrophe in written possessive nouns. 12. apply basic rules governing the use of articles; i.e., differentiating between *a/an* and *a/the*, using an article before a singular common count noun. 13. use the conjunction and correctly when combining subjects, verbs, and objects.

differentiating *a/an* and *a/the*; using an article before a singular common count noun; using demonstratives.
13. conjugate familiar verbs in the simple present, including correct use of *-s* endings in the third-person singular.
14. use *do/does* to form and answer *yes/no* questions in the simple present.
15. use *don't/doesn't* to form negative statements and answer *yes/no* questions.
16. select correct basic prepositions to express time (e.g., at 3 p.m. on January 3) and location (e.g., on the wall in our classroom).
17. form the present progressive of familiar verbs.
18. use the simple present to express habitual actions and the present progressive to express actions in progress in the present.

identifying and applying context clues.

14. use coordinating conjunctions (*and*, *but*, *so*) to combine two simple sentences.
15. use familiar verbs in the present progressive and spell them correctly, including correct use of double consonants when adding -ing.
16. answer *yes/no* and information questions in the present progressive, making sure the subject and verb agree and are correctly sequenced.

High Beginner

1. conjugate *be* in the simple past and use past of forms of *be* to make affirmative and negative statements.
2. form the simple past of common regular and irregular verbs and use simple past forms to make affirmative and negative statements.
3. ask and answer *yes/no* and information questions in the simple past.
4. form sentences with time clauses in the simple past.
5. form the past progressive of verbs.
6. differentiate between uses of the simple past and uses of the past progressive.
7. use common adjectives and adjectival nouns to describe nouns and common adverbs to describe verbs in statements and questions.
8. use *too* and *very* correctly with adjectives and adverbs and *enough* or *not enough* correctly with adjectives.
9. express ability using *can*, *could*, *be able to*, and *know how to*.
10. use *can* and *could* and *might* and *may* to express possibility.
11. make comparisons in statements and questions using common adjectives and adverbs.
12. use *should(n't)* to give advice and ask and answer *yes/no* and information questions.
13. use *can*, *could*, and *would* to make requests and *may* and *can* to ask permission.
14. Express necessity using *have to/had to* and lack of necessity using *don't have to/ didn't have to*.
15. make statements and ask questions about future actions and conditions using *will*, *be going to*, and the present progressive.
16. make predictions, offers, and promises using *will* and *won't*.
17. use if clauses to express conditions and results related to facts, habits, and future events.

1. speak intelligibly at a high-beginner level.
2. ask and answer *yes/no* and information questions with correct form and intonation.
3. demonstrate how to communicate a lack of understanding and to ask for clarification courteously during a conversation and/or group discussion.
4. demonstrate how to communicate interest in a conversation and/or discussion and ask questions to sustain the dialogue.
5. express agreement and disagreement courteously in conversations and/or discussions.
6. state opinions and support them with reasons.
7. participate at an appropriate level in conversations and/or group discussions.
8. use context clues to infer the meaning of unfamiliar spoken words.
9. identify main ideas and supporting details in high-beginner conversations and/or listening passages.
10. take accurate key-word notes while listening to high-beginner conversations and/or listening passages.
11. use eye contact to maintain listener attention and interest.
12. apply target high-beginner grammar principles when speaking.

1. ask and answer questions to activate prior knowledge of text topics.
2. make logical predictions about text after previewing text parts and features.
3. read text aloud with intelligible pronunciation, appropriate phrasing, and expression.
4. state the gist of a text.
5. identify the main idea of a paragraph and of a text and the major details that support each.
6. locate and interpret information on simple bar graphs.
7. find locations on simple maps.
8. classify facts and details logically in a text.
9. identify reasons in a text.
10. find and explain the purpose of supporting examples in a text.
11. answer knowledge, comprehension, and analysis questions using evidence from texts.
12. make inferences about texts and support them with evidence from the texts.
13. identify target prefixes and suffixes and use them to define unfamiliar words.
14. use target vocabulary, including academic vocabulary, in sentences.

1. form the simple past, simple present, present progressive, and future of familiar verbs, including irregular verbs.
2. demonstrate understanding of simple *yes/no* questions by answering them logically and with multiple complete sentences.
3. demonstrate understanding of simple information questions by answering them logically and with multiple complete sentences.
4. identify and correctly revise sentence fragments.
5. construct negative expressions of positive statements.
6. substitute subject pronouns, object pronouns, possessive nouns and possessive adjectives correctly.
7. use adjectives and prepositions of place when describing nouns.
8. use adverbs of manner, time words, and prepositions of time/place when describing verbs and action verbs.
9. apply basic rules governing the use of articles (*a*, *an*, *the*).
10. use the conjunction and to combine subjects, verbs, and objects.
11. use coordinating conjunctions (*and*, *but*, *so*) to combine two simple sentences.
12. use dependent clauses to construct complex sentences.
13. use correct capitalization, punctuation, and word order.
14. use modals to clarify meaning.
15. create paragraph titles and topic sentences that accurately reflect and effectively organize the sentences within a paragraph.

18. form time clauses with *before*, *after*, and *when* to discuss facts, habits, and future events.

Low Intermediate	1. form the simple present and present progressive of verbs. 2. differentiate between the simple present and present progressive and use them to make affirmative and negative statements and to ask questions. 3. use frequency adverbs with the simple present. 4. form the simple past and past progressive of verbs. 5. differentiate between the simple past and past progressive and use them to make affirmative and negative statements and to ask questions. 6. form time clauses with *before*, *after*, *as soon as*, and *when* to discuss facts, habits, and past and future events. 7. use *used to* and *would* to express repeated past actions. 8. construct sentences with *another*, *other*, or *the other* and with *one* or *ones*. 9. differentiate between count and non-count nouns and use quantity and measurement words with them. 10. form statements using possessive nouns, possessive pronouns, and possessive adjectives. 11. use correct prepositions of place, time, and direction. 12. use correct articles and determiners: *a*, *an*, *some*, *the*, or Ø, including with names and places. 13. form the simple present perfect and present perfect progressive of verbs and use them to make affirmative and negative statements as well as questions. 14. use *since* and *for* with the present perfect. 15. use common adjectives and adjectival nouns to describe nouns and sequence adjectives correctly. 16. use common adverbs of manner and degree. 17. make comparisons between two or more things using common adjectives and adverbs.	1. display English pronunciation, intonation, and word stress at a low-intermediate level. 2. initiate, interrupt, and sustain small talk and conversations courteously. 3. give advice, suggestions, and/or opinions and support them with reasons. 4. ask for and give clarification courteously. 5. give simple explanations that include examples. 6. participate effectively in small-group and whole-class discussions and/or presentations. 7. take accurate key-word notes while listening to conversations, passages, and/or documentaries at the low-intermediate level. 8. identify main ideas and supporting details in low-intermediate conversations and/or listening passages. 9. demonstrate effective body language (eye contact, posture, gesture) when making presentations. 10. apply target low-intermediate grammar principles when speaking. 11. use context clues to infer the meaning of unfamiliar spoken words.	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing major text parts and features. 3. skim a text to identify the gist, or overall main idea. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each. 6. find locations on maps. 7. interpret infographs. 8. identify the overall purpose of a text and of individual paragraphs. 9. answer knowledge, comprehension, and analysis questions using evidence from texts. 10. make inferences about texts based on evidence from the texts. 11. identify an author's tone and point of view. 12. differentiate between facts and theories. 13. identify and explain causes and effects in a text. 14. use target vocabulary in sentences.	1. write paragraph titles and topic sentences that accurately reflect the contents of a paragraph. 2. compose informative paragraphs that present facts in a coherent, logical order using the simple present. 3. compose process paragraphs that present instructions in a coherent, logical order using the imperative. 4. compose definition paragraphs that logically explain a word, phrase, or concept using adjective clauses. 5. compose descriptive paragraphs that draw on the five senses. 6. compose narrative paragraphs that coherently describe details about meaningful moments from students' past using the simple past. 7. compose opinion paragraphs that demonstrate an understanding of the differences between facts and opinions and that use facts to support the writer's opinion. 8. use sequence words and chronological order effectively. 9. use coordinating conjunctions (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) to combine two simple sentences. 10. use adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. apply comma rules regarding compound and complex sentences. 12. identify and correctly revise sentence fragments. 13. maintain proper word order and subject-verb agreement. 14. use possessive nouns and pronouns correctly in statements and questions, including correct placement of the apostrophe in written possessive nouns. 15. apply basic rules governing the use of articles; i.e., differentiating between *a/an* and *a/the*; using an article before a singular common count noun. 16. use capital letters at the beginning of sentences and for all proper nouns.

	18. make predictions, offers, promises, and plans using *be going to* and *will*. 19. use the simple present for future schedules and the present progressive for definite future plans.			

Intermediate				
	1. join words, phrases, and clauses logically with *and*, *or*, *so*, *but*. 2. express similarity in affirmative statements using *and . . . too* and *and so*, and similarity in negative statements using *either* and *neither*. 3. construct adverb clauses of cause, contrast, and future conditional using *if* and *when*. 4. use gerunds as subjects, objects of target verbs, and objects of prepositions. 5. use infinitives as objects of target verbs, in statements of purpose or reason, and in statements with *enough* and *too* (e.g., It's not cold enough to wear a coat; There were too many rules for me to remember). 6. use relative clauses as subjects and objects in sentences. 7. express ability using *can*, *could*, and *be able to*. 8. use *could*, *might*, and *may* to express possibility. 9. use *must (not)* to express logical conclusions. 10. use *can*, *could*, *will*, and *would* to make requests and *may*, *could*, and *can* to ask permission. 11. express necessity using *have to/had to*, *must*; lack of necessity using *don't have to/didn't have to*, and prohibition using *must not*, *may not*, *can't*, *couldn't*. 12. construct correctly sequenced sentences with direct and indirect objects. 13. use target phrasal verbs in sentences. 14. form sentences in the active and passive voice. 15. use present and past participial adjectives. 16. construct noun clauses with *that*, *wh-* words, and *if/whether*. 17. form direct and indirect quotations (quoted and reported speech).	1. display English pronunciation, intonation, and word stress at an intermediate level. 2. demonstrate knowledge of inclusiveness in language and in collaborative activities. 3. state opinions and support them with reasons. 4. give explanations that include examples. 5. participate effectively in small-group and whole-class discussions and presentations. 6. take notes while listening to conversations, passages, and/or documentaries at the low-intermediate level. 7. use notes to answer questions about listening passages and/or documentaries. 8. demonstrate effective body language (eye contact, posture, gesture, expression) when making presentations. 9. apply target intermediate grammar principles when speaking. 10. identify and apply context clues to make logical inferences about the meaning of unfamiliar spoken words. 11. analyze and draw conclusions about information in spoken messages and support analysis and conclusions with reasons. 12. identify sequence of events, causes and effects, and comparisons in spoken messages.	1. ask and answer questions to activate prior knowledge of text topics. 2. make logical predictions about text after previewing text parts and features. 3. skim a text to identify the gist or overall main idea. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each. 6. find locations and other types of information on maps. 7. interpret charts and graphs. 8. identify the overall purpose of a text and of individual paragraphs. 9. answer knowledge, comprehension, application, analysis, and evaluation questions using evidence from texts. 10. describe an author's tone and point of view. 11. identify pros and cons of a course of action or position. 12. identify causes and effects in a text and explain them. 13. use charts and Venn diagrams to gather and organize information. 14. make logical inferences about the meaning of unfamiliar words by using context clues and word parts.	1. create clear subordinate order within a paragraph by composing topic sentences that contain effective controlling ideas. 2. create coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 3. compose body paragraphs that logically support and coherently develop the thesis statement. 4. understand the parts of an introduction paragraph (e.g., the hook, the thesis statement, and the connecting information) and begin crafting original introductions that contain all three elements. 5. understand the conventional strategies for creating conclusions paragraphs (e.g., summary, suggestion, prediction, or opinion) and begin crafting original conclusions that employ these methods. 6. compose descriptive essays that draw on the five senses. 7. compose narrative essays that coherently describe details about meaningful moments from the writer's past. 8. compose expository essays, including comparison, cause-effect, and classification. 9. effectively use sequence words, connectors, and chronological order. 10. understand and use coordinating conjunctions correctly (*for*, *and*, *nor*, *but*, *or*, *yet*, *so*) when combining two simple sentences. 11. use parallel structure when composing sentences and paragraphs. 12. understand and use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses correctly when creating sentence variety. 13. understand and adhere to comma rules regarding compound and complex sentences. 14. identify and correctly revise sentence fragments. 15. maintain proper word order and subject-verb agreement. 16. use possessive nouns and pronouns

		13. use visual aids to convey information.	15. use target vocabulary in sentences.	correctly in statements and questions. 17. make deliberate choices regarding style and tone, specifically when using contractions and passive voice.
High Intermediate	1. differentiate between the simple present and present progressive to use them correctly. 2. differentiate between the simple past and the past progressive to use them correctly. 3. form time clauses with adverbs of time such as while and when to discuss past and future events. 4. form the simple present perfect and present perfect progressive and use them to make statements and questions. 5. differentiate between *since* and *for* and use them correctly. 6. form the simple past perfect and past perfect progressive and use them to make statements and questions. 7. make predictions, offers, promises, and plans using *be going to* and *will*. 8. use the simple present for future schedules and the present progressive for future plans. 9. form the future progressive and future perfect progressive and use them to make statements and questions. 10. express ideas and feelings using negative *Yes/No* questions, statement questions, and tag questions. 11. differentiate between count and non-count nouns and use articles and	1. connect ideas logically with only occasional hesitation when speaking. 2. select words that clearly convey the intended meaning. 3. apply principles of high-intermediate grammar, pronunciation, and intonation. 4. demonstrate effective body language (eye contact, posture, gesture, expression) when making presentations. 5. effectively use visual aids to convey information. 6. find trustworthy information, document it, and use it to support arguments and other spoken messages. 7. demonstrate inclusiveness and courtesy in collaborative activities. 8. state viewpoints, opinions, and/or arguments, and support them with facts and other types of convincing evidence. 9. identify and apply context	1. ask and answer questions to activate prior knowledge of text topics. 2. identify the structure and purpose of a text by skimming the title, subheads, key sentences, captions, graphic aids, and other text features. 3. turn subheads into questions and read to answer the questions. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text. 6. find locations and other types of information on maps. 7. interpret infographics. 8. differentiate between fact and theory. 9. answer critical-thinking questions, including analysis, evaluation, and creation questions, using evidence from	1. maintain coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 2. compose body paragraphs that logically support and coherently develop the thesis and that contain strong topic sentences and clear supporting details. 3. compose introductory paragraphs that are appropriate for the types of essays being written and that include the necessary conventions (e.g., a hook, a thesis statement, and relevant connecting information). 4. compose conclusion paragraphs that use conventional strategies appropriate for the types of essays being written (e.g. a "moral" for narrative essays; a prediction for cause-effect essays). 5. compose narrative essays that draw on the five senses to describe meaningful moments from the writer's past; that contain a clear point; and that demonstrate an understanding of basic story structure elements like setting, theme, plot, and character. 6. compose comparison essays and cause-effect essays that are logically organized and fully developed. 7. compose academic essays, including

	quantity expressions with them. 12. use articles correctly in generalizations. 13. use gerunds as subjects and as objects of verbs and prepositions and with target verbs and expressions. 14. use infinitives as objects of target verbs, in statements of purpose or reason, and in statements with *enough* and *too* (e.g., It's not cold enough to wear a coat; There were too many rules for me to remember). 15. express necessity and prohibition; use *be supposed to* to express obligation and expectation. 16. express ability in present, past, and future; use be able to with gerunds, infinitives, and modals. 17. ask for advice and express regret or criticism using should have + past participle. 18. use modals to express possibility and logical conclusions in the present, past, and future (simple and progressive).	clues to make logical inferences about the meaning of unfamiliar spoken words. 10. take notes while listening to conversations, lectures, and/or documentaries at the high intermediate level. 11. use notes to answer questions about listening passages and/or documentaries. 12. evaluate arguments and information in spoken messages and support evaluations with reasons. 13. identify problems/solutions and causes/effects in spoken messages.	experience and from texts. 10. identify author attitude and bias. 11. make logical inferences about the meaning of unfamiliar words by using context clues and word parts. 12. use target vocabulary in sentences.	argument and response essays, that are logically organized and fully developed and that convey the student's point of view while also considering alternative points of view (counterarguments). 8. use organizing principles appropriate for the types of essays being written, including sequence words, connectors, and/or chronological order. 9. use parallel structure when composing sentences and paragraphs. 10. use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. identify and correctly revise sentence fragments and run-on sentences. 12. make deliberate choices regarding style and tone, specifically when using modals and the passive voice. 13. use qualifiers to avoid faulty logic.
Advanced	1. use passive voice with modals, the verb *get*, passive gerunds, and passive infinitives. 2. form causative statements using *have*, *let*, *make*, *get*, and *help.* 3. use the passive causative: *have something done* and *get something done*. 4. use transitive (separable and inseparable) and intransitive verbs. 5. construct subject and object relative clauses; reduced relative clauses; relative clauses with *whose*, *where*, and *when*. 6. construct adverb clauses of time, contrast, reason and purpose as well as reduced adverb clauses of time and reason. 7. use present and future real and unreal conditionals as well as past unreal conditionals. 8. use *wish* + simple past / *would* and past perfect.	1. connect ideas logically when speaking. 2. select words that clearly convey the intended meaning. 3. apply principles of advanced grammar, pronunciation, and intonation. 4. demonstrate effective body language (eye contact, posture, gesture, expression, tone) when making presentations. 5. find trustworthy information, document it, and use it to support arguments and other spoken messages. 6. demonstrate inclusiveness and courtesy in collaborative activities. 7. state opinions and	1. ask and answer questions to activate prior knowledge of text topics. 2. identify the structure and purpose of a text by skimming the title, subheads, key sentences, captions, graphic aids, and other text features. 3. turn subheads into questions and read to answer the questions. 4. scan a text to find specific pieces of information. 5. identify the main idea of a paragraph and of a text and the major details that support each by marking the text and making marginal notes.	1. compose argument essays that convey the student's point of view while also considering alternative points of view (counterarguments). 2. use research from sources such as books, magazines, journals, and the internet to support and develop theses, supporting reasons, and counterarguments. 3. paraphrase, summarize, and/or synthesize the words of other writers. 4. maintain coherence and unity within an essay by composing titles and thesis statements that accurately reflect and effectively control the main ideas (topic sentences) of the body paragraphs. 5. use organizing principles to clarify and strengthen the line of reasoning, including sequence words, connectors, and subordinate order. 6. compose body paragraphs that logically support and coherently develop the thesis and that contain strong topic sentences and clear supporting details.

9. construct noun clauses with that, *wh-* words, and *if/whether*. 10. use reported speech with statements, modals, questions, commands, advice, requests, and time and place changes. 11. construct sentences with transition words of contrast, result, and addition. 12. construct sentences with prepositional phrases of cause and effect as well as contrast.	arguments and support them with convincing evidence. 8. identify and apply context clues to make logical inferences about the meaning of unfamiliar spoken words. 9. take notes while listening to advanced conversations, lectures, and/or documentaries. 10. use notes to answer questions about listening passages and documentaries. 11. evaluate arguments and information in spoken messages and support evaluations with reasons. 12. make inferences about the meaning of spoken passages and about speakers' attitudes.	6. find locations and other types of information on maps. 7. interpret infographics. 8. differentiate between fact and theory. 9. answer comprehension, application, analysis, evaluation, and creation (synthesis) questions using evidence from experience and from texts. 10. identify claims and supporting evidence in an argument and evaluate the evidence. 11. make logical inferences about the meaning of unfamiliar words by using context clues and word parts. 12. use target vocabulary in sentences.	7. compose introductory paragraphs that convey a clear sense of purpose; that effectively prepare the reader for the author's position; and that include the necessary conventions (e.g., a hook, a thesis statement, and relevant connecting information). 8. compose conclusion paragraphs that use conventional strategies to reinforce the student's purpose in writing the essay. 9. use parallel structure when composing sentences and paragraphs. 10. use prepositional phrases, adjective phrases, adjective clauses, and adverb clauses to create sentence variety. 11. identify and correctly revise sentence fragments and run-on sentences. 12. make deliberate choices regarding style and tone, specifically when differentiating between the words of outside authors and the students' own ideas. 13. understand and use qualifiers to avoid faulty logic. 14. compose sentences that reflect proper syntax, grammar, and mechanics, (i.e., spelling, punctuation, capitalization, word order, verb forms, and subject-verb agreement).
Professional English: Professional English Course	1. use key business English vocabulary, idioms, and phrasal verbs correctly. 2. use context and/or word parts (e.g., common prefixes) to define unfamiliar vocabulary in higher-level (upper-intermediate and advanced) written business passages. 3. identify main ideas and key supporting details in higher-level (upper-intermediate and advanced) written and spoken business passages. 4. demonstrate understanding of higher-level (upper-intermediate and advanced) business articles and listening passages by correctly answering comprehension questions about them. 5. apply target principles and key functional language used in business meetings, negotiations, presentations, and/or consensus-building (reaching agreement). 6. apply target principles of English grammar and usage when conveying messages in English. 7. write clear, courteous, correctly formatted, and grammatically correct e-mail, minutes, guidelines, press releases, and/or reports. 8. Identify cultural differences that commonly present challenges in cross-cultural business situations and offer solutions.		
Professional English: English Skills for	1. use key vocabulary correctly. 2. identify Super's five life stages and give an example of each. 3. use the RIASEC Code to describe their personality type and that of other people. 4. read case studies and career texts and show understanding by answering comprehension and critical thinking questions and writing journal entries. 5. identify the five levels of Maslow's hierarchy of needs. 6. explain how differences in culture and/or age (generations) can cause workplace conflict.		

Success Course	7. describe benefits of networking and explain how to use social networks to create relationships.
	8. apply target principles of English grammar and usage to convey clear messages in English.
	9. list characteristics of their personal brand and write an elevator pitch aligned to that brand.
	10. write a targeted, grammatically correct, and courteous cover letter, résumé, request for a reference, and thank-you to a potential employer.
	11. use generally accepted interview principles to provide effective answers to interview questions.
Professional English: Presentation Skills for English Language Learners Course	1. analyze audiences and tailor presentations to their interests and needs.
	2. create clear purpose and central idea statements.
	3. develop central ideas with different types of supporting details (e.g. statistics, reasons, examples, analogies, and testimonies).
	4. write logically organized presentation outlines that include all presentation parts.
	5. use attention-getting devices in introductions and summaries of main points in conclusions.
	6. apply guidelines to find trustworthy information sources and document them correctly.
	7. apply target organizational patterns to organize presentations logically.
	8. use nonverbal communication (e.g. eye contact, posture, gesture, expressiveness of voice) to support verbal messages.
	9. create visual aids that support verbal messages, and document visual aids correctly.
	10. use feedback to find and correct grammar, pronunciation, intonation, and wording errors in English.
	11. demonstrate ability to fulfill a role or roles in group discussions and presentations.
	12. create and deliver speeches that inform and speeches that persuade.
	13. take notes and use them to answer comprehension questions.
Professional English: Interpersonal Communication Skills in the US Course	1. explain how a communication situation is affected by physical, social, historical, psychological, and/or cultural contexts of the situation.
	2. create canned plans and/or scripts for common situations, including business introductions.
	3. describe and apply target guidelines for producing ethical communication.
	4. explain the influence on communication of differing cultural dimensions (individualism v. collectivism, low-context v. high-context; monochromic v. perceptions of time; low v. high uncertainty avoidance, power distance, masculine v. feminine, and long-term v. short-term orientation).
	5. identify potential barriers to intercultural communication and ways to overcome them.
	6. apply target guidelines for improving semantics and/or pragmatics.
	7. give examples of different types of nonverbal communication, and use nonverbal cues to enhance communication.
	8. identify challenges to effective listening, and describe active listening strategies that can be used to overcome the challenges.
	9. identify dialectical relational tensions and/or emotional conflicts and describe ways to avoid or resolve them.
	10. describe different communication styles (passive, aggressive, passive-aggressive, assertive) and possible effects of each on interpersonal relationships.
	11. identify target conflict-management techniques (e.g., lose-lose, lose-win, win-win), choose and apply one to a conflict to resolve it, and justify the choice.
	12. play one or more roles that people fulfill in meetings (task, maintenance, procedural), and use guidelines to evaluate performance of roles.
	13. apply the steps in the target six-step problem-solving process to solve a business problem.
Professional English: Business Writing for English Language	1. write clear, complete, and polite three-paragraph business e-mails and memos that are correctly formatted and include all genre parts (e.g., *To, From, Date, Subject* lines, salutation, and complimentary close).
	2. write clear, complete, and polite three-paragraph business letters that are correctly formatted and include all genre parts (e.g. heading, dateline, inside address, salutation, complimentary close, enclosure, copy notation).
	3. demonstrate understanding of the "you attitude" by applying it to written business communications.
	4. apply the "Four A's" — Attention, Appeal, Application, Action — to create effective sales letters.
	5. organize messages effectively by applying the direct pattern to good news and the indirect pattern to bad news.
	6. compose brief, accurate, correctly paraphrased summaries of business articles.
	7. write clear, complete, chronologically organized sets of instructions.

Learners Course	8. compose clear, complete proposals and short reports that adhere to principles of persuasion. 9. create clear, correctly documented graphic aids (e.g., tables, charts, pictograms). 10. create a website that applies target principles of design, content, and navigation. 11. identify cultural differences that commonly cause problems in written cross-cultural communications and ways to overcome them. 12. apply principles of English grammar, mechanics, and usage when writing, editing, and revising.
Professional English: Professional English for Marketing Course	1. apply the four Ps and/or other target marketing strategies to develop a brand. 2. use the AOSTC stages to develop a marketing plan. 3. define and correctly pronounce key course vocabulary. 4. develop a marketing strategy based on primary and/or secondary research into the market environment. 5. collaborate and contribute equally in teams of two or more to brainstorm and develop new products and/or marketing plans. 6. use key vocabulary correctly to present new product ideas (pitches) and/or research results. 7. use key vocabulary and concepts correctly to develop a brand platform and/or brand values. 8. research and/or analyze factors that contribute to the marketing budget. 9. demonstrate understanding of when to use crisis communication and/or rebranding. 10. develop a media strategy as part of a marketing plan that appeals to a target audience or demographic. 11. demonstrate effective body language (e.g., eye contact, posture, gesture) when making presentations. 12. apply principles of English grammar, mechanics, and usage when speaking and writing.
English for Academic Purposes: TOEFL iBT Preparation Course	1. demonstrate understanding of TOEFL-type reading passages by correctly answering comprehension, inference, author's opinion, and sentence restatement questions about them. 2. define words in TOEFL-type reading passages by using context clues. 3. show comprehension of text development in TOEFL-type reading and listening passages by correctly answering questions about author's purpose and methods. 4. identify referents for targeted words and phrases in TOEFL-type reading passages. 5. summarize TOEFL-type reading and listening passages by identifying key main ideas in them. 6. use charts to classify information in TOEFL-type reading and listening passages. 7. identify the main topic, main purpose, and key details of TOEFL-type listening passages. 8. identify a speaker's attitude or meaning after listening to a TOEFL-type listening passage. 9. take notes on TOEFL-type readings and lectures, and use the notes to answer sequencing questions, address integrated speaking prompts, and /or write TOEFL-type integrated responses. 10. deliver personal-preference and paired-choice oral responses that fulfill the requirements of TOEFL rubric and time limits. 11. write TOEFL-type integrated and independent responses that meet the requirements of TOEFL rubric and time limits.
English for Academic Purposes: Understanding US Culture Course	1. identify the six target core American values, and describe historical circumstances and events that helped shape those values. 2. demonstrate understanding of academic texts in English by answering comprehension, analysis, and evaluation questions about them. 3. use context clues to define unfamiliar vocabulary. 4. compare and contrast US beliefs, values, and traditions with those of other cultures. 5. interpret, analyze, and apply data from polls, charts, and/or graphs. 6. make observations, create questionnaires, take polls, and/or do interviews in English to gather information about US culture. 7. use the Internet, databases, and/or other sources of information to find reliable information about course topics. 8. apply course rubric to create and deliver clear, well-organized grammatically correct presentations in English on course topics. 9. in response to course prompts, write clear, well-organized, and well-supported responses in English that adhere to course rubric. 10. correctly use target academic English words. 11. Explain targeted concepts of US government (e.g., separation of powers); politics (e.g., Republicans and Democrats); and sociopolitical trends (e.g., civil rights movement)

English for Academic Purposes: Academic Writing from Sources Course	1. compose a research-based essay that uses information from electronic search engines and databases to support and develop thesis statements and main ideas. 2. paraphrase, summarize, and/or synthesize information from written texts, making clear distinctions between the student's own ideas and those of outside authors. 3. use conventional citation methods (APA) to credit the ideas of other authors. 4. do an open and/or focused reading of sources related to the research topic. 5. conduct preliminary research into a topic and resppond in writing to the ideas and information encountered. 6. create and/or use research questions to clarify the research focus. 7. translate a research question into a thesis statement that effectively governs the content and shape of the essay. 8. build cohesion within an essay by using guiding language and/or by creating subordinate order between and within all paragraphs. 9. identify and acknowledge personal bias. 10. create a research proposal that conveys the topic and scope of the research. 11. maintain principles of standard English sentence structure and grammar, including complete sentences, capitalization, punctuation, and pronoun use. 12. identify different types of sources and/or evaluate the usefulness of different sources of information.
English for Academic Purposes: Critical Reading and Thinking Skills in English: US Fiction Course	1. answer comprehension, application, analysis, evaluation, and synthesis questions about works of fiction. 2. use context clues and word analysis to define unfamiliar words. 3. identify and logically interpret, in works of fiction, target figurative language such as simile, metaphor, and symbol. 4. use evidence from works of fiction to support your analyses. 5. identify, in works of literature, target narrative devices such as narrative points of view, plot structure, types of conflict, and setting; and explain how they help shape the work's theme. 6. analyze author's style, including word choice, sentence length, and descriptive language. 7. trace motifs and character development in works of fiction.
English for Academic Purposes: Critical Reading and Thinking Skills in English: US Nonfiction Course	1. identify the structure and purpose of informational text by skimming the title, subheads, key sentences, captions, and graphic aids. 2. turn subheads into questions and answer the questions correctly. 3. identify the main idea of a paragraph and of a text and the major details that support each. 4. interpret charts, graphs, or other visual aids that complement text. 5. answer comprehension, application, analysis, evaluation, and synthesis questions and support answers with evidence from nonfiction texts. 6. identify and interpret target figurative language and narrative devices and explain how they help shape works of literary nonfiction. 7. analyze author's style, including word choice, tone, sentence length, and descriptive language. 8. define unfamiliar words using context clues and word analysis. 9. use target academic vocabulary in sentences.

English for Academic Purposes: IELTS Test Preparation Course	1. identify specific information in IELTS-type listening passages and use it to correctly complete sentences, notes, forms, tables, flow-charts, maps, plans, or diagrams.
	2. demonstrate understanding of IELTS-type listening passages by correctly answering questions about factual information and speakers' attitudes and opinions.
	3. demonstrate understanding of IELTS-type listening passages by correctly completing matching tasks about main ideas, detailed information, and arguments.
	4. identify specific information in IELTS-type reading passages and use it to answer questions and complete tables, notes, matching tasks, and summaries correctly.
	5. demonstrate understanding of IELTS-type reading passages by correctly matching information about the main ideas.
	6. demonstrate understanding of IELTS-type reading passages by correctly answering multiple-choice, matching, and true/false questions about the detailed arguments and views of the writer.
	7. write a detailed description of graphs, tables, charts, diagrams, maps, and plans that meets the requirements of IELTS rubric and time limits.
	8. write an IELTS-type essay expressing and justifying an opinion that meets the requirements of IELTS rubric and time limits.
	9. give oral responses to interview questions about familiar topics related to everyday life that fulfill the requirements of IELTS rubric and time limits.
	10. give a short talk on a given topic that fulfills the requirements of IELTS rubric and time limits.
	11. discuss general and abstract questions on a given topic while fulfilling the requirements of IELTS rubric and time limits.