

TROY UNIVERSITY



TROY ESL STUDENT HANDBOOK

August 2018 – July 2019

Be Part of Where You Are

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Welcome to Troy University

We would like to take this opportunity to welcome you to Troy ESL at Troy University and thank you for choosing us. We sincerely hope your time here will be memorable and exciting!

This handbook will explain important information, the policies, and rules of the program. We want you to succeed, and the information here will help you.

TROY ESL Mission Statement

The mission of the English as a Second Language program is to provide high-quality instruction in English as a second language (Troy ESL) and orientation to U.S. culture to international students, visitors, and residents who are non-native speakers of English.

English as a Second Language focuses on preparing students for academic study at Troy University and also offers language and cultural opportunities to groups and individuals outside of the academic framework.

TROY ESL STAFF

Lance Noe: Troy ESL Programs Director

Kyle Cooper: Full-time Instructor

Marcus Frame: Full-time instructor

Barrett Heusch: Full-time instructor

Patty Jones: Full-time instructor

Robert Klein: Full-time instructor

Annie Percy: Full-time instructor

Vinupa Puppala & Rielson Lopes: Administrative Graduate Assistance

Rajith Navab & Henry Agbaeze: Graduate Assistant, Computer Lab

Saroj Sharma, Mavis Awuku, Rakshak Adhikari, Tu To - Tutors

Troy ESL reports to Dr. Sohail Agboatwala, Associate Vice Chancellor for International Operations.

PROGRAM OVERVIEW

Troy ESL at Troy University is a full-time program to enhance and better international students' language and cultural skills for studying in the United States. The program works on 8-week terms with two terms per semester, one term in the summer. Full-time students attend classes for 20 hours a week. Approximately 15 – 20 more hours may be required for homework and other projects outside the regular classroom time.

Troy ESL has approximately 130 students from various countries in the fall and spring terms and somewhat fewer in the summer session. Students study in Troy ESL in order to:

- Prepare for success in academic course work in English
- Improve their English skills in order to pass an English proficiency exam
- Spend time in an English-speaking country
- Spend some time overseas before continuing studies at home
- Improve international employment opportunities

Students usually spend one or more semesters in Troy ESL, depending on:

- How much English they have studied previously
- The level in which they begin
- Their motivation for studying English
- Their attendance, effort, and participation in class
- The quality of their study skills and language learning strategies

The Troy ESL curriculum focuses on the general English and academic skills international students will need to be successful in undergraduate or graduate studies in the United States. These skills include:

- Reading efficiently
- Writing clearly
- Taking notes from lectures
- Reading and responding to emails
- Participating in class discussions/seminar skills
- Communicating with people on and off campus
- Cultural awareness

Most Troy ESL part-time students (F-2 visa holders) take a minimum of 2 hours in the fall and spring terms and 2 hours in the summer session. Exceptions include those part-time students sponsored by a company or any other sponsoring agency. The Director's approval is needed for any exceptions.

At the beginning of an 8-week session (fall, spring, summer), newly arrived Troy ESL students take a placement test to determine which level would be best for them.

- | | |
|----------------------|-----------------------|
| • 1-Beginning | • 4-High Intermediate |
| • 2-Low Intermediate | • 5-High |
| • 3-Intermediate | • 6-Advanced |

SAMPLE CLASS SCHEDULE

Level 3A	Subject	Time	Day	Building	Instructor	Textbook
TROY ESL- 0094- TZ11	Reading	9:00 - 9:50	M- Th	121 McCartha	M. Lynch	Active Reading 3
TROY ESL- 0092- TZ11	Grammar	10:00 - 10:50	M- Th	118 Pace	A. Cox	Grammar Plus 4
TROY ESL- 0096- TZ11	Writing	1:00 - 1:50	M- Th	118 Pace	T. Smith	1. Paragraph Writing 3 2. Oxford Picture Dictionary & Workbook
TROY ESL- 0090- TZ11	Lstng/Spkng	2:00 - 2:50	M- Th	118 Pace	S. Moore	Listen Up 2

GRADES

Grades are assigned by the classroom instructors. Grades can be A, B, C, D, F, or FA (Failure Due to Absence). It is important to note that Troy ESL grades, like academic grades, result from numerous assignments, not just a final examination. Final Examinations count for 30% of the final grade in all classes. Final examinations are the same for all sections of a class; for example, all sections of Level 4 Reading take the same examination.

You can see your grades in “real time” on Engrade.pro.com at any time. At the end of the term, your grades will be on Web Express (a Troy University data server all students can access for grades, bills, important information, etc.) You can also ask your teachers, the computer lab assistant, or the Troy ESL Director’s office (131 Pace) for help in seeing your grades.

You will receive Midterm Grades after the first four weeks of each term. You will receive a printout of your grades from your instructor in each of your classes. If there is a problem, please see the Troy ESL Director immediately.

In order to pass from one level to the next, a student must receive an overall GPA of 2.5. To pass from Level 6 to full-time academic study, a Troy ESL GPA of 3.0 is necessary. However, if one of the grades is an F or an FA, you may not pass to the next level, even if your other scores are above the minimum.

HOW TO CALCULATE YOUR TROY ESL GPA

This is a simple description of the way you pass each level of Troy ESL.

GPA = Grade Point Average. This is your average grade for all your classes combined.

Each letter grade has a number value.

A = 4.0

B = 3.0

C = 2.0

D = 1.0

F, FA = 0.0

- Change your grades to the numbers above. -
Add the numbers.

-Divide by the number of classes you have.

That is your TROY ESL GPA.

EXAMPLE:

Reading A

Writing B

Grammar C

List/Spk B

1. Change the grades to numbers.

Reading 4.0

Writing 3.0

Grammar 2.0

List/Spk 3.0

2. Multiply the number of credits by the grade for each class. In TROY ESL, all classes are three credits.

Reading $4.0 \times 3 = 12.0$

Writing $3.0 \times 3 = 9.0$

Grammar $2.0 \times 3 = 6.0$

List/Spk $3.0 \times 3 = 9.0$

3. Add the numbers

$$12.0 + 9.0 + 6.0 + 9.0 = 36.0$$

4. Divide by the number of credits (12).

$$36/12 = 3.0 \text{ GPA for this student.}$$

Level 1, 2, 3, 4, and 5 need a **2.5** to pass to the next level. To exit **Level 6**, students need a **3.0**.

Practice:

A student in Level 4 has the following grades:

Grammar A

Reading C

Listening/Speaking C

Writing C

What is the student's TROY ESL GPA?

Does this student pass Level 4? Yes No
(Answer below)

Answer: The GPA is 2.5. Level 4 requires a 2.5 to pass, so the student does pass.

STUDENT PROGRESS

Students are expected to progress through the levels steadily. That is, they should not have a record of failures and repeated levels.

Special attention is paid to attendance in this regard. If a student has an FA grade in a term, that student will be placed on Attendance Probation. A student who has received 3 FA grades during their time at Troy ESL Troy, will be dropped from Troy ESL for failure to make satisfactory progress. A student who does not pass a level after repeating it once will be given a Study Plan and a notice of Probation. (see Probation section for more information)

A student may not attend Troy ESL classes for more than 36 months.

CHANGING LEVELS

During the first week of the term, instructors make sure that students are in the correct classes through diagnostic testing, classroom activities, and overall participation. If necessary, adjustments will be made before the 4th day of the term, regardless of the date of enrollment. If students arrive late and are not enrolled before the 4th day, they are set in the level they have been placed. Troy ESL does not move students from one level to another after the 5th day of the term.

If a teacher feels a student is in the wrong level, they should first consult the other teachers in that level and bring their suggestions to the Director for discussion. This must occur before the end of the 4th day of the term.

If students think they should be in a different class, they must talk to their instructor during the first three days of class and receive a written recommendation from ALL their teachers and turn the recommendations into the Director before the end of the 4th day of the term. No changes will be considered after this, regardless of the date of enrollment.

If students are allowed to change classes, they will receive an email about this and a new class schedule.

If students are moved, they are responsible for purchasing all the textbooks for their new level before attending the new class. Textbooks can be obtained in the campus bookstore.

PART-TIME ACADEMIC STUDENTS

Part-time Academic (PTA) students are students who are eligible to take both Troy ESL and undergraduate academic classes. Students may not PTA with graduate classes. This is a policy of the Graduate School. Part-time academics is only open for students in levels 6 or 6 Plus. If a student is on probation, they are not academically eligible and therefore may not PTA. The only exception is if a student is repeating only a portion of level 6 and needs to remain legal in the first term. A term two student will be enrolled in PLUS classes.

EXAMPLE: If a level 6 student passes two classes in fall 2, and repeats the two failed classes in spring 1, then they may take two academic classes to maintain full-time status.

TROY ESL classes equal 1.5 of a 3-credit academic class. Therefore, if a student would like to be PTA, they must take two academic classes and 3 Troy ESL classes. Students may take four academic classes and only one Troy ESL class at the discretion of the Director.

To qualify for PTA, a student who is entering level 6 must have had a 3.75 or higher in their previous level 5. If a student is repeating level 6, they are exempt from repeating classes in which have received a GPA of 3.0 or higher.

If a student is a new student, then a score of 68 or higher on the CaMLA EPT is necessary to qualify for PTA.

If a student would like to be PTA into a 6 Plus class, they must first demonstrate a need for Troy ESL. This could be based on their current academic GPA, passing the TOEFL or IELTS before reaching level 6 in the Troy ESL program, or having a GPA lower than 3.75 in level 6.

ATTENDANCE

Class attendance is checked daily at the beginning of class. Absence from more than 15% (6 days) of classes will result in an automatic grade of FA (Failure Due to Absences). Instructors are not required to give make-up tests to absent students without a medical excuse. A full-time student who has received an FA grade in a term, will receive a Notice of Attendance Probation by the Troy ESL Director or Troy ESL Student Adviser, and they will assist the student in developing a Study Plan. A student who has received 3 or more FA grades during their time at Troy ESL Troy will be dismissed. (See Probation policy).

A student who is absent from classes for more than 10 class days will be considered in violation of Troy ESL attendance policies and will be dismissed from the program. The ten days are cumulative for the term. This means if you miss six days of class, you FA. If you miss ten days of class, you will be dismissed. The absences are total numbers, not consecutive.

Excused absences – Absences do not disappear. It will then be the teacher's choice to allow you to make-up any work missed. Excused absences are only given for hospital stays, not for sickness at home.

Tardy and Absences - Missing up to 10 minutes of class time before or during class counts as a tardy. Students missing more than 10 minutes of class are marked as absent. Instructors may refuse entry to a habitually late student, to a student who regularly leaves class without good reason, if a student does not have their homework or other materials, or to a student who is more than 10 minutes late. Instructors may also refuse entry to a student after a test, or another graded assignment has begun. 3 tardies = 1 absence.

Late Arrivals - If a student arrives after the beginning of the term, for any reason, they will be counted absent for the days they missed. These absences could result in an FA.

Finals Attendance - Since the finals take approximately .2 hours per subject, if a student misses a final, they are counted absent for 2 hours per day in EngradePro. Adversely, if they are present, they are counted present for 2 hours per day.

Students do not receive a grade for attendance

REFUND OF TROY ESL TUITION

Students who leave early may receive a refund. The refund is put on your BankMobile debit card. Ask for more information about the BankMobile debit card.

1. Refunds are due within 45 days after a student has formally withdrawn or been formally terminated regardless of the reason for termination.
2. If a student has deposited tuition and/or other refundable money before classes begin but never attends or enrolls, the refund due will be made within 45 days of the first day of class or from the date the student officially notifies Troy ESL at Troy University he/she will not enroll, whichever is earlier.
3. If a program or class for which the student has paid is canceled, a full refund will be made.
4. If a student enters the US on an I-20 that includes studying Troy ESL at Troy University and has paid but cancels or never attends, English as a Second Language will retain Troy ESL tuition for four weeks plus non-refundable fees up to \$500 indicated as such at the time of payment. The policies of the university housing contract will be applied.
5. Enrolled students who are dismissed because of failure to attend (that is, more than 10 consecutive absences without communication to Troy ESL), disciplinary actions, or violation of local, state, or federal laws will not receive a tuition refund.
6. If a first-term student withdraws at any point in the first four weeks, the refund will be for the second four weeks only. For first-time students who withdraw after the first four weeks (mid-point of the 8-week term), there will be no refund. Students must withdraw using the Troy ESL Withdrawal Form. This can be obtained from the Troy ESL Director's office, 113 Pace Hall.
7. Students in August and January normally enroll for two terms. A student leaving for any reason who has been registered for a succeeding term will receive a full (100%) refund for that succeeding term.
8. If a previously enrolled student withdraws from Troy ESL in the first four weeks of class, the refund will be prorated up to the mid-point for the 8-week term plus the full amount for the second 4 weeks. The proration for the first four weeks will be done according to a weekly schedule. If a student has attended class on one day of a

week, that week will be considered as having been attended. Students should withdraw using the Troy ESL Withdrawal Form. This can be obtained from the Troy ESL Director's office, 131 Pace Hall.

9. A previously admitted student who withdraws from classes after the midpoint of the 8-week term will not receive a refund. Students should withdraw using the Troy ESL Withdrawal Form. This can be obtained from the Troy ESL Director's office, 131 Pace Hall.

10. If a student has been charged for Troy ESL in a succeeding term but has not paid and leaves Troy ESL before that term for any reason, the charges for that succeeding term will be canceled by the Troy ESL Director, consistent with the policies above for refunds. The Troy ESL Director will delete the classes on Datatel, the university's information management system.

CLASSES OFFERED

Troy ESL offers six levels of academic-focused Troy ESL classes. Four skills are taught in each level: Grammar, Reading, Writing, and Listening/Speaking. Each level and subject have their own Learner Outcomes (LOs). These LOs are tested throughout the term and again on the finals. These classes prepare students for academic study at Troy University.

6 Plus Classes

Troy University offers students who have finished Troy ESL classes at mid-semester (March / October) but cannot register for academic classes due to unavailability or scheduling issues, an option to take 6 Plus classes. Academic students who need more English practice may also take the 6 Plus classes. You must have completed six levels in Troy ESL, passed the TOEFL or IELTS, or be failing your academic classes to qualify for 6 Plus classes. Students who pass the TOEFL or IELTS, or complete all of their level 6 classes, may also choose to take an online class. However, these students must first meet certain qualifications. Please see below for qualifications.

These classes are academic grade bearing and could affect your overall GPA. You can also FA (Failure due to Absence) out of these classes. Your grades for these classes, and all classes at Troy University are a part of your college transcripts. The classes will appear as Continuing Education (CEU) classes on your transcripts. However, you may fill out a "Course Substitution" form – available through the Troy ESL Director's office – and transfer these credits (3 credits per class with a maximum of 6 credits total) into **academic free elective credits** that can go toward your GPA, but only if your GPA in the Plus class is 80% or higher.

There are three 6 Plus classes currently offered: Oral Communication, Critical Analysis Skills, and Research Writing Skills.

TROY ESL 1112	Oral Communication Skills	3 credits CEU
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This course is designed for advanced students who have successfully completed level 6. The objective of the course is to intensify the listening and speaking skills learned in previous levels and better equip the students with both academic and professional speaking skills. In this course, students will listen to content-based academic lectures. Students will learn to take notes more effectively and to respond critically to those lectures through debates and discussions. Students will also learn how to conduct research, write presentation outlines, and give presentations more effectively. Upon completion of this course, students will have gained greater confidence in their ability to speak English in any situation presented to them and to succeed in their major fields in college.

TROY ESL 1113**Critical Analysis Skills****3 credits CEU**

This course is designed for advanced students who have successfully completed level 6. The objective of the course is to intensify the skills learned in previous levels and better equip the students with college-level skills. Students will be reading content-based materials featuring American History, American Literature, and Sociology. Students will learn more academic vocabulary and further develop critical thinking skills to effectively respond to those materials through paragraph writing, summarizing, paraphrasing, and classroom discussions. Upon completion of the course, students will have gained greater confidence in their ability to read, comprehend, and analyze college-level materials and to succeed in their major fields of study.

TROY ESL 1111**Research Writing Skills****3 credits CEU**

This course is designed for advanced students who have successfully completed level 6. The objective of the course is to build upon the skills learned in previous levels and better equip the students with college-level skills in writing and research. Students will engage in writing research-based papers to learn, understand, and use proper citations (APA or MLA) as well as write reflectively and paraphrase/summarize. Students will utilize the on-campus library resources and gain knowledge pertaining to reliable and unreliable resources. Upon completion of this course, students will have the ability to write research papers and essays free of plagiarism on both the graduate and undergraduate level.

ACADEMIC ELIGIBILITY AND 6 PLUS CLASSES

The following policy is for students who meet academic eligibility, but are between Troy ESL terms (March & October), is thus:

- I. Troy University is a semester program, therefore all students must be registered for the whole semester. This means they must be enrolled in face-to-face classes (not online) full time.
- II. Students who have failed one, or more, level 6 class, must stay at 18hrs per term, as they are still not academically eligible.
 - a. i.e., if a student failed one level 6 class, he/she will repeat that class and take three 6 PLUS classes. If a student has failed two level 6 classes, they will repeat those two classes and take two 6 PLUS classes.
- III. Students who have passed the IELTS/TOEFL or who have completed **ALL** courses in level 6, the following rules apply:
 - a. J1 Visas
 - i. If a student is on a J-1 visa, he/she must be enrolled full-time in classes. This may be achieved by taking all Troy ESL classes (levels 1 – 6 or 6 PLUS). If a student is enrolled in full-time Troy ESL classes, then he/she may take an online class *as an extra class*.
 - ii. If a J-1 student wants to go home during the second term of a semester, he/she will be withdrawn from the program and need a new DS-2019 and visa to return to the U.S.
 - iii. PLUS classes – A student taking 6 PLUS classes must have an overall GPA of 2.0 and attend classes per the Troy ESL Student handbook. If a student fails to meet these minimum requirements, he/she could be subject to termination as he/she is out of status due to failure to make academic progress.
 - b. F1 Visas
 - i. Troy ESL I–20 – Enrollment is optional as the student has met English proficiency and I-20 program requirements. However, students are **STRONGLY ENCOURAGED** to stay

enrolled in the class as this lack of classes in English could lead to a detriment to their academic success. If a student chooses to enroll, he/she may take any Troy ESL 6 PLUS class(es).

1. If a student wants to start an academic program, he/she will need to meet with the Director of International Enrollment Management to be admitted into an academic program.
2. Going home – Students on a Troy ESL I-20 may go home but must return within five months. They may also remain in the country if they have a new I-20 to begin an academic program.
 - a. If a student leaves the country, he/she must return for orientation (approximately 30 days before classes begin).

ii. Academic Pathway I-20s

1. Students on an Academic I-20 must be enrolled full-time
 - a. Full-time is two Troy ESL 6 PLUS classes + one online class **or** three Troy ESL 6 PLUS classes.
2. If a student chooses to go home during the second term of a semester, he/she must contact an International Student Adviser before leaving the country about a Leave of Absence.
3. PLUS classes – A student taking 6 PLUS classes must have an overall GPA of 2.0 and attend classes per the Troy ESL Student Handbook. If a student fails to meet these minimum requirements, he/she could be subject to termination as he/she is out of status due to failure to make academic progress.

IV. Students who have been dismissed from the Troy ESL program (i.e., failure due to absence or probation), but meet other academic eligibility requirements may file an appeal for continuation of status in Troy ESL 6 PLUS classes. The appeal will be heard by a panel of administrators, teachers, and students. If the student is granted an appeal, he/she will be registered for 6 PLUS classes per his/her visa type. If a student is not granted an appeal, the following apply:

- a. Troy ESL only I-20
 - i. Must see Director of International Enrollment Management to be admitted into an academic program.
- b. Academic Pathway I-20
 - i. Students have 15 days to transfer to another school **OR**
 - ii. Students must leave the country and need to contact an International Student Adviser before leaving the country about a Leave of Absence.
- c. J-1

Students must leave the country and will need a new DS-2019 and visa to come back to enroll in academic classes.

PRE-TERM INFORMATION

ADMISSION

Students are normally admitted by applying through International Admissions. US Permanent Residents and citizens may also take Troy ESL classes with the permission of the Troy ESL Director.

For admission to Troy University, undergraduate students who do not have a TOEFL score of 61/500 or an IELTS score of 5.5 and graduate students who do not have a TOEFL score of 70/523 or an IELTS of 6.0 take the CaMLA EPT test on site for placement into the appropriate level of TROY ESL or to pass out of TROY ESL and go directly to academic classes.

REGISTRATION

The Troy ESL staff registers students for classes. The Troy ESL staff also registers Part-Time Academic students for both Troy ESL and academic classes. Graduate Students taking undergraduate Foundation classes meet with their academic advisors to select the classes; they are then registered for those classes and Troy ESL by the Troy ESL staff.

Full-time Troy ESL students register for 20 hours of weekly instruction.

PLACEMENT TESTING

As students arrive at Troy, they are given a placement test. Currently, we are using the CaMLA EPT for placement tests. The score will determine where a student is placed within the program. Students may not retake the test. It is important that students are rested and prepared for the test. Students may also test out of Troy ESL with a high CaMLA EPT score (scores will be posted in the computer lab). Returning students may not take the placement test to test out of Troy ESL. Students may only take the placement test one time, regardless of score or circumstance.

DURING TERM INFORMATION

ORIENTATION/ASSEMBLY

At the beginning of term 1 of each semester, there will be an orientation or assembly. All students will be invited to attend the assembly and attendance will be taken. Students **MUST** attend the assembly. During the assembly, new policies and procedures, important information, news, and acknowledgments will be dispersed.

SYLLABUS

Each Troy ESL class has a syllabus. This syllabus gives information about how to contact the instructor, the name of the textbook, the goals of the class, the grading system and weighting, and the weekly class schedule. The syllabus for each section of a class is the same for the entire level, except for the instructor information and, possibly, the weekly schedule. For example, each section of Reading 4 will have the same textbook, the same goals, the same grading system and grade weighting.

TEXTBOOKS

Students must have **all** books on the first day of class. Students may **NOT share or sell books** with or to other students. If students do not have a textbook, they **WILL** be counted absent for every day they do not have their book. If you forget your book, the teacher may also count you absent for that day.

If you order a book online, it must arrive before the first day of class. Otherwise, you will be asked to go to the bookstore to purchase each book you do not have.

TROJAN WEB EXPRESS

The International Student Services staff assists new students in obtaining a Trojan Web Express account. Grades and financial records are on Trojan Web Express, so students can find that information any time.

TUTORING CENTER

The Troy ESL Tutoring Center is in Room 107 and is open 8:00 am to 5:00 pm Monday through Friday. The tutors are highly proficient in English and come from a variety of countries. They can help you with homework, help you prepare

for class, give you an opportunity to practice conversation in English, and provide you with personal instruction in English. There is no cost and no appointment is necessary. Tutors keep records of who comes to the Tutor Center and what is worked on.

COMPUTER LAB

Troy ESL maintains a modern up-to-date computer lab. Computer-assisted language learning software is available through the computers in the lab, and you may be assigned work in the lab by your teachers. The computers are equipped with headphones, but you may choose to use your own. You can also use the computer lab to write and print Troy ESL assignments and to use the Troy email system. You may not use the lab to print personal papers or non-Troy ESL information.

The lab is for Troy ESL students only, not former Troy ESL students, not academic students, and not Pace Hall residents. There is a lab in nearby Eldridge Hall for non-Troy ESL students.

ACTIVITIES

Troy University provides many opportunities for travel and recreation throughout the year. These are excellent ways to gain knowledge of the culture and to relieve the stress of studying and daily living. Troy ESL encourages you to participate as much as possible in university-sponsored activities. Information about up-coming trips is distributed through email.

CONVERSATION PARTNERS

This is a program students can sign up for and have the opportunity to meet with and have conversations with American students. Conversations are casual and informal. You can talk about any topic you want: American customs, your country's customs, life at Troy University, English slang and expressions, practical life skills, social activities, books, movies, music, sports, TV, cars, fashion, university classes, whatever. Conversations are not tutoring sessions. They are not homework assistance. Conversations are a chance to talk to an American and practice your English listening and speaking skills. Conversations are not supervised or overseen by a teacher. You are on your own with your American Partner and can talk about anything. You will meet your partner at least once a week. Sign-up for Conversation Partners begins the second week of each semester. Conversation Partners is not offered in summer.

EVALUATIONS

During the term, students will be sent, via email, program and instructor evaluations. It is exceedingly important that all students fill out these evaluations.

PROBATION

Probation students will need to attend a mandatory meeting with the Director and Troy ESL Advisor at the beginning of the term to fill out paperwork and to go over the provisions of their probation.

FA Probation

- If a student receives **3 FAs** cumulatively while in the Troy ESL program, the student will be dismissed from the program
- If a student receives 2 FAs in one term, the student *may* be dismissed from the Troy ESL program at the discretion of the Director and the Student Service Advisor
- Students are placed on FA probation after one FA in a term
 - Notification of FA Probation
 - Register for classes with the Troy ESL Student Advisor
 - Scheduled meetings with Troy ESL Student Advisor_during Week 3 and 5 of the term
 - Mandatory Tutoring—1-hour a week

Academic Probation

Fail 1 (2nd term in same level)

- Students must attend a meeting at the beginning of the term and sign a probation notice with the Troy ESL Student Advisor
 - Students receive their Notification of Probation
- If these students do not have a 2.5 GPA by the midterm date, they will be required to meet with the Troy ESL Student Advisor or the Director
 - Students must attend Mandatory Tutoring
 - Consequences of not completing this plan are below

Fail 2 (3rd term in same level)

- Students receive their Notification of Probation
- Register for classes with the Troy ESL Student Advisor -Mandatory tutoring—1 hour/week for the whole term (8 weeks)
- Meetings are scheduled with Troy ESL Student Advisor (or the Director) in Week 2, 4, and 6 of the term
- Consequences of not completing this plan are below
- May not take academic classes (If a student has already begun academic classes, i.e. term 1 the student was PTA, then they may continue to be PTA in term 2)

After being on probation for 4 terms (regardless of level), the student will be dismissed from Troy ESL program

Consequences for students who do not complete the plan:

1. If a student is on probation and **passes but does not complete the plan**, that student will remain on probation in the next level.
2. If a student is on probation and **does not pass and does not complete the plan**, that student will be dismissed from the Troy ESL program, regardless of the number of times on probation.

Students who complete the plan:

1. If a student is on probation, **passes, and completes the plan**, that student will continue to the next level and will not be on probation.
2. If a student is on probation and **does not pass but completes the plan**, that student will have a third term to complete the level. If the student does not pass the level the third time, that student is dismissed.

If a student is on probation and a teacher assigns them tutoring time, they must do the times separately. For example, a student must do 1 hour per week for probation and their teacher gives them 30 minutes in the tutoring room for speaking practice. That student must do one-and-a-half hours tutoring. These times cannot be combined. The student must also tell the tutor if they are doing probation time or class time.

PASSING the IELTS or TOEFL

If a student passes the IELTS or TOEFL test, the first thing they should do is inform the Troy ESL Director. The student will then need to fill out a withdrawal form. Even though you fill out the form, your withdrawal from the program will not be effective until the next term. This means, even though you have passed the IELTS or TOEFL, you must still come to class, do your work, and pass. If you become in violation of your visa, you could be terminated.

Next, you must turn in your score to the International Student Services Office.

FINALS

Finals are given on the last three days of the term. Each test will take 2 hours to complete and will be graded by your instructor. In level 6 writing, a group of teachers will grade your writing, using a rubric, to ensure you receive the appropriate score and class credit. A finals schedule will be emailed to all students and posted throughout the building shortly after mid-term. Final exams count for 30% of your final grade.

You must attend and take all finals. If you miss a final exam you will be unable to pass that class, and thus, fail the level. **You will also be counted absent for all missed final exams.** These absences could lead to receiving an FA. There are no make-up final exams. Your final grades will be made available to you on EngradePro. If you have any questions or problems, you may speak to your teacher or the director.

NO FINALS ARE GIVEN EARLY! NO EXCUSES!

POST TERM INFORMATION

TRANSCRIPTS

Troy ESL Transcripts are available at the Records Office in the Adams Administration Building. The Troy ESL program does not issue transcripts.

PROOF OF ENROLLMENT

Proof of Enrollment forms are available in the Records Office in the Adams Administration Building. These are official university forms that show you are an enrolled student. The Troy ESL program does not issue proof of enrollment.

COMPLETION OF TROY ESL REQUIREMENTS

Troy ESL students complete Troy ESL requirements by obtaining a term average of 3.0 GPA or higher in Troy ESL's Level 6. Students may also waive Troy University's English proficiency requirement at any time by attaining a suitable score on the TOEFL or IELTS.

CERTIFICATE OF COMPLETION

Students who successfully complete Troy ESL (Level 6) and have been present for 80% of their **cumulative** Troy ESL classes are awarded a Certificate of Completion.

CLASS CREDIT

Up to six credits (three classes) of Level 6 or 6 Plus Troy ESL may be added to your undergraduate academic credit. These will be Free Electives, meaning they are included in the GPA calculation. They do not count toward graduation, however.

To have Troy ESL grades added to academic credits, submit a Substitution Form to the Troy ESL Director. Substitution Forms are in the Director's office.

POLICIES & PROCEDURES

ENGLISH SPOKEN HERE

Speak English as much as possible. If you use English for daily living, you do not forget your first language, but you will improve in English more rapidly than students who communicate only in their native language. In addition, it is distracting, annoying, and confusing for Troy ESL students from other languages to hear people speaking in a language

they do not understand at all. Therefore, Troy ESL requires students to use only English in the classroom and in the Computer Lab. We encourage you to use English in the hallways and throughout the first floor of Pace Hall, as well.

COMPLAINTS

If you want to complain about a class or instructor or other matters related to Troy ESL, go first to the Teacher and discuss the problem. If the complaint is not resolved at that point, see the Troy ESL Director. If you are not satisfied after that, a meeting of people concerned will be held in order to try to reach a solution. If that is not satisfactory, you may take the issue to the next level, the Associate Vice Chancellor for International Operations, in the Jack Hawkins Jr. Building.

CLASSROOM ETIQUETTE

It is important for students to demonstrate appropriate behavior in class. Troy ESL classes follow the model that is typical for US university classrooms. This includes expectations of student interaction and timely completion of work. Although US students, of course, do not all follow the rules of appropriate classroom behavior, most of the successful ones do. Behavior in Troy ESL classrooms that is disruptive or disrespectful to fellow students or to instructors is not acceptable.

NO SMOKING

Troy University has a strict no smoking policy. If you are caught smoking anywhere on campus, including in front of or behind Pace Hall, you will receive a fine of \$50.

STUDENT SERVICES

E-MAIL

You have a Troy University e-mail account. This e-mail account is the official way the university and the Troy ESL program communicate with you. You may forward your Troy e-mail to another account, but you **must** check your Troy e-mail weekly to delete e-mails since there is limited storage space in the e-mail system. If you are sent information to your Troy e-mail, but it is not read or does not go through because your mailbox is full, you are still responsible for that information.

REMEMBER: If the email is from your teachers, the TROY ESL Director, TROY ESL Office, or the International Student Office, you MUST read it!

LEAVE OF ABSENCE

For more information on Student Leave of Absence, see the appendix.

RECORDS AND FILES

Most student records are stored in the university's Datatel system. Many of these records are on Trojan Web Express. Some records are kept on paper on a file in the Troy ESL office. Students can look at their Troy ESL files at any time.

HOUSING

Currently, all housing issues and services are performed in the International Student Services Offices, not through Troy ESL.

HEALTH INSURANCE

It is the responsibility for all students to obtain health insurance, either through the university or their home country (proof required). Currently, all health insurance issues and services are performed in the International Student Services Offices, not through Troy ESL.

VISAS

Currently, all visa issues and services are performed in the International Student Services Offices, not through Troy ESL.

APPENDIX

TROY ESL 18 - 19 CALENDAR

FALL TERM 1

August

15 – Classes begin – 8 AM
16 – ESL Assembly –

September

3 – Labor day – **NO CLASS!**

October

4 & 5 – Finals Testing
8 - 9 – **NO CLASS!**

FALL TERM 2

October

10 – Classes begin – 8 AM

November

9 – Veteran's day – **NO CLASS!**
19 – 23 – Thanksgiving Break – **NO CLASS!**

December

5 – Dead Day – **NO CLASS!**
6 & 7 – Finals Testing

SPRING TERM 1

January

9 – Classes begin – 8 AM
10 – ESL Assembly
21 – MLK Day – **NO CLASS!**

February & March

28 & 1 – Finals Testing

SPRING TERM 2

March

6 – Classes begin – 8 AM
11 – 15 – Spring break – **NO CLASS!**

May

1 – Dead Day – **NO CLASS!**
2 & 3 – Finals Testing

SUMMER

May

28 – Classes begin

July

4 – **NO CLASS!**
18-19 – Finals Testing

LEVEL OUTCOMES

Reading 1 (10 – 34 / Below A1 – A2)

Upon completion of this course, students will be able to:

1. Employ pre-reading skills such as scanning titles, headings, captions, and pictures to predict and identify main ideas of reading texts. (31, 39, 40)
2. Can read, understand and follow simple directions (10, 14, 15, 22, 26, 27, 28, 29, 31, 34)
3. Correctly identify and produce words from the in-class vocabulary list, including meaning, word forms, stress/syllables, and spelling. (15)
4. Identify and demonstrate comprehension of text, charts, and graphs, main idea, and supporting details through short sentence writing, true/false questions, matching, and fill-in-the-blank questioning. (31, 32, 34)
5. Correctly identify subject pronoun references in a level appropriate text.

Reading 2 (22 – 42 / A1 – A2+)

Upon completion of this course, students will be able to:

1. Employ pre-reading skills such as scanning titles and pictures to predict and identify main ideas and important details of reading texts. (31, 39, 40)
2. Can read, understand and follow simple directions (22, 26, 27, 28, 29, 31, 34)
3. Correctly identify and produce words from the in-class vocabulary list, including meaning, word forms, stress/syllables, and spelling.
4. Identify and demonstrate comprehension of text, charts, and graphs, main idea, and supporting details through short sentence writing, true/false questions, matching, and fill-in-the-blank questioning. (31, 32, 34, 35, 39, 42)
5. Correctly identify subject pronoun references in a level appropriate text.
6. Use sequencing to show comprehension of texts, timelines, and pictures. (41, 42)

Reading 3 (39 – 51 / A2+ – B1+)

Upon completion of this course, students will be able to:

1. Employ pre-reading skills such as scanning and skimming to predict and identify main ideas and important details of level appropriate texts. (39, 40, 44, 45, 49)
2. Correctly identify and produce words from the in-class vocabulary list, including meaning, word forms, stress/syllables, and spelling.
3. Correctly identify unfamiliar words using context clues, prefixes, and suffixes covered in the course. (46)
4. Identify and demonstrate comprehension of text, charts, and graphs, stated or unstated (implied) main idea, and supporting details through short answer writing, multiple choice, matching, and fill-in-the-blank questioning. (38, 43, 48, 49)

5. Demonstrate comprehension of texts through summarizing a level 3 article that includes the title, author, reporting verb, and main ideas to convey approximate meaning without plagiarizing. (46, 47, 48, 49, 50, 51, 52, 53)

Reading 4 (45 – 56 / B1 – B1+)

Upon completion of this course, students will be able to:

1. Read and demonstrate comprehension of academic text of high-intermediate level, including stated or unstated (implied) main ideas and relevant details. (45, 47, 48, 49, 50, 51, 54, 56,
2. Correctly identify and produce words from the in-class vocabulary list and collocations, including meaning, word forms, stress/syllables, and spelling.
3. Correctly identify unfamiliar words using context clues, prefixes, and suffixes covered in the course. (46, 53, 55)
4. Demonstrate comprehension of texts through outlining (with proper numbering, indentions, main ideas, details, while using only 1 – 5 word descriptors (no sentences) with similar ideas grouped together) and summarize a level 4 article that includes the title, author, reporting verb, and main ideas to convey approximate meaning without plagiarizing. (46, 47, 48, 49, 50, 51, 52, 53)
5. Identify fact from opinion in level 4 texts. (51, 54)

Reading 5 (49 – 61 / B1+ – low B2)

Upon completion of this course, students will be able to:

1. Read and demonstrate comprehension of academic text of an advanced level, including stated or unstated (implied) main ideas and relevant details. (49, 50, 51, 54, 57, 60, 61)
2. Correctly identify and produce words from the in-class vocabulary list and collocations, including meaning, word forms, stress/syllables, and spelling.
3. Demonstrate comprehension of and ability to interpret and synthesis charts and graphs with text. (48, 51, 54, 58)
4. Correctly identify unfamiliar words using context clues, word roots, prefixes, and suffixes covered in the course. (46, 53, 55)
5. Demonstrate comprehension of texts through outlining, paraphrasing, and summarize a level 5 article which includes the title, author, reporting verb, and main ideas to convey approximate meaning without plagiarizing. (51, 53, 60)

Reading 6 (53 -74 / B1+ & B2+)

Upon completion of this course, students will be able to:

1. Read and demonstrate comprehension of a variety of academic texts including newspapers, journal articles, and books of an advanced level, including stated or unstated (implied) main ideas and relevant detail. (54, 57, 60, 61, 63, 68, 70)
2. Correctly identify and produce words from the in-class vocabulary list and collocations, including meaning, word forms, stress/syllables, and spelling.
3. Demonstrate comprehension of and ability to interpret and synthesis charts and graphs with text. (54, 58)
4. Demonstrate comprehension of texts through outlining, paraphrasing, and summarize a level 6 article which includes the title, author, reporting verb, and main ideas to convey approximate meaning without plagiarizing. (53, 60, 66)
5. Demonstrate and identify author's purpose, fact from opinion, and bias in an academic text. (58, 62, 65, 71, 74)

Writing 1 (10 – 31 / Below A1 – low A2)

Upon completion of this course, students will be able to:

1. Write various simple present sentences, including positive and negative statements, questions, and imperatives with correct mechanics (punctuation and capitalization) with a subject, verb, object structure. (10, 20, 23, 25, 26, 27, 28, 30, 31)
2. Identify and apply simple present verb tenses. (30)
3. Produce and correctly spell the first 250 words from the General Service List (GSL). (27, 28)
4. Apply and produce basic subject/verb agreement within sentences and use proper pronoun references. (10, 20, 23, 25, 26, 27, 28, 30, 31)

Writing 2 (10 – 41 / Below A1 – A2+)

Upon completion of this course, students will be able to:

1. Identify and write various simple and compound sentences with basic conjunctions such as *but*, *and*, *or*, *yet*, and *so* (FANBOYS) with correct mechanics (punctuation and capitalization). (31, 39, 41)
2. Identify and apply simple present, regular and irregular past, future and present progressive tenses, with basic time signals such as *when*, *after*, *before*, *while*, and *now*. (31, 34)
3. Demonstrate ability to apply basic editing skills to write clearly and accurately and to also correctly spell the first 500 words from the General Service List (GSL).
4. Apply and produce basic subject/verb agreement within sentences and use proper pronoun references. (10, 20, 23, 25, 26, 27, 28, 30, 31)

5. Demonstrate comprehension of basic narrative paragraph structure and write a one-paragraph composition (75-100 words) with a topic sentence, 2-3 supporting sentences, and a concluding sentence. (36, 38, 38, 40, 41)

Writing 3 (38 – 55 / A2+ - B1+)

Upon completion of this course, students will be able to:

1. Write a narrative, descriptive, **and** process paragraph (200 - 250 words each) with a clear topic sentence, relevant supporting sentences, and a concluding sentence using correct mechanics, indentation, margins, and spacing while avoiding plagiarism. (38, 39, 44, 45, 46, 47)
2. Apply intermediate brainstorming, editing and revising skills (including subject/verb agreements, pronoun references, articles and determiners, correct simple and progressive tenses) to write clearly and accurately. (55)
3. Accurately spell and use the first 1200 words from the General Service List (GSL).
4. Demonstrate the ability to use transitional phrases within a paragraph structure. (48, 51)

Writing 4 (45 – 70 / B1 – B2+)

Upon completion of this course, students will be able to:

1. Demonstrate comprehension of essay structure and write a five-paragraph essay in the mode of cause and effect **and** compare/contrast essay (500-600 words) with proper formatting (a cover page, proper heading and title, margins, indentations, and spacing), as well as a hook, thesis statement, two – three body paragraphs, and a concluding paragraph. (45, 50, 59)
2. Apply high-intermediate editing and revising skills (including subject/verb agreements, pronoun references, articles, determiners, and quantifiers, correct simple, progressive, and perfect tenses), using correct mechanics. (55, 66)
3. Write a variety of simple, compound, and complex sentences using cohesive devices such as conjunctions, pronouns, repetition of key words and phrases, and transition words. (48, 51, 62)
4. Apply academic language to writing, avoiding words such as *like, many/a lot, very/really, make, thing/stuff, get/do, kind of...* (66)
5. Demonstrate comprehension of plagiarism rules, essay outlines, and parallel structure. (70)

Writing 5 (51 – 80 / B1+ - low C1)

Upon completion of this course, students will be able to:

1. Demonstrate comprehension of essay structure and incorporate academic research (academic journals, books and newspaper articles) on a variety of topics to write a 1000-1200 word essay in the mode of analysis or argumentative with proper formatting (a cover page, proper heading and title, margins, indentations, and spacing), as well as a hook, thesis statement, three body paragraphs, and a concluding paragraph while avoiding plagiarism. (59, 61, 65, 66, 67, 70, 71, 72, 75, 76, 81)
2. Apply academic language to writing, avoiding words such as *like, many/a lot, very/really, make, thing/stuff, get/do, kind of, firstly/secondly, But/And* (at the beginning of a sentence), contractions...(66, 81)
3. Apply advanced pre-writing (brainstorm/outline) and post-writing (editing and revising) skills (including subject/verb agreements, pronoun references, articles, determiners, quantifiers, word forms, and verb tenses), using correct mechanics and spelling. (55, 58, 66, 72, 74, 76)
4. Write a variety of simple, compound, complex, and compound-complex sentences using cohesive devices such as conjunctions, pronouns, repetition of key words and phrases, transition words, and parallel structure. (51, 61, 62)
5. Summarize and paraphrase academic passages, including author's main ideas and purpose without plagiarizing. (52, 54, 55, 64, 65, 68, 77, 80)
6. Demonstrate comprehension of MLA style and rules and apply them accurately within the essay. (58, 71, 74, 76, 78)
7. Understand the differences between a reliable and unreliable resource. (65)

Writing 6 (59 – 82 / B2 – C1)

Upon completion of this course, students will be able to:

1. Demonstrate comprehension of essay structure and incorporate academic research (academic journals, books and newspaper articles) on a variety of topics to write 1300 – 1500 word essay in the mode of analysis or argumentative essay with proper formatting (a cover page, proper heading and title, margins, indentations, and spacing), as well as a hook, thesis statement, three body paragraphs, and a concluding paragraph while avoiding plagiarism. (59, 61, 65, 66, 67, 70, 71, 72, 75, 76, 81)
2. Apply academic language to writing, avoiding words such as *like, many/a lot, very/really, make, thing/stuff, get/do, kind of, firstly/secondly, But/And* (at the beginning of a sentence)... (66, 81)
3. Apply advanced pre-writing (brainstorm/outline) and post-writing (editing and revising) skills (including subject/verb agreements, pronoun references, articles, determiners, quantifiers, word forms, and verb tenses), using correct mechanics and spelling. (61, 66, 72, 74, 76, 81, 82)

4. Write a variety of simple, compound, complex, and compound-complex sentences using cohesive devices such as conjunctions, pronouns, repetition of key words and phrases, transition words, and parallel structure. (61, 62, 74, 81)
5. Summarize and paraphrase academic passages, including author's main ideas and purpose without plagiarizing. (64, 65, 67, 68, 71, 76, 77)
6. Demonstrate comprehension of APA style and rules and apply them accurately within the essay. (71, 74, 76, 78, 80)
7. Understand the differences between a reliable and unreliable resource. (65)

*** Additional or alternative writing modes can be chosen if agreed to by the director and curriculum coordinator. Justification beyond, the book not teaching that particular mode, will need to be provided in writing. ***

Aligned using the GSE Grammar

GRAMMAR 01 (24 – 35 / A1 – A2)

By completing this course, students will:

1. Form and use the present tense of “be” and the simple present tense in sentences with correct subject verb agreement, pronouns, singular/plural nouns (including irregular words “children, men...”), mechanics (punctuation & capitalization), and in correct word order. (24, 26, 28)
2. Use prepositions of location correctly (in, on, at). (26, 27, 30, 33)
3. Use common frequency adverbs (*always, usually, often, sometimes, seldom, rarely, and never*) in the simple present tense. (33, 36)
4. Be able to form and answer *Yes/No* and *Wh-* questions and short answers (both affirmative and negative). (25, 26, 27)
5. Be able to use basic expressions of quantity, articles (*a, an, the, some, and any*), and demonstratives (*this, that, these, those*) with common count and non-count nouns. (25, 26, 30, 32, 35)

GRAMMAR 02 (24 – 41 / A1 – high A2)

By completing this course, students will:

1. Write the simple present (simple/progressive) and past (regular and irregular) verb tenses in sentences with correct subject verb agreement, pronouns, mechanics (punctuation & capitalization), and in correct word order. (24, 25, 26, 29, 30, 31, 35, 40, 41)
2. Use common frequency adverbs (*always, usually, often, sometimes, seldom, rarely, and never*) in the simple present tense. (33, 36)

3. Form and answer *Yes/No* and *Wh-* questions and short answers (both affirmative and negative) in the tenses listed in LO1. (25, 26, 27)
4. Use basic expressions of quantity, articles (*a, an, the, some/any*), and demonstratives (*this, that, these, those*) with common count and non-count nouns. (25, 26, 30, 32, 35, 36, 37)
5. Form and use descriptive, comparative, and superlative adjectives and adverbs. (36, 38, 40)

GRAMMAR 03 (40 – 55 / high A2 – B1+)

By completing this course, students will:

1. Produce and identify the past progressive and future (will/going to), verb tenses. (40, 41, 42, 46, 50, 51, 52, 54, 55)
2. Utilize time clauses (*before, while, after, by the time, whereas*, etc.) & relative clauses in complex sentences. (30, 40, 44, 45, 46, 47, 48, 50)
3. Produce present and past modals (ability, possibility, permission, advice, obligation, and prohibition) following correct word order and conveying the correct meaning given a context. (29, 33, 34, 36, 41, 46)
4. Use basic expressions of quantity, articles (*a, an, the, no article, some/any, much/many*), and demonstratives (*this, that, these, those*) with common count and non-count nouns. (25, 26, 30, 32, 35, 36, 37, 40, 46, 48, 49)

GRAMMAR 04 (44 – 57 / B1 – B1+)

By completing this course, students will:

1. Produce and identify simple and progressive perfects verb tenses. (44, 45, 46, 47, 48, 49, 52)
2. Identify and use *Wh-* questions with negative and tag questions. (28)
3. Identify and produce adjective clauses in complex sentences within a writing context.
4. Produce present and past modals (ability, possibility, permission, advice, obligation, and prohibition) following correct word order and conveying the correct meaning given a context. (46, 48, 49, 50, 51, 52, 53)
5. Identify active and passive voice (statements, negatives and questions) given a contextual purpose. (45, 46, 48, 50, 52, 53, 54, 55, 56, 57)
6. Identify and produce parallel structures at the word and sentence level. (53, 57)

GRAMMAR 05 (54 – 73 / B1+ - B2+)

By completing this course, students will:

1. Identify and use conditionals within a writing context. (46, 47)
2. Produce present and past modals (ability, possibility, permission, advice, obligation, and prohibition) following correct word order and conveying the correct meaning given a context. (54, 55, 56, 58, 59)
3. Produce and distinguish between restrictive and non-restrictive (identifying and non-identifying) adjective clauses where appropriate using relative pronouns in the subject and object positions to show possession. (30, 31, 43, 44, 45, 48, 49, 50, 51, 53, 57, 58, 59, 60)

4. Produce the correct use of gerunds and infinitives given a context. (51, 52, 56, 57, 58, 60, 65, 66, 69)
5. Utilize transition words and other means of providing cohesion among sentences.

GRAMMAR 06 (62 – 80 / B2 – C1)

By completing this course, students will:

1. Utilize all forms of nouns (*count, non-count, generic, specific, descriptive*), pronouns (*subject, object, possessive, reflexive, the forms of "other"*), articles (*definite and indefinite*), quantifiers (*a few, a little, much, many, some, any, a great deal of, each, every, a number of, etc.*), and subject/verb agreements.
2. Identify and produce all forms of modals (*request, advice, suggestion, invitation, possibility, ability, etc.*). (62, 63, 65, 66, 80)
3. Identify and correctly form the present real and unreal conditionals given a context. (64, 66, 67, 70, 71, 77)
4. Identify and produce all forms of noun, adjective, and adverb clauses and phrases within a given context. (61, 63, 64, 66, 67, 68, 69, 70, 71, 72)

LISTENING/SPEAKING 01 (10 – 43 / Below A1 - A2)

By completing this course, students will:

1. Understand and produce basic pronunciation patterns in English (word stress and minimum pairs).
2. Understand and use simple words and learned phrases for greetings, introductions, and salutations. (L - 10, 13, 21, 23) (S- 10, 12, 13, 15, 16, 18, 19, 21, 24)
3. Identify topic, main idea, and details in 1-2-minute-long level-appropriate dialogue or monologue about daily life topics. (L - 23, 24, 25, 29, 33) (S – 25, 26, 28, 31, 32)
4. Demonstrate the ability to follow simple directions. (L - 16, 25) (S – 21, 22, 29)

LISTENING/SPEAKING 02 (17 – 41 / Below A1 – A2+)

By completing this course, students will:

1. Identify topic, main idea, and details in 1- 3-minute-long level-appropriate dialogue or monologue about daily life topics. (L - 30, 35, 37, 39) (S – 32, 38, 41)
2. Demonstrate the ability to follow multi-step directions. (L - 43, 51) (S – 21, 22, 32, 44)
3. Understand and produce basic pronunciation patterns in English (word stress and minimum pairs). (S – 56)
4. Understand and reproduce raising and falling intonation in *Yes/No* and *Wh-* questions. (L - 23, 36) (S – 16, 21)
5. Participate effectively in very short- conversations about daily life topics. (L - 27, 29, 32, 41, 43, 44, 47) (S – 17, 18, 19, 24, 26, 30, 31, 33, 41)
6. Prepare and deliver a 1-2 minute presentation on a controlled/familiar topic. (S – 28, 32,
7. Understand and produce correct sounds for words with *-ed* and *-s* endings. (S – 33, 38, 40)

LISTENING/SPEAKING 03 (32 – 57 / A2 – B1+)

By completing this course, students will:

1. Identify main ideas and details in 2 – 4 minute long level-appropriate non-academic listening texts. (L - 48, 50, 51, 53, 55) (S – 45, 52)
2. Take accurate notes using the structure provided on listening texts specified in Outcome 1. (L - 53) (S – 44)
3. Demonstrate the ability to exchange points of view on non-academic topics in small group discussions by participating in the conversation, understanding the points made by others, and expressing opinions. (51, 53, 54, 57) (S – 32, 39, 41, 45, 48)
4. Prepare and deliver a well-organized oral presentation of 2-3 minutes on a familiar topic (including non-verbal communication) using notes. (S – 32, 44, 45)
5. Understand and produce correct sounds for words with *-ed* and *-s* endings.

LISTENING/SPEAKING 04 (44 – 61 / B1 – B2)

By completing this course, students will:

1. Identify main ideas and details (stated and unstated) in 5-7 minute long level-appropriate academic listening texts. (L - 49, 52, 53, 54, 55) (S – 52)
2. Take accurate notes using the structure provided on listening texts specified in Outcome 1. (L - 53) (S – 44, 55, 59)
3. Demonstrate the ability to exchange points of view on non-academic and academic topics in small group discussions by participating in the conversation, understanding the points made by others, and expressing opinions. (L – 55, 57, 59, 61) (S – 45, 46, 48, 49, 50)
4. Prepare and deliver a well-organized oral presentation of 3-5 minutes on an academic topic (including non-verbal communication) using an outline (no notes) and visual aids without plagiarism. (S – 44, 45, 47, 57)

LISTENING/SPEAKING 05 (53 – 68 / B1+ - B2+)

By completing this course, students will:

1. Identify main ideas and details (stated and unstated) in 6 - 8 minute long level-appropriate academic listening texts. (L - 54, 56, 57, 58, 59, 60, 61)
2. Take and revise notes using the structure provided on listening texts specified in Outcome 1. (L - 53) (S - 55, 59)
3. Demonstrate the ability to exchange points of view on academic topics in small group discussions by participating in the conversation, understanding the points made by others, and expressing opinions. (L - 57, 58) (S – 48, 50, 52, 54, 56)
4. Prepare and deliver a well-organized informative oral presentation of 5-7 minutes on an academic topic (including non-verbal communication) that includes research, citations, and visual aids without plagiarism while using limited or no notes. (L – 62) (S – 47, 49, 52, 57)
5. Recognize transitions, inferences, and implications in speech. (L - 54, 55, 57, 58, 59, 61) (S – 49)

LISTENING/SPEAKING 06 (59 – 80 / B2 – C1)

By completing this course, students will:

1. Identify main ideas and details in 8 – 10-minute long level-appropriate academic listening texts. (L - 59, 60, 61, 63, 65, 67, 69)
2. Take and revise notes using the structure provided on listening texts specified in Outcome 1. (L – 80) (S - 59, 75)
3. Demonstrate the ability to exchange points of view on an academic topic through debate. (L – 59, 64, 67) (S – 60, 61, 63, 65, 70, 73, 74, 75)
4. Prepare and deliver a well-organized persuasive oral presentation of 6 - 8 minutes on an academic topic (including non-verbal communication) that includes research, citations, and visual aids without plagiarism while using limited or no notes. (L- 62) (S – 65, 66, 69, 70, 73)
5. Recognize transitions, inferences, and implications in speech.. (L - 59, 61, 63, 66, 71) (S – 61, 69, 74, 75)

6 PLUS

CRITICAL ANALYSIS

1. Demonstrate analytic skills related to the interpretation of different academic texts on current issues by applying a variety of reading strategies to respond to exam questions or group discussions; these strategies will include recognizing the meaning of new words in context, scanning and skimming, making inferences, understanding cohesion within sentences, and recognizing the organizational structure of academic texts.
2. Write a well-structured comprehensive summary to demonstrate understanding of main ideas, important details, tone and purpose of the writer, historical, cultural and political impacts of texts without plagiarism.
3. Write a paraphrase that accurately relates information from an academic text without plagiarizing the original source.
4. Understand, produce, and use in writing vocabulary words selected from texts in a vocabulary log that includes: part of speech, stress/syllable, meaning, and word forms. The words selected should be of an academic nature.
5. Participate in class discussions, jigsaw readings, and short presentations based on selected texts about American History or Literature, Social Science, or other academic based reading. Presentations must include a PowerPoint/Prezi or other visual aids that further research the topic with citations and no plagiarism.

RESEARCH WRITING

1. Write an academic, 5- 8 paragraph research paper by formulating a research topic, creating research questions, using 8 credible resources from a variety of content (academic journals, books, peer-reviewed papers, and governmental papers), a background paragraph, use summaries/paraphrases, devoid of plagiarism and adhering to proper grammatical structure and tone.

2. Create an abstract for the research paper.
3. Produce 6 summary and response essays based on resources used in research paper.
4. Write 2 reflective essays focused on producing, researching, and evaluating research paper.

ORAL COMMUNICATION

1. Identify main ideas and details in 12 – 15 -minute long academic content-based listening lectures on a variety of academic topics.
2. Take and revise notes using the structure provided on listening texts specified in Outcome 1.
3. Demonstrate the ability to exchange points of view on an academic topic through formal debate structure on controversial or academic topics.
4. Prepare and deliver a well-organized persuasive oral presentation of 10+ minutes on an academic topic (including non-verbal communication) that includes research, citations, and visual aids without plagiarism while using limited or no notes.
5. Identify and produce American slang, phrasal verbs, and idioms of color, animals, time, and money.

TROY ESL Booklist for Fall Terms 1 & 2

Level 1				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 1	Focus on Grammar 1	4 th	Pearson	978-0-13-458327-3
Reading 1	Password 1	3 rd	Pearson	978-0-13-439934-8
Writing 1	Trio Writing 1	1 st	Oxford	978-0-19-485400-9
Listening/ Speaking 1	Q: Skills for Success - Intro	2 nd	Oxford	978-0-19-481807-0

Level 2				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 2	Basic English Grammar	4 th	Pearson	978-0-13-375607-4
Reading 2	Password 2	3 rd	Pearson	978-0-13439935-5
Writing 2	Trio Writing 2	1 st	Oxford	978-0-19-485411-5
Listening/ Speaking 2	Q: Skills for Success - 1	2 nd	Oxford	978-0-19-481840-7

Level 3				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 3	Fundamentals of English Grammar	4 th	Pearson	978-0-13-246932-6
Reading 3	Password 3	3 rd	Pearson	978-0-13439937-9
Writing 3	Final Draft 1	1 st	Cambridge	978-1-107-49535-7
Listening/ Speaking 3	Q: Skills for Success - 2	2 nd	Oxford	978-0-19-481872-8

Level 4				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 4	Fundamentals of English Grammar	4 th	Pearson	978-0-13-246932-6
Reading 4	Password 4	2 nd	Pearson	978-0-13-246304-1
Writing 4	Final Draft 2	1 st	Cambridge	978-1-107-49539-5
Listening/ Speaking 4	Q: Skills for Success - 3	2 nd	Oxford	978-0-19-481904-6

Level 5				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 5	Understanding and Using English Grammar	4 th	Pearson	978-0-13-233333-7
Reading 5	Password 5	3 rd	Pearson	978-0-13439939-3
Writing 5	Final Draft 4	1 st	Cambridge	978-1-107-49557-9
Listening/ Speaking 5	Q: Skills for Success - 4	2 nd	Oxford	978-0-19-481928-2

Level 6				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 6	Understanding and Using English Grammar	4 th	Pearson	978-0-13-233333-7
Reading 6	Mosaic 1	6 th	Mcgraw Hill	978-0-07-759520-3
Writing 6	Sourcework	2nd	Cengage	978-1-111-35209-7
Listening/ Speaking 6	Q: Skills for Success - 5	2 nd	Oxford	978-0-19-481952-7

TROY ESL 1100				
Title	Edition	Author	Publisher	ISBN
<i>Real Writing with Readings</i>	7 th	Suzan Anker	Suzan Anker	978-1-31900319-7

TROY ESL Booklist for Spring Terms 1 & 2

Level 1				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 1	Grammar Connection 1	1 st	Cengage	978-1-4130-0830-2
Reading 1	All new Very Easy True Stories	-	Pearson	0-13-134556-7
Writing 1	Great Writing Foundations	1 st	Cengage	978-1-285-19498-1
Listening/ Speaking 1	Active Intro	2 nd	Cambridge	978-0-521-67813-1

Level 2				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 2	Grammar Sense 1	2 nd	Oxford	978-0-19-448910-2
Reading 2	Trio 1	1 st	Oxford	978-0-19-400078-9
Writing 2	Great Writing 1	1 st	Cengage	978-1-285-19488-2
Listening/ Speaking 2	Pathways – Foundations With online workbook	1 st	NGL Cengage	978-1-285-58356-3

Level 3				
Class / Section	Title	Edition	Publisher	ISBN #
Grammar 3	Grammar Sense 2	2 nd	Oxford	978-0-19-448913-3
Reading 3	Trio 2	1 st	Oxford	978-0-19-400403-9
Writing 3	Great Writing 2	1 st	Cengage	978-1-285-19490-5
Listening/ Speaking 3	Academic Encounters 2 – American Studies	2 nd	Cambridge	978-1-107-65516-4

Level 4				
<i>Class / Section</i>	<i>Title</i>	<i>Edition</i>	<i>Publisher</i>	<i>ISBN #</i>
Grammar 4	Grammar Sense 3	2 nd	Oxford	978-0-19-448916-4
Reading 4	21 st Century Reading 1	1 st	Cengage	978-1-305-26459-5
Writing 4	Great Writing 4	1 st	Cengage	978-1-285-19494-3
Listening/ Speaking 4	21 st Century Communication 2	1 st	Cengage	978-1-305-95545-5

Level 5				
<i>Class / Section</i>	<i>Title</i>	<i>Edition</i>	<i>Publisher</i>	<i>ISBN #</i>
Grammar 5	Grammar in Context 3	6 th	Cengage	978-1-305-07539-9
Reading 5	21 st Century Reading 2	1 st	Cengage	978-1-305-26570-7
Writing 5	Great Writing 5	1 st	Cengage	978-1-285-19496-7
Listening/ Speaking 5	21 st Century Communication 3	1 st	Cengage	978-1-305-95546-2

Level 6				
<i>Class / Section</i>	<i>Title</i>	<i>Edition</i>	<i>Publisher</i>	<i>ISBN #</i>
Grammar 6	Grammar Sense 4	2 nd	Oxford	978-0-19-448919-5
Reading 6	21 st Century Reading 3	1 st	Cengage	978-1-305-26571-4
Writing 6	Longman Academic Writing Series 5	1 st	Pearson	978-0-13-291274-7
Listening/ Speaking 6	21 st Century Communication 4	1 st	Cengage	978-1-305-95547-9

TROY ESL 1100				
<i>Title</i>	<i>Edition</i>	<i>Author</i>	<i>Publisher</i>	<i>ISBN</i>
<i>Real Writing with Readings</i>	7 th	Suzan Anker	Suzan Anker	978-1-31900319-7

Special Programs

TROY ESL 0050 Special Program

Credit and hours vary

The TROY ESL Special Program is designed for international students or professionals who wish to learn more about American language and culture. Courses are tailored to the characteristics and specific needs and expectations of each particular group. Credit and length of the program vary according to the group.

Student Leave of Absence

A leave of absence is a temporary break in a student's attendance during which the student is considered to be continuously enrolled.

1. A student must request the leave of absence in writing before the beginning date of the leave of absence unless unforeseen circumstances prevent the student from doing so. If a student does not request a leave of absence within a timeframe consistent with Troy ESL's consecutive absence policy, the student will be withdrawn from Troy ESL.
2. Except under the circumstances identified in #3 below, the leave of absence is limited to 180 calendar days in any 12-month period.
3. A student enrolled under an F-1, or M-1 visa may be granted leaves of absence or vacations in accordance with the regulations of the Department of Homeland Security and the following guidelines: (a) in emergency situations such as a serious illness or a death in the immediate family. Unless otherwise stipulated and documented, the leave is not to extend beyond 50% of the length of period for which the student applied; (b) the vacation policy that allows students to take summer off if they have studied the previous term; (c) an extended absence (more than 8 weeks) may require retesting upon reentry into the program.
4. The student must sign and date the leave of absence request and specify a reason for the leave. The reason must be specified in order for the institution to have a reasonable expectation of the student's return within the timeframe of the leave of absence as requested.
5. The student must attest to understanding the procedures and implications for returning or failing to return to his/her course of study. This attestation is done by completing the Leave of Absence Request form.
6. The Leave of Absence Form must be signed by the Director of English as a Second Language or a designated substitute.
7. There are no costs related to taking a Leave of Absence.

8. An approved leave of absence may be extended for an additional period of time provided that the extension request meets all of the above requirements, and the total length of the leave of absence does not exceed the specified limit, as noted in item # 2 or # 3.

Probation

TROY ESL PROBATION NOTICE

ACADEMIC PROBATION #1 (Failed level first time)

Student _____ Student ID _____

I am aware that I am on TROY ESL Academic Probation for failing level _____ during the _____ term. I must pass the class(es) during the current term: _____. If I do not pass, I will be allowed one final term in the same level (the third time in the same level). I will also be on probation.

I am also aware that if I am on probation for more than four times while in the Troy University TROY ESL Program, I will be dismissed from the program. This is my _____ time on probation.

Probation Requirements:

As part of my TROY ESL Academic Probation requirements, I must attend tutoring for **3 hours** during the current term. Additionally, if my grades have not improved by the middle of the current term, I will need to meet with the TROY ESL Advisor or Director about my academic progress. The TROY ESL Advisor will contact you about the meeting.

IMPORTANT: If I **do not complete** my probation requirements and I **do not pass** my current level, I will be dismissed from the Troy University TROY ESL program. If I **do not complete** my probation requirements and I **pass** my current level, I will remain on probation even if I pass my current level. I understand that the probation requirements are mandatory and must be completed.

Signed _____ Date _____

Student Signed _____ Date _____

TROY ESL Advisor

TROY ESL PROBATION NOTICE

ACADEMIC PROBATION #2

(Failed level second time)

Student _____ Student ID _____

I am aware that I am on TROY ESL Academic Probation for failing level _____ during the _____ and _____ terms. I must pass the class(es) during the current term: _____. If I do not pass, I will not be allowed to enroll in TROY ESL after this term. This is my last opportunity to pass my current level. This probation does not affect my visa status, but if I do not pass, I will need to meet with an International Student Advisor about my future status.

I am also aware that if I am on probation for more than four times while in the Troy University TROY ESL Program, I will be dismissed from the program. This is my _____ time on probation.

Probation Requirements:

As part of my TROY ESL Academic Probation requirements, I must attend tutoring for **1 hour** every week. Additionally, I must meet with the TROY ESL Advisor or Director about my academic progress on the following dates/times:

Meeting #1: _____

Meeting #2: _____

Meeting #3: _____

IMPORTANT: If I **do not complete** my probation requirements and I **do not pass** my current level, I will be dismissed from the Troy University TROY ESL program. If I **do not complete** my probation requirements and I **pass** my current level, I will remain on probation even if I pass my current level. I understand that the probation requirements are mandatory and must be completed.

Signed _____

Date _____

Student Signed _____

Date _____

TROY ESL PROBATION NOTICE

FA PROBATION (Failure due to Absence)

Student _____ Student ID _____

I am aware that I am on TROY ESL FA Probation for receiving _____ FAs (Failure due to Absences) during the _____ term. If I receive _____ FAs during the current term _____, bringing my total number of FAs to 5, I will not be allowed to enroll in TROY ESL after this term. If I receive **3 FAs cumulatively** or **2 FAs in one term** while in the Troy University TROY ESL program, I will be dismissed from the program. This probation does not affect my visa status, but if I do not pass, I will need to meet with an International Student Advisor about my future status.

Probation Requirements:

As part of my TROY ESL Academic Probation requirements, I must attend tutoring for **1 hour** every week. Additionally, I must meet with the TROY ESL Advisor or Director about my academic progress on the following dates/times:

Meeting #1: _____

Meeting #2: _____

IMPORTANT: If I **do not complete** my probation requirements and I **do not pass** my current level, I will be dismissed from the Troy University TROY ESL program. If I **do not complete** my probation requirements and I **pass** my current level, I will remain on probation even if I pass my current level. I understand that the probation requirements are mandatory and must be completed.

Signed _____

Date _____

Student Signed _____

Date _____

TROY ESL PROBATION APPEAL FORM

Name _____ ID _____ Date _____

Level _____

Put an X in front of the reason you are appealing.

_____ I have been placed on TROY ESL probation, but I think I should not be on probation.

_____ I am on probation and did not pass my level. However, I think I should be allowed
to continue to study TROY ESL at Troy University.

Please write your reasons below.

TROY ESL Probation Appeal Process

This information is for you if 1) you believe you should not be on Troy ESL probation or 2) if you believe you should be allowed to continue to study Troy ESL at Troy University after not passing your level while you were on probation.

1. Complete a Troy ESL Probation Appeal Form and give it to the Troy ESL Director. Your English does not need to be perfect on this form. However, you may ask someone to help you complete the form if you want to. The Probation Appeal Form must be submitted within 4 days of the time you receive notification that you are on probation or are being dismissed.

2. Your appeal will be read and discussed by a committee of 3 full-time Troy ESL staff members. You may request to meet with the committee. If you do, you may bring one person with you to help with your explanation and discussion.

3. You will receive a decision on your appeal within 48 hours of submitting it (except weekends and holidays or as otherwise notified). If you request a meeting, the meeting will be within 24 hours of your request (except weekends and holidays), and the committee will report its decision to you within 24 hours of the meeting (except weekends and holidays).

Example: You are told on Monday, October 15th that you are being dismissed. If you want to appeal, you must submit the Probation Appeal Form to the Troy ESL Director by 5:00 Thursday, October 19th. By 5:00 pm Monday, October 22nd, the committee will meet and tell you of the decision.

