Faculty and Staff Handbook

Intensive English Language Institute

Utah State University

2016 Revision
Contents

IELI Mission Statement ................................................................. 4
Organization Chart ........................................................................ 5
IELI Faculty Requirements ............................................................. 6
  Academic Preparation ................................................................ 6
  Related work experience ........................................................... 6
  Excellence in English ................................................................ 6
IELI Faculty Responsibilities .......................................................... 7
  Teaching .................................................................................... 7
  Syllabi ..................................................................................... 7
  Meeting Classes ....................................................................... 7
  Office Hours ............................................................................. 8
  Advising Students ................................................................... 8
Teaching Assignments ..................................................................... 9
IELI Faculty Role and Performance .................................................. 10
  IELI Faculty Role and Performance Criteria .................................. 10
  Teaching .................................................................................. 10
  Research / Creative Activity ..................................................... 11
  Service .................................................................................... 12
Promotion and Tenure within the Professorial Ranks ....................... 13
  Promotion from Assistant Professor to Associate Professor ....... 13
  Promotion from Associate Professor to Professor ..................... 13
  Annual Review ........................................................................ 14
Evaluation of Teaching .................................................................. 15
  By Students ............................................................................. 15
  By Administrators ................................................................... 15
  By Peers .................................................................................. 15
Evaluation of Adjunct faculty .......................................................... 15
  By Students ............................................................................. 15
  By the IELI Director ................................................................. 15
  By Peers .................................................................................. 15
Evaluation by Students ................................................................... 16
  What Students Need To Know .................................................. 16
  To Teachers .............................................................................. 16
  Teacher/Course Evaluation Sheet .............................................. 16
Travel Policy .................................................................................. 18
  Procedure ................................................................................ 18
Graduate Teaching Assistants ......................................................... 19
  Selection .................................................................................. 19
  Class selection ........................................................................ 19
  Mentoring ................................................................................ 19
Curriculum ..................................................................................... 21
  Overall Purpose of the IELI ...................................................... 21
  Academic Curriculum ............................................................... 21
  Overall Organization of the Curriculum .................................... 21
  Language Goals ....................................................................... 21
  Culture Goals .......................................................................... 21
Academic Goals ........................................................................................................22
Credit Courses ........................................................................................................22
Levels of Instruction ...............................................................................................22
Placement, Progress, and Exit ..................................................................................22
Differential Placement for Writing Classes ..............................................................23
Level Changes .........................................................................................................23
Continuing in IELI ...................................................................................................23
Exit ..............................................................................................................................23
Split Policy ...............................................................................................................24

**Policy on Topics for ESL (IELI 2450)** .................................................................24
About Topics for ESL ...............................................................................................24
Repeatable Credit .....................................................................................................24
Repeating the Same Course .....................................................................................24

**Curriculum Review** .............................................................................................25

**The Classes** .........................................................................................................26
Level I: High Beginning .........................................................................................26
Level II: Low Intermediate ....................................................................................26
Multi-Level I & II ....................................................................................................26
Level III: Intermediate ..........................................................................................26
Level IV: High Intermediate - Advanced ............................................................26
International Teaching Assistants Seminar (not part of the IEP curriculum) ......27
Curricular Outlines .................................................................................................28
IELI 1120 – Writing I ..............................................................................................28
IELI 1160 – Reading I ............................................................................................29
IELI 1220 – Writing from Sources .......................................................................30
IELI 1230-001 – Cross-Cultural Talk (Level I) ......................................................31
IELI 1230-002 – Cross-Cultural Talk (Level II) ......................................................32
IELI 1240-001 – Integrated Skills (Level I) ..........................................................33
IELI 1240-002 – Integrated Skills (Level II) ..........................................................34
IELI 1260 – Reading II ...........................................................................................35
IELI 2310 – Comprehending Authentic Discourse ..............................................36
IELI 2320 – Writing from Authentic Texts ..............................................................37
IELI 2330 – Spoken Discourse and Cross-Cultural Communication .................38
IELI 2360 – Reading Authentic Texts ....................................................................39
IELI 2410 – Comprehending Lecture Discourse ..................................................40
IELI 2420 – Writing from Academic Sources ......................................................42
IELI 2440 – Academic Discourse ..........................................................................44
IELI 2460 – Reading from Academic Sources .....................................................45
IELI 2470 – Cross-Cultural Perspectives ...............................................................47

**Textbook List** .......................................................................................................48
Level I: High-Beginning .........................................................................................48
Level II: Low-Intermediate .....................................................................................48
Multi-Level I & II ....................................................................................................48
Level III: Intermediate ..........................................................................................49
Level IV: High-Intermediate – Advanced .............................................................49
Topics for ESL - Levels I, II, and III .......................................................................50

**Textbook Selection** .............................................................................................51
Textbook Selection Form .........................................................................................52

**Syllabi for IELI Courses** ....................................................................................53
Syllabus Outline .......................................................................................................53
IELI Mission Statement

(Reviewed annually at the August faculty retreat)

The Intensive English Language Institute (IELI) is an academic English as a Second Language Program for international graduate and undergraduate students who have been admitted to Utah State University and for students who want to study English for personal or professional reasons. IELI also serves visiting scholars, post-doctorates, and government and corporate sponsored students and exchange students. In addition to intensive language education, IELI provides training for international teaching assistants and is involved in teacher education projects at USU and abroad. IELI serves the world community through program and curriculum development, teaching, and consulting.

The major goal of the IELI program is to provide students with the language skills and cultural orientation necessary to make them successful students in the USU classrooms and willing participants in the university community. To accomplish these ends, the core program is one of academic English, informed by faculty investigations of university classroom practice. Implicit in all classroom teaching is a cultural orientation to American values, the American educational system, and aspects of campus life in general.

The activities of IELI directly support the University's mission of providing high quality instruction and encouraging cultural diversity. IELI's academic ESL courses are one means by which international students and Utah's non-native speakers of English may meet the University's English language proficiency standard, thus furthering the educational mission of the University and contributing to the internationalization of the campus.
Utah State University organizational chart showing IELI’s vertical and horizontal positioning within the university

Board of Regents

President
Stan L. Albrecht

Executive Vice President and Provost
Noelle E. Crockett

Dean, College of Humanities
John C. Allen

Head, Department of Languages, Philosophy, and Communication Studies (LPCS)
Bradford Hall

- Masters of Second Language Teaching
- Asian Studies
- Global Communication
- Intensive English Language Institute (IELI)
- Languages
- Philosophy
- Linguistics
- Communication Studies

IELI Faculty and Staff: Ekaterina Arshavskaya, Florian Bachelet, Jim Blume, Maha Aburahim, Tara Neven, Ann Roemer, Jim Rogers, Nolan Yee, Margaret San, Stacey Kelly

Note: All faculty and administrative and clerical staff, including those in IELI, report to the Head of LPCS. Within IELI, the Director coordinates administrative and teaching affairs. Roles, workload, annual performance reviews and, tenure and post-tenure reviews are the responsibility of the Head of LPCS — as are all financial matters.
IELI Faculty Requirements

All tenure track and lecturer faculty are hired through USU Human Resources. A hiring committee is set up by the Department Head of Languages, Philosophy and Communication Studies. These committees are comprised of IELI faculty. Adjuncts are hired by the IELI director but must demonstrate similar qualifications as lecturers.

Academic Preparation

To be hired for professorial positions applicants must have a PhD in TESOL, Applied Linguistics or a related field.
To be hired for lecturer positions applicants must have an MA in TESOL, Applied Linguistics or a related field. Adjuncts must also have an MA in TESOL, Applied Linguistics or a related field.

If professorial or lecturer candidate does not have an MA in TESOL, they must have a knowledge base that consists of the following: language teaching methodology, the nature of language, the structure of English, second language acquisition, intercultural competence. In addition they must have practicum experience.

Related work experience

To be hired for professorial and lecturer position announcements list related work experience in an Intensive English Program or in an English for Academic Purposes environment as a preferred qualification. The IELI search committees take this qualification seriously in their selection process.

Adjuncts are required to have at least one year of experience teaching in an Intensive English Program or in an English for Academic Purposes environment. The IELI director reviews the potential adjunct’s C.V to assess their relevant work experience.

Excellence in English

To be hired applicants for lecturer or professorial positions must demonstrate excellence in English to the screening committee, faculty, and administrators during the hiring process. Candidates display their excellence during the initial screening process, which includes a telephone interview, and if invited to campus, during demonstration teaching, a public presentation, and interviews with the screening committee, the director, department head, and the dean of the college.

Prospective adjuncts must also demonstrate excellence in English throughout the hiring process, including in interviews with the director.
IELI Faculty Responsibilities

The following are meant to highlight general responsibilities of all IELI faculty: tenured, tenure-track, part-time, temporary lecturer, and graduate TA.

Teaching
Decisions concerning teaching methods, techniques and supplemental materials rest with the individual faculty member. You are expected to follow the general objectives established by the program and recorded in course syllabi, and to use the textbooks selected by the entire faculty. IELI faculty should freely share course materials, syllabi, and ideas about the curriculum.

Like teaching methods, assessment is the responsibility of the individual faculty member.

All classes are evaluated by students using the USU Teacher/Course Evaluation form. More detailed information and a copy of the evaluation form can be found on pages 22-26.

Syllabi
1. Write a syllabus for each class you teach. Previous course syllabi are available as a guide. Detailed information on what to include in your syllabi is found on page 36 (Check page)
2. E-mail a copy of your syllabus to the Staff Assistant. They will make a copy available on the IELI website and put a hard copy in a binder in the workroom.

Meeting Classes
1. If you hold class any place other than the assigned room, inform the IELI administration and office.
2. If you are ill or participating in professional activities related to IELI, faculty is responsible for first trying to arrange a substitute with another faculty member. For personal outside obligations you will need to pay for your substitute. The going rate is $15 per class hour. You are expected to provide substitutes with lesson plans and materials.
3. If you are sick and cannot meet your class, call the office to have your classes cancelled. If you are sick a day or two, contact the Business Assistant and request that an adjunct professor be asked to cover your course. Ask the Business Assistant to have the adjunct call you so lesson plans can be made. It is helpful if you can contact the adjunct to substitute.
4. If you know in advance that you will miss class, arrange for a substitute or provide a well-defined task for students to complete. Notify the office that you will not be in class and who your substitute will be, or that students have an assignment.
5. Long term illness that may require short term or long term disability needs to be discussed with the Business Assistant, the LP&CS Department Head, and the Human Resources Office so that insurance can be paid and a substitute selected.
Office Hours
1. IELI faculty, full- and part-time, are expected to hold office hours (1 hour each week for every class). Office hours should be scheduled outside of IELI class hours so they are during students’ free time.

2. Post your office hours, notify the IELI office in writing, and put your office hours on your course syllabi.

Advising Students
1. Each student has a file located in the Current Files section of the file cabinet in the Business Assistant’s office. Record your notes on student conferences using the form provided in the student files, and let students know you are doing so.

2. In-term progress reports: IELI faculty advise their students in writing of their academic progress three times during the semester. At midterm, faculty record grades in a central notebook that will be available in the work room. If you have students who are failing at midterm, meet with them to agree on a course of action and support. The purpose of this is to identify students who are having difficulties at midterm so they can be given help.

3. Personal advising: Students often come to IELI faculty about their personal problems. If you feel that a particular student’s needs exceed your expertise, do not hesitate to refer them to USU’s Counseling and Psychological Services, located in the Taggart Student Center, Room 306. Their telephone number is 797-1012. If a student raises concern, USU has a reporting structure to inform the university of these students. Please refer to: https://www.usu.edu/campussafety/reportingstudents.cfm. If you fill out this report, make a note of it in the student’s file and report it to the director.

4. As noted in the IELI attendance policy (page XX), it is your responsibility to inform the director, who will then inform the Office of Global Engagement, of any student who misses a week of classes. You should also inform the student that you have reported them and that missing class is grounds for immediate visa revocation.
Teaching Assignments

The IELI director is responsible for assigning classes. Scheduling is usually due at least 6 months before the semester so in order to assign classes the following procedure is followed:

1. The director e-mails IELI faculty and asks for a list of rank ordered classes. They are asked to submit a couple more classes than they are required to teach to provide flexibility in class assignments (e.g. If a faculty member has to teach 3 classes, they submit 5 possibilities).

2. The director assigns classes, trying to ensure that faculty receive their top two choices. If there are request conflicts, the director contacts the faculty directly and negotiates changes.

3. Once everyone is assigned their classes, the director sends out a ‘draft’ schedule to ensure everyone is aware of the schedule. Faculty have the opportunity to ask for changes.

4. If there are conflicts or difficulties creating the schedule, the Director may call a meeting to negotiate classes with the Faculty.

5. Once everyone has reviewed the schedule it is submitted to USU scheduling.
IELI Faculty Role and Performance

All IELI faculty are treated similarly to other faculty at USU. All standards and expectations given in this document are to be understood within the context of the guidelines in the USU Policy Manual (https://hr.usu.edu/policies/).

IELI Faculty Role and Performance Criteria
IELI faculty have teaching-advising, research/creative activity, extension, and service roles. Specific activities of faculty may vary from year-to-year and are listed in individual role statements. These role statements are unique to each faculty member and establish the criteria for performance evaluation and promotion decisions.

Role statements are negotiated between individual faculty members and the LP&CS Department Head and are approved by the Dean of the College of Humanities and Social Sciences (USU code 405.6.1).

USU code gives criteria to be met for performance and promotion. In addition, IELI faculty have determined flexible, unweighted criteria which faculty may use as evidence of meeting requirements for performance or promotion. These criteria are examples only and are intended to guide faculty members as they negotiate their role statements with the LP&CS Department Head. Criteria for each area of the faculty role follow.

Teaching
USU code (405.2) defines teaching as follows:

Teaching includes but is not limited to all forms of on- or off-campus instructional activities: classroom performance, student advising and supervision, thesis and dissertation direction, and curriculum development.

Documentation supporting teaching performance must include student and peer evaluations (USU code 405.2). In addition, code states (405.2.1) documentation may also include, but is not restricted to, any of the following:

- Proficiency in curriculum development (includes: “imaginative or creative use of up-to-date instructional materials such as syllabi, instructional materials, edited readings, case studies, media packages and computer programs…”)
- Authorship of textbooks
- Teaching and/or advising awards
- Authorship of referred articles on teaching
- Success of students in post-graduate endeavors
- Peer recognition of contributions on graduate committees
- Service on professional committees, panels, and task forces
- Invited lectures or panel participation
In addition, IELI faculty have determined that documentation may include, but is not restricted to, evidence of any of the following:

- Evaluations of teaching by outside experts
- A thorough understanding of subject matter specialty
- Knowledge of professional literature
- Teaching innovations
- Development and/or publishing of instructional materials
- Creative and effective use of technology
- Creative use effective use of instructional materials
- Teaching, leadership, or consulting in international program development
- Design, development, or teaching of contract and other programs or workshops
- Curriculum consulting
- Documented efforts to improve one’s teaching
- Documented comments about advising from students, colleagues, or administrators
- A written advising log

**Research / Creative Activity**

USU code (405.2.2) defines research / creative endeavor as follows:

Research and creative endeavors encompass a wide variety of scholarly activities that lead to the advancement of knowledge and / or to original contributions in the humanities and social sciences.

Documentation supporting research / creative endeavor performance must include peer recognition of their value (USU code 405.2). In addition, code states (405.2) documentation may also include, but is not restricted to, any of the following:

- Books, monographs or articles in peer reviewed media
- Participation in symposia
- Authorship of chapters in state-of-the-art review volumes
- Creative work in the humanities/social sciences that receives regional and national recognition
- Success in competition in extra-mural funding

In addition, IELI faculty have determined that documentation may include, but is not restricted to, any of the following:

- Publication or design and development of print or electronic instructional materials
- Refereed presentations at local/regional, national, or international conferences
- Successful competition for outside funding
Service
USU code (405.2.4) defines service as follows:

Service activities include but are not limited to: membership in, leadership in, and leadership of, departmental, college and university committees and organizations; active participation in regional and national professional organizations as evidenced by committee membership and/or by holding elective or appointive office; consulting activities in local, regional, national and international organizations and agencies; public speaking and/or information dissemination involving professional expertise.

IELI faculty have determined that service also includes activities not specifically prescribed in role statements that benefit the IELI program.
Promotion and Tenure within the Professorial Ranks

Faculty in IELI can earn two promotions: from assistant professor to associate professor and from associate professor to full professor. IELI faculty also may qualify for tenure.

According to USU code (405.2.2), tenure and promotion “are awarded on the basis by which a faculty member performs his or her role assignment.” The code further states that while each faculty member has teaching, research / creative endeavor, extension, and service roles, “individual emphasis will vary within and among academic departments as described in each faculty member’s role statement.” The code adds, “Each candidate must present evidence of effectiveness in all professional services which he or she performs, and must present evidence of excellence in the major emphasis of his or her role statement.”

IELI faculty have a heavy teaching and advising role. Because of current program needs, faculty typically teach 7 classes per academic year and one or two classes per summer. In addition, they advise an equitable proportion of the IELI student body. Teaching and advising, therefore, are highly valued criterion and are the major emphasis in any IELI faculty member’s role statement. Teaching is the professional service in which IELI faculty are expected to present evidence of excellence as measured by national standards within their professional peer group.

Promotion from Assistant Professor to Associate Professor

In addition to the USU code and IELI criteria given above under “IELI Faculty Role and Performance Criteria,” IELI faculty have established these additional guidelines for promotion from assistant to associate professor:

- A minimum of six years of full-time teaching in IELI at USU.
- A contribution to effective operation of IELI including participation on IELI committees, involvement in placement testing and student orientation, student advising, and related academic affairs.
- Excellence in teaching as determined by national peers in teaching and advising
- Effectiveness in research / creative endeavor, extension, and service
- Evidence of contribution to the ESL discipline at the national / international level

Promotion from Associate Professor to Professor

To be promoted from associate professor to professor, a faculty member must meet the criteria to associate professor and have the following:

- Three to five years of continuing, full-time experience as associate professor following promotion to associate professor
- An established reputation for excellence in all areas of the faculty role as measured by national peer group standards for professors with comparable teaching roles and students.
- Leadership roles in national professional organizations
- Nationally or internationally funded and awarded grants, fellowships, visiting professorships, lectureships, Fulbright’s, etc.
Annual Review
The LP&CS Department Head conducts an annual performance review with all faculty members. The review appraises whether or not faculty members discharge their duties described in the role statement with professional competence (USU code 405.12).

The procedure outlined in USU Code Section 405.12.1 is that the LP&CS Department Head meets with each faculty member to discuss “an analysis of fulfillment of role statements as described in the role assignment” and then subsequently provides a written report of the review to the faculty member and to the dean.

The annual review may constitute a recommendation for salary adjustment and for faculty with term appointments a recommendation for renewal of their appointment.
Evaluation of Teaching
Tenured, Tenure Track Faculty, and Lecturers

By Students
The IELI faculty is evaluated by students according to USU policy: Every teacher is evaluated in every class each semester. IELI uses the IDEA Center online evaluation used for other USU faculty.

Individual faculty members can conduct an orientation with their own classes to explain the questions. The Office of Analysis, Assessment, and Accreditation tallies responses by computer along with all other USU evaluations. The following semester, teachers receive numerical results and student comments.

By Administrators
Course evaluations by students are made available to the LP&CS Department Head. The Department Head meets with the faculty on an annual basis for their performance review.

It is the practice of the Director to visit classes of tenured faculty when invited or when student complaints seem to indicate the need. All such classroom observations are meant to be constructive and formative.

By Peers
IELI faculty participate in peer evaluation on a voluntary basis for professional development purposes. Tenure track faculty are often observed by their Promotion Advisory Committee members as part of the tenure and promotion process. This is not required but is strongly suggested for promotion purposes.

Evaluation of Adjunct faculty

By Students
Adjuncts are evaluated by students via the IDEA evaluation as outlined above.

By the IELI Director
Newly hired adjuncts are observed twice during the first semester they teach by the IELI Director. Adjuncts who have previously taught for IELI are observed once a year by the director. The Director reserves the right to observe adjunct faculty if he/she determines there is a need to do so. All classroom observations will be announced at least one week in advance.

By Peers
Adjunct faculty may request peer observation for professional development purposes.
Evaluation by Students

Use the following guidelines to introduce the evaluation process to your students.

What Students Need To Know
1. Evaluating teachers is a common practice in US universities; it gives students an opportunity to let the teacher and IELI know about their experience in this class.
2. It is anonymous – no names.
3. The teacher receives the results after the semester is over (after grades are turned in).
4. The evaluation is done entirely online. An email containing a link to the evaluation will be sent to the students for each class for which they are registered.

To Teachers
The IDEA Center assessment is complete online. At the end of the semester, the students will receive one email message for each course they are taking, asking them to complete the course / instructor assessment.
Teachers are also notified via email that they need to identify 3-5 course goals / objectives for each course. Those 3-5 objectives will be weighed in the final evaluation of their students’ responses.

Teacher/Course Evaluation Sheet
This sheet may help you understand the questions on the evaluation form. Look at this sheet when you do not understand questions.

I. GENERAL INFORMATION

1. Overall quality of the course
   How good is the class?

2. Instructor’s effectiveness
   How well does your professor teach?

II. INFORMATION ABOUT THE COURSE

1. Clarity of course objectives
   How clear are the goals of the class?

2. Relevance of assignments
   How relevant are assignments and projects? (How well does your homework help you learn?)

3. Appropriateness of workload
   How well does the workload help you achieve class goals?
4. **Fairness of grading procedures**  
   How fair is the professor’s system for giving grades?

3. **Helpfulness of texts/readings**  
   How well do your textbooks, handouts, videos, computer programs, and other materials help you learn?

### III. INFORMATION ABOUT INSTRUCTION

1. **Course organization**  
   How well organized is the class?

2. **Use of examples**  
   How good are the professor’s examples? (How well do the professor’s examples help you learn?)

3. **Enthusiasm for subject**  
   How enthusiastic is the professor for the subject?

4. **Prepared for class**  
   How prepared is the teacher for class?

5. **Opportunity to comment and express opinions**  
   How much opportunity do you get to comment and express opinions?

6. **Helpfulness of explanations**  
   How helpful are the professor’s explanations? (How well do the professor’s explanations help you learn?)

7. **Use of class time**  
   How well does the teacher use class time?

8. **Helpfulness in resolving questions**  
   How well do the teacher’s answers help you understand?

9. **Opportunity to ask questions**  
   How much opportunity do you have to ask questions?

5. **Availability of extra help**  
   How available is the teacher to help you?
Travel Policy

The Intensive English Language Institute (IELI) faculty must adhere to the USU travel procedures (https://travel.usu.edu/htm/travel-policies-procedures). IELI faculty are treated similar to all other Languages, Philosophy and Communication Studies faculty. Tenure-track and tenured faculty are supported for professional travel, providing the faculty member is performing an official function at a professional conference. Professional travel is generally limited to $2000 a year for tenure track faculty and $800 a year for lecturers. Adjunct faculty have the opportunity to apply for a competitive travel grant for up to $250. Travel expenses include conference registration, transportation, lodging, per diem, ground transportation, airport parking, and other costs appropriate for the travel.

Conference funding is available if the faculty member is presenting a paper, serving as an officer or a board member in the professional organization, or is representing IELI in an official capacity. Requests for conference funding for purposes outside of the types aforementioned will be evaluated on a case-by-case basis. If the faculty member is requesting travel money for a responsibility not listed in this policy, or that does not relate to a conference, then the request is separate from the travel policy for conferences. For example, traveling as part of an accreditation team request will be evaluated separately on a case-by-case basis. The LP&CS Department Head will make his/her final decision on any money used for travel.

Procedure
(see https://travel.usu.edu/htm/travel-policies-procedures for complete policy)

1. Once the faculty member is informed of the paper acceptance, they must fill out a Travel Request form located in the workroom and give it to the Business Assistant. If a travel request is for a professional activity other than a conference paper, the faculty must request permission in advance from the LP&CS Department Head and, once approved, fill out the Travel Request.

2. Costs reimburses must be consistent with the USU travel policy. They generally include airfare, ground transportation to and from airport and destination hotel, hotel, and a per diem for meals.

3. The traveler is responsible for obtaining receipts for ground transportation, hotel, and airfare, and for submitting the receipts to the Business Assistant upon returning from the trip.

4. The Business Assistant will prepare TA forms for cash advance prior to the conference, if requested.

5. Office staff will calculate the expenses for reimbursement.
Graduate Teaching Assistants

IELI serves the LP&CS department by mentoring Graduate Teaching Assistants (GTA) in the Master’s of Second Language Teaching program. IELI reserves all rights on the selection and mentoring of these GTAs.

Selection
Each year the MSLT program sends the files of prospective candidates to the IELI Director. These files include the student’s undergraduate transcripts and a letter of interest. The director may also request relevant teaching experience if it is not evident in the materials the candidates provide. These materials are then disseminated to the IELI faculty for consideration. The faculty discuss these candidates during a regularly scheduled faculty meeting.

IELI has stringent criteria for selecting GTAs: 1) they must have at least one semester of graduate coursework in the MSLT program or previous coursework in TESOL (e.g. undergraduate classes or a TEFL certificate) and 2) relevant experience teaching English to adults for academic purposes.

If the IELI faculty selects a candidate for the IELI program, the IELI director contacts the MSLT program director and an offer letter is sent to the student.

Class selection
The director meets with the GTA to discuss his/her teaching interests and explains what classes are available for them to teach. GTAs may only teach levels 1, 2, and 3 unless they have extensive prior teaching experience. In addition, they may not teach any of the speaking classes that incorporate US undergraduate students. The director also provides a class schedule, including faculty names so the GTA can choose possible classes and mentors. The GTA is encouraged to meet with a possible mentor to get to know them better before choosing one. The GTA provides a ranked list of courses to the Director who then contacts the faculty mentor. Once an IELI faculty agrees to mentor the student, the GTA is informed of his/her IELI class and mentor.

Mentoring
IELI follows a prescribed mentoring process which ensures that the GTA is provided a quality learning experience and is well prepared to teach the IELI class:

During the first semester, the GTA observes the class for the entire semester. During this period, they may be given small teaching assignments in the class but the class is primarily taught by the IELI faculty. At the same time, the GTA is required to enroll in a 2 credit independent study with the IELI faculty. The allows the GTA to do relevant reading and research related to the pedagogical aspects of their teaching assignment.

During the second semester, the GTA becomes the teacher of record for the class but is closely observed by the IELI faculty. During this semester the IELI faculty mentor observes the GTA on at least a weekly basis. The director also observes a couple of times a semester. In addition, the GTA and IELI faculty mentor meet weekly to discuss the class.
During the optional third semester, the GTA may teach the same class independently. If the GTA has done a good job (based on the mentor’s observation and discussion and course evaluations), the GTA may be given the opportunity to teach the class independently.
Curriculum

Overall Purpose of the IELI
The Intensive English Language Institute (IELI) is an academic English as a second language program for international students who have been admitted to Utah State University and for students who want to study academic English for personal or professional reasons.

Academic Curriculum
Classes focus on the language and cultural skills needed for successful university study. Over 90% of IELI’s students continue academic studies at the undergraduate or graduate level at USU after completion of IELI. In order to meet the needs of our primary student population, we have oriented the curriculum toward language, culture, and academic skills necessary for successful university work. While academic English is the focus of the curriculum, we define academic broadly to include the kinds of social and quasi-professional uses of language required of university students.

Overall Organization of the Curriculum
The IELI curriculum is organized primarily by language skills; course goals are best described as task-based; within the framework of language skills, content is also an important consideration in program planning and is the most flexible element of the curriculum. That is, content tends to change based on student and faculty interests, expertise, and needs, while the tasks and language skills emphasized tend to remain more stable based on faculty knowledge of the expectations and requirements of academic study at USU.

Language Goals
The IELI curriculum involves students in tasks aimed at improving their abilities 1) to speak comprehensibly and negotiate meaning in a range of situations from one-on-one requests and inquiries in university and community offices to informal academic settings (such as small group work in classes), and extending to more formal academic uses of English such as conducting interviews and making class or seminar presentations; 2) to understand spoken English (materials created expressly for ESL students and authentic materials aimed at native speakers) in a variety of contexts including conversations, video, television, radio, and university lectures; 3) to comprehend written English from a range of genres including materials created for ESL students, newspapers, magazines, short articles, university textbooks, and scholarly journals and books; 4) to write comprehensibly for a range of genres including journals, letters, academic reaction papers, essays, and research papers.

Culture Goals
The IELI curriculum involves students in tasks aimed at 1) improving their abilities to interact cross-culturally both with classmates from different cultures and with Americans; 2) increasing their understanding of what culture is and how it influences behavior, beliefs, and expectations; 3) increasing their knowledge of American cultures with the goal of helping students function well as members of the USU community; 4) providing opportunities to compare cultural expectations; 5) gaining an understanding of how American universities and classrooms operate, what expectations American teachers and students have, and what behaviors are acceptable in American university classrooms.
Academic Goals
The IELI curriculum aims to help students become self-regulated learners capable of performing academic tasks that will be required of them in an American university. Specific goals include 1) developing an awareness of one’s individual learning preferences; 2) listening to lectures and discussions or reading and taking notes; 3) paraphrasing, synthesizing and summarizing information; 4) judging the importance of information; 5) organizing information; 6) recognizing and using common rhetorical patterns; 7) discerning author’s viewpoint and purpose; 8) developing an awareness of audience in writing and speaking; 9) editing written text; 10) using context to determine meaning; 11) participating in both informal and formal discussions; 12) using visual organizers; 13) improving abilities to use computers; 14) learning to use libraries and internet for research.

Credit Courses
All IELI courses carry USU academic credit. At each level, full-time students register through USU for 18-credit hours. Depending upon their major department, undergraduate students may apply up to 18 credits as elective credit toward graduation. Credits earned completing the IELI program also qualifies students for the Bachelor of Arts degree upon graduation.

IELI courses, like all USU credit-bearing courses, have been approved by the CHaSS (College of Humanities and Social Sciences) undergraduate curriculum council and the EPC (Educational Policies Committee). This gives the IELI curriculum two layers of scrutiny and visibility beyond the program.

Students receive letter grades with corresponding quality points in all IELI classes. Grades and credits earned become a permanent part of the students’ official USU transcripts. Grades and quality points are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C-</td>
<td>1.67</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
</tr>
</tbody>
</table>

A C- is required to pass an IELI course.

Levels of Instruction
The IELI offers four levels of instruction. Each level takes one 15-week semester or one 10-week summer semester to complete.
   - Level I: High Beginning
   - Level II: Low Intermediate
   - Level III: Intermediate
   - Level IV: High Intermediate – Advanced

Placement, Progress, and Exit
Students are placed into the appropriate level of instruction on the basis of the IELI Placement Test, an in-house exam developed to reflect the IELI curriculum. New students take the exam the first day of the semester prior to the beginning of classes.
**Differential Placement for Writing Classes**

Placement in writing courses will be determined by the score on the writing section of the Placement Exam. A score of 35 points is the highest possible score on the writing section of the Placement Exam. The placement for each level is listed below:

<table>
<thead>
<tr>
<th>Writing Level</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level I</td>
<td>1-10 points</td>
</tr>
<tr>
<td>Level II</td>
<td>11-16 points</td>
</tr>
<tr>
<td>Level III</td>
<td>17-22 points</td>
</tr>
<tr>
<td>Level IV</td>
<td>23-30 points</td>
</tr>
</tbody>
</table>

A student who scores 146 or higher on the IELI Placement Exam, but scores 30 points or lower on the writing section will be required to take the appropriate sequence of writing classes.

**Level Changes**

During the first week of the semester IELI professors can change a student’s level. This is for new students who seem to have been misplaced by the Placement Test, and for continuing students who have made unusual progress. Professors can only change students in the classes they teach. For example, the writing teacher can make decisions about writing; the listening teacher makes decisions about listening, and so on. As a result, a student may be in one level for several courses, and a different level in other skill areas.

New students can be moved up a level, or down a level in a class. Those who are continuing in the program can be moved up only because once a student has passed a course at one level, that student cannot be asked to repeat the course. Because the Topics course is considered a capstone course for the level, that it is the last course a student will be move up in.

Professors make Level Change decisions during the first week; therefore, it is important for students to attend the classes they have been assigned so professors can get information about their students’ English ability. Each professor will tell students how they make their individual Level Change decisions. (See pgs 12-14)

**Continuing in IELI**

Students move through the program by passing individual classes. They must receive a minimum C- to pass each class. Grades are based on classwork, homework, class exams, and a final exam or project in each class. (Details are explained by the professors and written in course syllabi.) Students must be enrolled in or have passed Level IV Reading & Writing (IELI 2460 & 2420) in order to take Academic Discourse or Cross-Cultural Perspectives (IELI 2440/2470).

**Exit**

Students must pass 18 credits at Level IV to complete the program. Completion of Level IV satisfies the USU English language requirement. This means students who have been admitted to USU may begin study in their major programs after passing all IELI Level IV classes; they do not need to take the TOEFL, IELTS or demonstrate language proficiency.
Split Policy
Pending resources (money, available faculty, and rooms) writing courses and the Academic Discourse L4 course will be split when the number of students in these courses reaches 16. Splits for other courses with the exception of the Topics courses and the Cross-Cultural Perspectives course will be considered when the enrollment reaches 20. Faculty members will meet to determine the priority in the division of all courses in question. The department head of Languages, Philosophy and Communication Studies will have the final say in all decisions regarding splitting classes.

Policy on Topics for ESL (IELI 2450)
About Topics for ESL
Topics courses provide students the opportunity to apply the language skills they are learning in core classes to the study of a content course taught in English. All Topics courses offer instruction and practice in language and academic skills as well as the content study of a current issue, or relevant cultural or discipline specific subject. Course designs tend to focus on critical and creative thinking, collaborative learning, peer exchanges, personal reflection and expression, and using language to learn about a subject, one’s self, and others.

Topics courses are designed as content courses in which all skills are employed. If a Topics course professor wants to move a student to another level, the professor should meet with faculty who are teaching the student to determine if the move will benefit the student. If a student is in a split-level, the student should be enrolled in the Topics course of the majority of his/her courses. Exempting a student from a Topics course may have ramifications for the student because any student on a F1 visa needs to be enrolled for 18 credits. A student without 18 credits needs course reduction approval from the Office of International Students and Scholars to remain in status. See the Business Assistant for assistance in getting the Reduced Course Load Form (RCL).

Repeatable Credit
IELI 2450 is repeatable for up to 12 credits. Students take one Topics course per semester that they study in IELI, and earn 4 credits per course. Exceptions for part-time students are specified below.

Repeating the Same Course
According to USU policy, students may repeat a course to earn a higher grade, but they may not repeat the same course for additional credit.
Curriculum Review

The IELI curriculum is systematically reviewed on a number of different levels and from different perspectives. Each year at the annual retreat, the entire faculty:

- Reviews level four student products in an assessment of assessment. This assessment ensures that our level four student products are consistent with the course outcomes. Each year, two classes are assessed (i.e. one year reading and writing and the following year listening and speaking).
- Reviews GPAs of IELI graduates three semesters into their university coursework to ensure that they are successful in their courses.
- Reviews level progression and pass/fail rates to ensure that students are passing through the curriculum. This provides some indication that our curriculum is integrated.
- Reviews end of semester student surveys. Some of the questions relate to curriculum which provides the students perspective on the IELI curriculum.

In addition, IELI has a ‘curriculum day’ in the spring semester, during which the faculty discuss in greater detail curriculum related issues. The topics for the curriculum day arise from the retreat reviews or may be topics brought up from the faculty.
The Classes

Level I: High Beginning
IELI 1120 Writing I (4 credits): Develops writing skills at the high-beginning level. Focuses on description, narration, grammar, and appropriate word order at sentence and paragraph levels. (Fall, Spring, Summer)

IELI 1160 Reading I (4 credits): Focuses on comprehension of expository texts at a high-beginning level. Emphasizes word knowledge, vocabulary development, knowledge of sentence structure, and general organization of text. (Fall, Spring, Summer)

Level II: Low Intermediate
IELI 1220 Writing from Sources (4 credits): Focuses on sentence and paragraph writing at a low-intermediate level. Students gather information from various sources, organize it, and present it in written form. (Fall, Spring, Summer)

IELI 1260 Reading II (4 credits): Focuses on comprehension of texts at the low-intermediate level, with an emphasis on distinguishing main ideas from supporting ideas, active reading, summarizing, and increasing vocabulary. (Fall, Spring, Summer)

Multi-Level I & II
IELI 1230 Cross-Cultural Talk (3 credits): Multilevel course designed to improve oral communication through small group work and one-on-one conversation with American undergraduates. Emphasizes interactive language fluency. Repeatable for credit for students who place Level I on the IELI placement exam. (Fall, Spring, Summer)

IELI 1240 Integrated Skills (3 credits): Multilevel speaking, reading, writing and listening course, with an emphasis on listening, designed to develop language skills through content-based instruction. Repeatable for credit for students who place in Level I on the IELI placement exam. (Fall, Spring, Summer)

IELI 2450 Topics for ESL (4 credits): Introduction to contemporary topics, which vary by semester and level. Focuses on language development through content-based instruction. Repeatable for up to 12 credits. (Fall, Spring, Summer)

Level III: Intermediate
IELI 2310 Comprehending Authentic Discourse (3 credits): Focuses on listening strategies and note-taking of authentic passages, such as interviews, news reports, university lectures, and documentaries. Develops strategies for comprehension and organization of information. (Fall, Spring, Summer)

IELI 2320 Writing from Authentic Texts (4 credits): Focuses on developing writing skills at the intermediate level, moving from the paragraph to the academic essay. Students learn to acknowledge sources use the library and the Internet to inform their writing. (Fall, Spring, Summer)
IELI 2330 **Spoken Discourse and Cross-Cultural Communication** (3 credits): Emphasizes interpersonal communication and academic tasks with American undergraduate classroom assistants. Focuses on the dynamics of small-group interactions. (Fall, Spring, Summer)

IELI 2360 **Reading Authentic Texts** (4 credits): Focuses on comprehension of academic and popular-media texts including articles from newspapers, magazines and web pages. Awareness of discourse organization and development of academic vocabulary are emphasized. (Fall, Spring, Summer)

IELI 2450 **Topics for ESL** (4 credits): Introduction to contemporary topics, which vary by semester and level. Focuses on language development through content-based instruction. Repeatable for up to 12 credits. (Fall, Spring, Summer)

**Level IV: High Intermediate - Advanced**

IELI 2410 **Comprehending Lecture Discourse** (3 credits): Develops techniques for understanding the planned and spontaneous academic discourse of university classrooms. Focuses on information processing. (Fall, Spring, Summer)

IELI 2420 **Writing from Academic Sources** (4 credits): Introduces students to academic writing demands. Students gather information from various sources, such as interviews, surveys, and academic texts; analyze and summarize the information; and write documented essays and reports. (Fall, Spring, Summer)

IELI 2440 **Academic Discourse** (3 credits): Designed to assist students in developing oral competency, with emphasis on comprehensibility in academic presentations. (Fall, Spring, Summer)

IELI 2460 **Reading from Academic Sources** (4 credits): Focuses on processes and strategies for a variety of academic and disciplinary genres with a special emphasis on the basic university textbook; strategies for learning from textbooks and other materials relevant to reading for academic purposes; and vocabulary study. (Fall, Spring, Summer)

IELI 2470 **Cross-Cultural Perspectives** (4 credits): Designed to be taken by IELI students. Brings together students for a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values. Dual-listed with IELI 2475. (Fall, Spring, Summer)

IELI 2475 **Cross-Cultural Explorations** (3 credits): Designed to be taken by American undergraduate students who are native English speakers.

**International Teaching Assistants Seminar (not part of the IEP curriculum)**

IELI 7920 **College Teaching Seminar** (1-3 credits): Workshop for international students who will hold teaching assistantships at USU. Pre-requisite: Students must prove English Proficiency through TOEFL, IELTS or passing IELI Speak test. Graded Pass/Fail only. (Fall)
Curricular Outlines

IELI 1120 – Writing I

Catalog Description
Develops writing skills at the high-beginning level. Focuses on description, narration, grammar, and appropriate word order at sentence and paragraph levels.

Course Goal
Students learn to communicate meaning in a basic paragraph.

Expected Learner Outcomes
Students learn to communicate meaning in a basic paragraph* by…

• using simple, compound and complex sentences
• displaying paragraph and rhetorical skills of organization and development

Typical Classroom Topics/Activities
• writing guided narrative and descriptive paragraphs
• writing, formatting, and sending emails
• journal writing
• in-class writing
• sentence diagramming
• formatting papers: margins, titles, spacing, indentation, etc.
• describing pictures using space order
• creating lists using appropriate word order
• revising work, peer reviewing, editing, re-writing
• prewriting activities (free-writing, clustering, brainstorming, note-taking, etc)
• simple, compound and complex sentences \((e.g.\) reason, time, purpose, contrast, condition\))
• information packaging (relative clauses, reduced relative clauses, prepositional phrases \((e.g.\) of space, time and place\) and multiple adjectives modifying nouns
• quick writes (writing as much as you can about a certain topic within a short amount of time)
• vocabulary-building activities
• introduction and concluding sentences

* Students can perform the writing tasks at a high-beginning level.
IELI 1160 – Reading I

Catalog Description
Focuses on comprehension of expository texts at a high-beginning level. Emphasizes word knowledge, vocabulary development, knowledge of sentence structure, and general organization of text.

Course Goals
Students will…
• improve reading comprehension at a high beginning level
• develop vocabulary

Expected Learner Outcomes
1) Given a text, students show improvement in reading comprehension by…
   • identifying main ideas
   • listing examples and details that support main ideas
   • filling in/creating graphic organizers such as timelines, Venn diagrams, and tables
   • responding to text by giving opinions and disagreeing, asking and answering questions, etc.

2) Students demonstrate vocabulary development by…
   • recognizing the meanings of affixes in the textbook
   • using new words in context in activities

Typical Classroom Topics/Activities
• summarizing
• differentiating between main ideas and details
• identifying sentences with the same or different meaning
• filling in/creating graphic organizers such as tables, timelines, Venn diagrams, etc.
• identifying word forms (for dictionary use)
• use a dictionary (monolingual and/or bilingual)
• meaning-in-context activities (meaning of word/phrase and dictionary usage)
• introduction to authentic texts (USU Statesman, advertising, News for You, etc.)
• predicting from title, topic, photos, etc. & asking questions
• rhetorical modes of development, e.g., definitions, examples, description, process, etc.
• discourse structure of a reading (introduction, body and conclusion)
• using contextual information to get word meaning
• deciding if a word is worth looking up in a dictionary depending on reading purpose
• extensive reading or nonacademic texts

AS (2/2013)
IELI 1220 – Writing from Sources

Catalog Description
Focuses on sentence and paragraph writing at a low-intermediate level. Students gather information from various sources, organize it, and present it in written form.

Course Goal
Students learn to communicate meaning in a variety of paragraphs.

Expected Learner Outcomes
Given a topic, students write a well-constructed paragraph* with…
- a clear topic sentence
- supporting details
- transitions
- appropriate features for the genre
- a conclusion

Typical classroom topics / activities
- narrative, descriptive, opinion, compare/contrast, process, and definition paragraphs
- interviewing classmates
- writing multiple drafts
- journal writing, free writing, brainstorming
- in-class writing
- meta-language: topic, controlling idea, main idea, etc.
- sentence diagramming
- formatting papers: margins, titles, spacing, indentation, etc.
- capitalization and punctuation
- subject-verb-object
- errors such as run-on sentences, comma splice, tense, pronoun reference, subject-verb agreement
- creating lists using appropriate word order
- revising work, peer reviewing, editing, re-writing
- prewriting activities (free-writing, clustering, brainstorming, note-taking, etc.)
- simple, compound and complex sentences (e.g. reason, time, purpose, contrast, condition)
- transition phrases of time, space, example, cause, & effect

* Students can perform the writing task at a low-intermediate level.
IELI 1230-001 – Cross-Cultural Talk (Level I)

Catalog Description
Multilevel course designed to improve oral communication through group work and one-on-one conversation with American undergraduates. Emphasizes interactive language fluency at a high beginning level. Repeatable for credit for students who place in Level 1 on the IELI placement exam.

Course Goals
Students will…
- improve oral communication with native English speakers in different cross-cultural situations*
- develop speaking skills in both formal and informal situations

Expected Learner Outcomes
1) Students demonstrate successful oral communication with native English speakers in different cross-cultural situations by…
   - engaging in conversations about a variety of topics*
   - using idioms, vocabulary, and slang
   - comparing and contrasting aspects of culture

2) Students demonstrate speaking skills* in both formal & informal situations by...
   - using appropriate verbal and non-verbal communication
   - speaking in front of a class and peer groups

Typical Classroom Topics/Activities
- asking for information
- providing personal information
- comparing
- describing topics such as events, people and holidays
- narrating
- reporting past events
- giving instructions
- giving opinions
- using communication repair techniques such as checking understanding, asking for repetition, etc.
- pronunciation practice
- speaking logs and speaking journals using technology
- learning to communicate in service-oriented settings, such as restaurants, post office, stores, doctor’s office, etc.
- Dear Abby advice column


* Students can perform the speaking activities at a high-beginning level. AR (2/18/10)
IELI 1230-002 – Cross-Cultural Talk (Level II)

Catalog Description
Multilevel course designed to improve oral communication through group work and one-on-one conversation with American undergraduates. Emphasizes interactive language fluency at a low intermediate level of language proficiency.

Course Goals
Students will...
• improve oral communication with native English speakers in different cross-cultural situations
• develop speaking skills in both formal and informal situations

Expected Learner Outcomes
1) Students demonstrate improvement in oral communication with native English speakers in different cross-cultural situations by…
   • engaging in conversations about a variety of topics
   • using idioms, vocabulary, and slang
   • comparing and contrasting aspects of cultures
   • demonstrating comprehensibility while carrying on social conversations

2) Students develop speaking skills in both formal and informal situations by…
   • using appropriate verbal and non-verbal communication
   • speaking in front of a class and peer groups

Typical classroom topics / activities
• asking for information
• providing personal information
• comparing
• describing topics such as events, people and holidays
• narrating
• reporting past events
• giving instructions
• giving opinions
• using communication repair techniques such as checking understanding, asking for repetition, etc.
• pronunciation practice
• speaking logs and speaking journals using technology
• learning to communicate in service-oriented settings, such as restaurants, post office, stores, doctor’s office, etc.
• islcollective.com (worksheets with procedures)
• YouTube videos: job interview tips
• VoiceThread (an online forum for audio/video)

* Students can perform the speaking activities at a low intermediate level.
IELI 1240-001 – Integrated Skills (Level I)

Catalog Description
Multilevel speaking, reading, writing, and listening course, with an emphasis on listening, designed to develop high-beginning language skills through content-based instruction. Repeatable for credit for students who place at Level 1.

Course Goal
- understand English in media environments (or educational environments generally) that require sustained listening
- report and discuss (orally and/or in writing) aurally-comprehended language

Expected Learner Outcomes
Level I students demonstrate the ability to listen for topic and main ideas in media or “live” English by

- reporting on the information via brief responses (e.g., single words, short phrases, simple sentences)
- discussing the information orally or in writing

(Above competencies are assessed by means of teacher observations of student performance documented through collection of written products and teacher rubrics.)

Typical Classroom Topics/Activities
- pre-listening activities
- group and partner work including presentations
- class and group discussions
- listening-based tests with multiple choice, short answer, true-false, etc.
- journal writing
- vocabulary building activities such as listening for specific words
- discussion of issues and experiences in course content that is related to the students’ lives
- roleplays

* Students can perform the tasks at a high-beginning level.
IELI 1240-002 – Integrated Skills (Level II)

Catalog Description
Multilevel speaking, reading, writing, and listening course, with an emphasis on listening, designed to develop low-intermediate language skills through content-based instruction.

Course Goal
• Understand English in media environments (or educational environments generally) that require sustained listening
• Report and discuss (orally and/or in writing) aurally-comprehended language

Expected Learner Outcomes
Level II students demonstrate the ability to listen for topic, main idea and supporting information from media or “live” English by
• taking notes that capture main ideas and multiple details
• discuss the information orally or in writing simple and complex sentences with some elaboration

(Above competencies are assessed by means of teacher observations of student performance documented through collection of written products and teacher rubrics.)

Typical Classroom Topics/Activities
• pre-listening activities
• group and partner work including presentations
• class and group discussions
• listening-based tests with multiple choice, short answer, true-false, etc.
• journal writing
• vocabulary building activities such as listening for specific words
• discussion of issues and experiences in course content that is related to the students’ lives
• roleplays

* Students can perform the tasks at a **low-intermediate** level.

JR (1/2015)
IELI 1260 – Reading II

Catalog Description
Focuses on comprehension of texts at the low-intermediate level, with an emphasis on distinguishing main ideas from supporting ideas, active reading, summarizing, and increasing vocabulary.

Course Goal
Students will improve their reading comprehension and vocabulary at a low-intermediate level of proficiency.

Expected Learner Outcomes
1) Students demonstrate improvement in reading comprehension by...
   • identifying the main idea of a text
   • answering questions about details
   • using graphic organizers

2) Students will show their knowledge of vocabulary by...
   • identifying and using word parts
   • using new words orally and in writing

Typical Classroom Topics/Activities
• skimming and scanning
• finding main ideas
• identifying general vs. specific ideas
• summarizing
• word webs
• extensive reading (collection in Nolan Weil's office: Oxford Bookworms)
• Venn diagrams, concept maps, & other graphic organizers
• using a dictionary (monolingual/bilingual)
• vocabulary journals
• guessing the meaning of a word using the context
• extensive reading of non-academic texts

AS (2/2013)
IELI 2310 – Comprehending Authentic Discourse

Catalog Description
Focuses on listening and note-taking of authentic passages, such as interviews, news reports, university lectures, and documentaries. Develops strategies for comprehension and organization of information.

Course Goals
Students will…
- comprehend authentic listening passages from various sources
- develop note-taking skills which reflect an understanding of the organization of the listening passages

Expected Learner Outcomes
1) Students demonstrate listening comprehension* by…
   - identifying main ideas
   - answering questions about the passages
   - summarizing passages
   - restating information
   - filling out graphic organizers

2) Students demonstrate note-taking skills by...
   - taking notes that reflect the organization of passages
   - taking notes that capture the important content
   - organizing important information in a visually comprehensible manner

Typical classroom topics / activities
- Recognizing good notes
- Discussing various graphic organizers/methods of note-taking
- Using abbreviations and symbols in notes
- Guided note-taking, including filling in skeleton notes
- Interviews with native English speakers
- Discussion groups
- Paired note-taking
- Vocabulary/listening journals
- Internet assignments using sources such as NPR, ABC News, the New York Times, and YouTube
- Information gaps
- Using notes to “lecture” to partner/group
- Dictation
- Quinney Library: Documentaries (students can check out DVDs)
- snagfilms.com (online documentaries)
- npr.org
- discovery.com, animalplanet.com, National Geographic

* Students can perform the listening tasks at an intermediate level.

AS (2/2013)
IELI 2320 – Writing from Authentic Texts

Catalog Description
Focuses on developing writing skills at the intermediate level, moving from the paragraph to the academic essay. Students learn to acknowledge sources and use the library and the Internet to inform their writing.

Course Goals
Students will...
• progress from paragraph- to essay-level writing*
• write different types of essays/multi-paragraph texts

Expected Learner Outcomes
1) Students will write a well-developed and organized composition of 3-5 paragraphs or more that...
   • uses grammar appropriate to the task, and
   • follows the conventions of academic writing

2) Given a task, students will write a coherent essay/multi-paragraph text that follows the appropriate rhetorical mode, e.g., comparison-contrast, cause-effect, classification, etc. and uses outside sources.

Typical Classroom Topics/Activities
• What is academic writing?
• Building general and academic paragraphs
• Rhetorical organization of the paragraph, essay, and essay-question answers
• Conventions of academic writing
• Formatting papers: margins, line spacing, title, subheadings
• Writing short essays as in response to, for example, essay questions, visual or written media, a historical event, or a theory
• In-class writing
• Avoiding plagiarism
• Writing as a process of prewriting, composing, revising, editing, and publishing
• Sentence types
• Clear writing
• Drawing conclusions
• Sources of information used in academic writing
• Paraphrasing, summarizing, & synthesizing information
• Supporting information
• Stating and supporting opinions
• Acknowledgement of sources (textbook, news, Internet investigations) by using reporting verbs
• Criterion software (ETS) – get TOEFL score from 0-6 – $15/student in the campus bookstore

* Students can perform the writing tasks at an intermediate level.

AS (2/2013)
IELI 2330 – Spoken Discourse and Cross-Cultural Communication

Catalog Description
Emphasizes interpersonal communication and academic tasks with American undergraduate classroom assistants. Focuses on the dynamics of small-group interactions.

Course Goals
Students will...
- successfully communicate with Americans on a variety of topics
- develop vocabulary at an intermediate level
- develop skills for group work and group presentations in an academic setting

Expected Learner Outcomes
1) Students demonstrate the ability to successfully communicate with Americans on a variety of topics by...
   - using appropriate verbal and non-verbal communication in social and academic situations*
   - interacting formally and informally in university settings

2) Students show that they have learned vocabulary by...
   - participating comprehensively in speaking and listening activities*

3) Students demonstrate the ability to work in groups in an academic setting by...
   - accomplishing assigned tasks such as leading a discussion*
   - giving group presentations

Typical classroom topics / activities
- collecting and synthesizing information
- pair work
- exchanging cultural information
- practicing discussion phrases
- developing vocabulary for specific situations
- role plays
- talking journals
- becoming familiar with American verbal and non-verbal communication
- preparing for group work in an academic environment
- learning communication skills needed to live in academic and social settings at USU
- developing vocabulary (conversation, slang, idioms)
- developing skills and strategies for successful communication with native English speakers
- increasing awareness of cross-cultural differences and similarities
- collect, analyze, and organize information for group presentation

* Students can perform the speaking activities at an intermediate level.

AS (2/2013)
IELI 2360 – Reading Authentic Texts

Catalog Description
Focuses on comprehension of academic and popular-media texts including articles from newspapers, magazines, and web pages. Awareness of discourse organization and development of academic vocabulary are emphasized.

Course Goals
Students will...
- improve reading comprehension at an intermediate level of language proficiency
- increase awareness of typical patterns of discourse organization in authentic texts
- learn techniques for visually representing organization and content of text
- build academic vocabulary

Expected Learner Outcomes
1) Students demonstrate improvement in reading comprehension by...
   • identifying main ideas and supporting details in outline or other visual form
   • summarizing main ideas in writing
   • answering questions about content
2) Students demonstrate awareness of the discourse organization of various authentic texts by completing tasks such as:
   • identifying typical patterns (e.g., topic/subtopic, chronological order, process/procedure, comparison-contrast, cause-effect, problem-solution, etc)
   • creating visual representations of content such as tree diagrams, timelines, T-charts, flow charts, etc.
3) Given a text, students can visually represent its organization and content by...
   • using conventional graphic organizers such as tree diagrams, timelines, T-charts, flow charts, etc.
4) Students demonstrate knowledge of academic vocabulary through tasks such as...
   • matching of academic target words to synonyms
   • fill-in-the-blank exercises
   • using the target words in context
   • answering questions using the target words

Typical Classroom Topics/Activities
- Main idea & details
- Summarizing and paraphrasing
- Graphic organizers such as tree diagrams, timelines, T-charts, flow charts, etc.
- Rhetorical modes: classification, cause-effect, comparison-contrast, process, etc.
- Exercises such as matching, fill in the blank, etc.
- Jigsaw reading
- Extensive reading (novels, Internet articles, etc.)
- Vocabulary journals & dictionary practice
- Word mapping (i.e., using different forms of word)
- Framing exercise

AR (9/1/2010)
IELI 2410 – Comprehending Lecture Discourse

Catalog Description
Develops techniques for understanding the planned and spontaneous academic discourse of university classrooms. Focuses on listening to learn in an academic classroom.

Course Goals
Students will...
• learn how academic lectures are typically structured and how lecturers signal structure
• listen to lectures and use knowledge of structure to take notes on content
• understand lecture content

Expected Learner Outcomes
After listening to a videotaped recording of a university lecture, students will demonstrate...

1) recognition of various organizational features and discourse structures of the lecture including:
   • discourse markers (e.g., topic & subtopic announcements, examples, supporting information, returns to topic after digression)
   • organizational sequences (e.g., definition, classification, concept explanation, problem/solution)
   • discourse features to be ignored (e.g., digressions, postponements)

2) ability to take notes that reflect organization and content of the lecture. Notes may employ...
   • key word outlines
   • bulleted lists
   • visual representations
   • other self-developed systems

3) understanding of lecture content by completing tasks such as...
   • filling in and making concept maps
   • answering questions
   • applying the content to situations
   • summarizing the content

Typical Classroom Topics / Activities
• Complete questionnaires about experience in listening to lectures, student questions, instructor questions, style of delivery, etc.
• Create a listening plan
• Predict content or content organization or types from topic announcement or organization
• Put information types, discourse events along with distracter discourse types, into possible and impossible sequences and have students evaluate them and write their own sequences for evaluation
• Read sections of a text or Wikipedia, Wikibook, Google news, etc., for background information and compare them with lecture information
• Extensive listening-to-lecture modules (see Jim Bame)
• Scramble key words of information (or types of information, and/or extra/insufficient information) to put in order
• Fill in skeleton notes
• Add relevant information to partially filled in visual representations (e.g., concept maps, flow charts, tables, etc.) and pictures
• Stop and ask for a summary of the last point or points during a lecture
• Do note-taking partner activities
• Do Individual note-taking activities
• Identify various types of topic announcements
• Identify information types (e.g., definitions, advantages, characteristics, etc.)
• Identify emphasis cues
• Identify discourse features (and its information) of lectures to be paid attention or ignored
• Identify types of student and professor questions as to how to get the content from their sequencing and intent
• Relate topic at hand with overall course content and goals
• Discuss notes, their content and organization
• Compare lecture with readings and decide what is present and what is not
• Reorganize raw notes into visual representations such as flow charts, spider maps, tables, etc.
• Visit university classrooms appropriate to the student's university status
• Write compare and contrast papers of delivery styles of classes visited or viewed
• Write content or delivery summaries or summary/reactions
• Present content summaries or general information types orally
• Write questions (true false, multiple choice, fill in the blank, short answer about content and information types)
• Create a functional lecture language dictionary noting language used for each of the discourse events, discourse structures, etc.
• Apply content to a different situation
• Listen to professor prepared, video clips from USU and UCLA, various YouTube clips from various universities in order to practice the above
IELI 2420 – Writing from Academic Sources

Catalog Description
Introduces students to academic writing demands. Students gather information from various sources, such as interviews, surveys, and academic texts; analyze and summarize the information; and write documented essays and reports.

Course Goals
Students learn...
- academic research skills needed in university-level coursework
- academic writing skills
- the computer skills necessary to participate in a writing class

Expected Learner Outcomes
1) Students display academic research skills by showing in their writing that they...
   - evaluate sources
   - gather relevant information
   - use electronic library databases and the Internet for information gathering

2) Students display academic writing skills by showing in their writing...
   - a clear focus and overall organization typical of various academic genres
   - information that has been paraphrased/summarized from multiple sources
   - acknowledgement of others’ ideas through in-text citations and reference lists
   - use of language (syntax, grammar, vocabulary) that does not interfere with comprehensibility

Typical Classroom Topics/Activities
- What is academic writing?
- Clear and coherent writing
- Formatting papers: margins, line spacing, title, subheadings
- Sources of information acceptable for academic writing
- Note-taking techniques
- Paraphrasing
- Summarizing
- Synthesizing ideas
- Acknowledging sources through acknowledging phrases, in-text citations, and reference lists
- In-class writing
- Developing academic paragraph
- Incorporating supporting information
- Drawing conclusions
- Library tour
- Designing and supporting arguments
- Reliability of sources
- Stating and supporting opinions
- University expectations of paper development
- Definitions: dictionary, personal, extended
• Sentence types: simple, compound, complex
• Argumentation paper
• Analysis paper
• Event paper
• Controversy paper
• Introductions and conclusions
IELI 2440 – Academic Discourse

Catalog Description
Designed to assist students in developing oral competency, with emphasis on comprehensibility in academic presentations.

Course Goals
Students learn to research, prepare, and deliver different types of academic presentations.

Expected Learner Outcomes
1) In their presentations, students show university-level research and preparation by...
   • using relevant sources
   • organizing information that shows a clear introduction, body, and conclusion
   • adequately developing the presentation topic for the intended audience

2) In their presentations, students show they can deliver an academic presentation by...
   • creating and using appropriate visual support
   • using language that is clear and comprehensible
   • successfully interacting with the audience
   • using appropriate body language (eye contact, gestures, and posture)

Typical Classroom Topics / Activities

Topics
• Organizing information
• Credibility of sources
• Synthesizing information from several sources
• Citations
• Anticipating audience questions
• Beginning and concluding a speech
• Non-verbal behavior
• Linking words
• Pronunciation (sentence stress, linking, and intonation)
• Using notes
• PowerPoint do’s and don’ts
• Dealing with technology
• Managing visuals effectively
• Dealing with time limitations

Activities
• Using video recording for self-evaluation (e.g., Blackboard, Instructure)
• Presenting individually, in pairs, or in groups
• Using Blackboard or other online websites to view presentations and record oral assignments
• Giving a variety of speech types such as introduction, description, process, definition, and problem/solution

AR (2/18/10)
IELI 2460 – Reading from Academic Sources

Catalog Description
Focuses on processes and strategies for a variety of academic and disciplinary genres, with a special emphasis on the basic university textbook; strategies for learning from textbooks and other materials relevant to reading for academic purposes; and vocabulary study.

Course Goals
Students will…
• learn skills and strategies for studying and learning from textbooks and other academic genres
• use reading as a source for vocabulary development
• develop information seeking skills

Expected Learner Outcomes
1) Given a range of discipline-specific texts, students demonstrate reading/study skills and strategies* by…
   • identifying the purpose of text by previewing and stating the relevant ideas
   • taking notes that capture the important content and represent the organization of a text
   • writing coherent summaries
   • locating specific items of information and correctly answering content-relevant questions
2) Given a range of discipline-specific texts, students demonstrate ability to use a text as a source of vocabulary study by…
   • identifying key vocabulary
   • identifying definitions (bilingual and/or English)
   • providing examples of context-relevant usage
3) Given a topic, students demonstrate information-seeking skills and strategies by…
   • identifying and locating a variety of appropriate text-based and electronic articles.
   • assessing the genre, purpose, and credibility of the article

* Students can perform the reading tasks at a high-intermediate/advanced level.
Typical Classroom Topics/Activities

Focusing on Texts
Typical features of textbooks:
- table of contents, headings & subheadings
- charts & graphs, index (subject & author), references
Text structure - identify rhetorical organization of texts:
- definition, exemplification, listing (e.g., features/characteristics), cause-effect, chronological ordering, grouping (e.g., classification & division)

Skills & Strategies to Aid Comprehension
Adjusting reading according to purpose
- (e.g., previewing, skimming/scanning, close reading)
Identifying keywords & phrases in a text
Identifying main ideas and details
Making inferences
Distinguishing fact from opinion
Summarizing

Reading to Learn (using information to do things)
Study methods (e.g., annotating, notetaking, outlining, SQ3R, summarizing, visual representation, e.g., concept maps, timelines)
Student-generated study guides

Note Taking
Being concise, e.g., using abbreviations, symbols, key words & phrases
Representing content in a systematic/structured way (e.g., differentiating main ideas & significant details)

Test Taking
Strategies (following instructions, analyzing questions and quickly finding relevant information, multiple choice deconstruction)
Answering test questions

Fluency Development
Extensive reading
Repeated reading
Measurement & monitoring of reading rate
Pushed reading /Timed reading

Vocabulary
Dictionary work
General vocabulary & technical vocabulary
Multiword vocabulary (Collocation)
Prioritizing vocabulary (content-specific terminology; K1-K2, academic word list)
sorting words according to priority (K1-K2; AWL; Other)

AS (2/2013)
IELI 2470– Cross-Cultural Perspectives

Catalog Description: This course brings together students from a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values.

Course Goals:
- Students learn about various definitions of culture and how cultures influence behavior, beliefs, and values.
- Students increase their awareness of cross-cultural similarities and differences in areas such as communication, life-styles, business practices and institutional settings.
- Students gain an understanding of the stages and symptoms of culture shock.
- Students gain an understanding of fundamental value systems that inform and determine all cultural practices.
- Students explore the value systems of the culture of the United States and the cultures of the international students enrolled in class.

Expected Learner Outcomes:
- Students can provide a written definition of culture.
- Students can analyze the multiple influences that have contributed to their own cultural makeup.
- Students can identify the different stages and symptoms of culture shock and coping strategies for this condition.
- Students can compare and contrast cultural differences in areas such as educational systems, gender roles, business practices, or the areas of the students’ interests.
- Given a cultural interaction, students can identify the underlying values of the participants. Film will provide episodes for students to analyze.
- Students will be able to understand ethnocentrism and to recognize stereotypical characterizations.

Typical Classroom Activities:

Tests:
Multiple Choice, Short Answer, Essay

Papers:
Two short papers (1-2 pages) requiring students to react to the content of the unit studied and/or to give an opinion based upon discussion and readings.

Interview:
Students will conduct one interview relating to cultural adjustment and summarize the findings.

Cultural Capsules and Role Plays:
Students will write and discuss these, which will be based on cultural practices.

Cross-Cultural Interactions:
Students will work in pairs for discussions, papers, interviews, and the assignments related to the films. (Students will select the films they wish to watch outside of class and then summarize the cultural points observed. The viewing of two films will be required.)
Textbook List

Level I: High-Beginning

IELI 1120 Writing I (4 credits)
ISBN: 0132414880

ISBN: 0194369765

IELI 1160 Reading I (4 credits)
ISBN: 0073533904

Level II: Low-Intermediate

IELI 1220 Writing from Sources (4 credits)
ISBN: 0131933957

IELI 1260 Reading II (4 credits)

Multi-Level I & II

IELI 1230 Cross-Cultural Talk (3 credits)
Teacher developed material.

IELI 1240 Integrated Skills (3 credits)
ISBN: 1424063376

ISBN: 1424063048

Opt: Connect with English
Video Comprehension Book Series (rotates each semester)
Level III: Intermediate

IELI 2310 Comprehending Authentic Discourse (3 credits)
ISBN: 0618144075

ISBN: 0618565116

IELI 2320 Writing from Authentic Texts (4 credits)
*Blue Prints: Composition Skills for Academic Writing (Book 2).* Folse. Houghton-Mifflin.
ISBN: 061814412

IELI 2330 Spoken Discourse and Cross-Cultural Communication (3 credits)
Teacher developed material.

IELI 2360 Reading Authentic Texts (4 credits)
ISBN: 0073406392

Level IV: High-Intermediate – Advanced

IELI 2410 Comprehending Lecture Discourse (3 credits)
*Insights 1: A Content Based Approach to Academic Preparation.* Brinton et al.
Addison-Wesley-Longman. ISBN: 0201898543

IELI 2420 Writing from Academic Sources (4 credits)
ISBN: 0618230303

ISBN: 0582506646

*College Writing 4 (2005).* Tunceren & Cavusgil. Heinle
ISBN: 0618230319

IELI 2440 Academic Discourse (3 credits)
ISBN: 047208884X

IELI 2460 Reading from Academic Sources (4 credits)
ISBN: 0472089130

ISBN: 1405154970
IELI 2470 Cross-Cultural Perspectives (4 credits)
   ISBN: 9781412970105

   ISBN: 0131500864

IELI 2475 Cross-Cultural Explorations (4 credits)
   ISBN: 1412970105

Topics for ESL - Levels I, II, and III

IELI 2450 Topics for ESL (4 credits)
   Varies by topic

IELI 7920 College Teaching Seminar (1-3 credits)
   Teacher Developed Materials
Textbook Selection

The textbooks used in all IELI courses are selected by the faculty as a whole to ensure program fit, continuity, and a holistic view of the program. We value the perspectives of teachers of all classes and levels when selecting a text for any given course. The entire faculty shares the responsibility of identifying textbooks that best suit the IELI curriculum and students. Individual faculty members are expected to use the textbooks selected by the faculty as a whole, but are invited to suggest new books and materials at any time.

If you would like to change a textbook, here’s the procedure:

1. Faculty desiring new texts survey relevant books (contact publishers, talk to colleagues, pre-screen books for the faculty).

2. Notify all IELI faculty that you want to consider a textbook change. Initiate a discussion (on e-mail, in a faculty meeting, in a memo – something that reaches all faculty).

3. Present one or more books to the faculty for possible selection. This can be done in a curriculum meeting, or books to be reviewed can be placed in the workroom, or circulated among faculty.

4. Solicit reactions to the new textbook(s) through written comments using a Textbook Selection form (available in the workroom), or verbally in a faculty meeting. The final decision to adopt a new textbook is made through faculty consensus. If the book is approved, the title will be added to a list of textbooks that faculty can choose from for each course.

5. If the new textbook is approved, the title will be added to a list of books that faculty can choose from for each course.

6. Teachers need to inform the Business Assistant which textbook(s) they plan to use. S/he will fill out a Textbook Order form (available in the workroom) giving the title, author, publisher, copyright date, and ISBN number. (FYI: The book list will be maintained by the Director and the Business Assistant.)

General due dates for book orders:

| Late September | Spring semester |
| Early February | Summer semester |
| Early March   | Fall semester   |
The forms for new textbook selection and adoption are available in the workroom. They look like this:

<table>
<thead>
<tr>
<th>Intensive English Language Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook Selection Form</strong></td>
</tr>
<tr>
<td>Please review this book for possible adoption.</td>
</tr>
<tr>
<td>Title: ______________________________</td>
</tr>
<tr>
<td>Course: ____________________________</td>
</tr>
<tr>
<td>Consider this book as a replacement for the current textbook: ____________________</td>
</tr>
<tr>
<td>Thanks, ____________________________</td>
</tr>
<tr>
<td>Date: ______________________________</td>
</tr>
<tr>
<td>Write your comments about the book below. (Please include your name so we know where to go for clarification, elaboration, a lively conversation.)</td>
</tr>
<tr>
<td>Name:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Intensive English Language Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Textbook Order Request</strong></td>
</tr>
<tr>
<td>Date:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Title: ______________________________</td>
</tr>
<tr>
<td>Author: ____________________________</td>
</tr>
<tr>
<td>Publisher: __________________________</td>
</tr>
<tr>
<td>Copyright date: _______ ISBN # ________________</td>
</tr>
<tr>
<td>This book is for adoption __________ semester.</td>
</tr>
</tbody>
</table>
Syllabi for IELI Courses

The purpose of articulating a basic form for IELI syllabi is to provide uniformity in the information given to students, not to prescribe what faculty can and cannot include on a syllabus. To this end, faculty are expected to follow the basic outline below. Specific content, however, will reflect individual preferences, personalities, and focuses.

IELI syllabi are kept on file and are available for faculty, students, or visitors to see. Current syllabi are put on the IELI website and in a notebook in the workroom; syllabi from past semesters are archived in labeled notebooks kept on the bottom shelf of the book case outside faculty offices 078 and 079.

Faculty should submit an emailed, Microsoft Word version of their syllabus to the staff assistant by the end of the first week of the semester.

Syllabus Outline
The following outline for course syllabi are based on faculty contributions:

1. Put the first page on IELI letterhead.
2. Include the following:

   Intensive English Language Institute
   College of Humanities and Social Sciences
   Utah State University

   Semester and Year

   Course Name
   Course Number

   Instructor
   Office hours
   Telephone
   E-mail

   Class time(s)
   Room(s)

   Textbook(s) (title and author) and other required materials

   Semester Calendar (important dates: holidays, project due dates, last day, final)

   Course description
   Course purpose and goals
   Major assignments or class activities
Evaluation practices and policies
Class policies (attendance, late work, etc.)
Other policy statements:

IELI Policies and Practices
IELI Attendance Policy
Learning a language requires that you actively attend and participate in your classes. If you do not regularly attend classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. For students studying on a visa, if you miss more than a week of class we are obligated to contact the Office of Global Engagement to report your absence. Missing multiple classes and/or failing multiple courses can have serious consequences for some students as it can be grounds for revoking their visa and requiring the students to immediately return to their country.

Grading
The grades you get for each class are based on the work you do for that class. Attendance and effort are important factors for successful learning but do not directly affect your grade. It is important for you to do your best on all your in-class and at home activities as they will be graded on how well you complete these activities. Successful completion of these activities will help you gain the knowledge and skills you need to meet learner outcomes for each course.

Progressing to the next level
You must receive a grade of C- or better in any IELI class in order to pass that class and move to the next level of that class. Students who receive lower than a C- are required to repeat the class until they receive a passing grade. If you are not passing a class at mid-term you will be re-registered for the class until final grades are posted. If your final grade shows that you passed the class, you will be moved up into the next level or the class will be dropped. If you want to check on how well you met the learner outcomes for each class, there are two ways to do so: 1) you can get a copy of the student achievement form from the IELI staff assistants or 2) you can access your grade on the USU website and then compare the grade to the Grade Descriptions on the IELI website (Current Students -> Academics -> Grade Descriptions).

In-term evaluations
Your professors will inform you, in writing, of your grade three times during the semester (e.g. approximately 4 weeks, 8 weeks and 12 weeks). For the midterm evaluation, IELI faculty assign a letter grade to students in each of their classes. If you are doing work at a level lower than C in any of your classes, your professor will meet with you to discuss what you will need to do to pass the class.

Instructors can download syllabus resources from the Provost’s website:
http://www.usu.edu/provost/faculty/teaching/syllabus_resources.cfm
Placement Testing

About Placement at IELI
Undergraduate students who apply to USU without meeting the minimum language proficiency requirements (e.g. TOEFL iBT 71 or IELTS 6.0 with subscores of at least 5.0) must take the IELI placement examination. Based on the results of the exam, students will be placed into one of four levels for study in the IELI or exempted from further language study and permitted to take classes in their major fields.

The IELI Placement Test is administered at the beginning of every semester. The test is given to entering, new students only. Students may only retake the Placement Test if they have been away from IELI for one year and wish to reenter the program. Scores are valid for one year.

The Test
The Placement Test was developed and validated at IELI based on the IELI curriculum and student population. The test has five parts: listening, reading, grammar, vocabulary, and composition. The composition test asks for a writing sample; the other sections of the test use a multiple choice format and require students to mark answers on a Scantron sheet. The test takes approximately two hours to complete: listening 15 minutes, reading 30 minutes, grammar 15 minutes, vocabulary 15 minutes, and composition 30 minutes.

These are the possible scores for each section:

<table>
<thead>
<tr>
<th>Section</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>50</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>40</td>
</tr>
<tr>
<td>Reading</td>
<td>30</td>
</tr>
<tr>
<td>Structure</td>
<td>40</td>
</tr>
<tr>
<td>Composition</td>
<td>35</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>165</strong></td>
</tr>
</tbody>
</table>

Students are placed based on their overall placement score as well as their writing score. The overall score is used to place a student in all the classes except for writing. The writing test score determines writing placement. Consequently, a student may test into one level and place into a writing class that is one level below. A student who scores 146 or higher on the IELI Placement Exam but scores 30 points or lower of the writing section is required to take the writing class into which he/she places.

<table>
<thead>
<tr>
<th>Overall score</th>
<th>Placement</th>
<th>Writing Score</th>
<th>Writing Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-65</td>
<td>Level 1</td>
<td>1 to 10 points</td>
<td>Level 1</td>
</tr>
<tr>
<td>66-105</td>
<td>Level 2</td>
<td>11 to 16 points</td>
<td>Level 2</td>
</tr>
<tr>
<td>106-125</td>
<td>Level 3</td>
<td>17 to 22 points</td>
<td>Level 3</td>
</tr>
<tr>
<td>126-145</td>
<td>Level 4</td>
<td>23 to 30 points</td>
<td>Level 4</td>
</tr>
<tr>
<td>146 and above</td>
<td>out</td>
<td>31 points or higher</td>
<td>out</td>
</tr>
</tbody>
</table>
Faculty Role in Placement Testing
IELI faculty participate in the administration and grading of the Placement Test each semester. Faculty rotate responsibilities, but are all on hand to help in various capacities. The placement tasks are listed below along with the duties associated with each.

Director of Testing
The person designated to direct the test is responsible for administering the test, arranging for proctors and composition graders, and scoring the Scantron answer sheets.

In advance of the test date:
- Select a composition topic and give it to the office for printing.
- Arrange for proctors and composition graders; post the names, rooms and times (physically or electronically) so everyone is aware of duties and schedules.

Test day:
- Obtain test booklets, listening CD, and audio equipment from the office. Take to the test room and set up equipment.
- Arrive early enough to check the room set up and equipment. (Chairs should be arranged to allow seating in every other desk if possible.)
- With the help of the Business Assistant, check students in for the test at the test site.
- Use the Placement Test Script as a guide in administering the test (available with other testing materials in the office.)
- At the conclusion of the composition test (the first test given), send a faculty member to deliver compositions to those grading tests in IELI.
- After the test, do the Scantron grading of all answer sheets and take the scored answer sheets to the office for entering scores and determining levels.
- Return all equipment and testing materials to the office.

Proctors
Proctors assist the test Director in administering the test.

Coordinator of Composition Grading
- Make copies of the Composition Check Sheet and distribute to the graders. (This sheet is available in the office with other testing materials.)
- Oversee the distribution of tests to graders and the completion of the grading. Be sure that the office receives all graded compositions.

Composition Graders
Graders read the composition tests and assign scores using the Composition Check Sheet. Each composition must be scored by two readers. The final score is the average of the two readers’ scores. If individual scores are more than 5 points apart, a 3rd reader is required. The final score is then derived by averaging the two scores that fall within 5 points of one another.

IELI Office Role in Placement Testing
The IELI Business Assistant records scores, makes schedules, creates class lists, and advises students.
Level Change Policy

The Level Change procedure is part of the IELI Placement process. The purpose of Level Change is to provide students an opportunity to demonstrate their abilities in English through direct as well as indirect measures of language use. It is the IELI philosophy that any single assessment tool is insufficient to provide a complete picture of student ability. Further, the Level Change procedure reflects our intent to place students in courses that will best help them learn English.

Level Change applies to all students, those who have just taken the Placement Test as well as those continuing in the program. Newly placed students can be moved up a level, or down a level. Those who are continuing in the program can be moved up only, since once a student has passed a course at any given level, that student cannot be asked to repeat the course.

For continuing students who receive a failing grade in a course, and then are moved up via Level Change, the failing grade remains on their transcript. Following USU policy, students must retake a course in order to change their grade.

Students may be moved differentially; i.e., a student may be moved in one skill area and not others based on measures determined by the instructor.

An Example
The following example demonstrates the intent of the faculty to consider multiple measures in making Level Change decisions.

In making decisions for changing students in the Cross-Culture Talk A course, a teacher might do the following – after informing the students of the procedures:

- Conduct individual interviews with students.
- Give students an assigned task typical of the end-of-course expectations and assess their abilities.
- Ask American conversation partners to independently list any students they interact with during the decision period who seem above (or below) the others.
- Consult with other teachers at the same level.
- Consult with the teacher of the Cross-Culture B class.

The Procedure
1. Students attend classes in the level assigned by the exam, or through continued progress in the program, and are evaluated by faculty on multiple tasks during the first 3 class days of course work. All changes must be completed by the end of the 3 class days decision period. However, students can be moved at any time during this period; faculty need not wait until the deadline.

2. Faculty make students aware of the measures they will use for determining Level Change.
3. Faculty make their independent decisions about which students should move to a different level.

4. Faculty fill out the Level Change Form (found in the IELI workroom) indicating:
   a. whether the student is newly placed or continuing in the program
   b. date, semester, and year
   c. the current class and level
   d. the class and level the student is moving to
   e. the name of the teacher making the decision

5. The faculty member gives the form to the student and tells her/him to take it to the IELI Business Assistant who will make a new schedule for the student and stamp it with the “IELI” stamp. This will serve as the student’s permission to enter the new class. Teachers who receive new students should ask to see the schedule.

It is the students’ responsibility to see that the office receives the Level Change Form; without it students will remain officially registered in the original class.

6. The Business Assistant will process the USU add/drop forms to change the students’ registrations. She will keep a record in the students’ files and notify the Director of all changes.

__________________________________________

Level Change Form
Intensive English Language Institute

Student’s name: ____________________________________________________________

Newly placed student or continuing student? _________________________________

Date: ___________________________       Semester & Year: ______________________

Current class and level: ____________________________________________________

Change to: ________________________________________________________________
   [Indicate class and level student is moving to, or “exempt” if appropriate.]

Teacher: __________________________________________________________________


Level Change and Topics for ESL

Students cannot be level-changed or exempted from Topics courses as they can from Core courses.

**Split-level Students**

Students with split placement will take a Topics course at the higher level when taking a minimum of three higher level courses. Otherwise, the student will take a Topics course at the lower level.

For example, a student with three Level III classes and one Level II class will take a Topics course at Level III, and a Topics course at Level IV the following semester. The student’s last semester (with only one Core course at Level IV), he/she will enroll in Cross-Cultural Perspectives.

A student with one Level III class and three Level II classes will take a Topics class at Level II; he or she will also take a Topics class at Level III and Level IV (even though the student will have a part-time Level IV schedule).

*Cross-Cultural Perspectives (IELI 2470) (4 credits)*

Students cannot take Cross-Cultural Perspectives until they have completed IELI 2320 (Level III Writing) and 2360 (Level III Reading). A letter with an explanation for why they are not taking 18 credits needs to be put in the students’ files. This course meets with IELI 2475, Cross-Cultural Explorations (3 credits), for non-IELI students. Both courses fulfill a General Education requirement for Breadth Social Studies (BSS).
Faculty are encouraged to work out problems with students. In the case that an amenable solution cannot be found, students may file a formal complaint. This procedure is in the student handbook and on the IELI website (http://ieli.usu.edu/current-students/student_complaints). Students may also file a USU grievance (see page 60)/

If you as a student feel you have been treated unfairly in any area, you should first discuss the problem with the person most directly involved – teacher, advisor, staff, or administrator. This includes your initial placement and grades you receive in your classes. If the problem cannot be resolved in this way, you should take the problem to the IELI Director – or if the problem is with the IELI Director – to the Head of the Department of Languages, Philosophy & Communication Studies.

If you feel that the problem has not been resolved, you may file a formal complaint. Here is the process to do so:

1) Download a complaint form from the website (Student Complaint Form)

If you need help filling out this form you may ask the IELI advisor. She will keep this information confidential (i.e. she will not share it with anyone).

2) Take the complaint form to the Languages, Philosophy and Communication Studies department head. The department head will then try to help you solve the problem.

If the department head cannot resolve the grievance, the written complaint with documentation goes to the dean; then if it is still unresolved to the vice-president of student affairs, who appoints a grievance board which hears the grievance and makes a decision. You may appeal the decision, and if so, the complaint moves forward to an appeals board appointed by the president of the university. The decision of the appeals board may be further appealed to the president, who will make the final decision.

Student Complaint Form
Student Name:
Student A number:

What type of complaint
Teacher _____ Class _____ Another student _____ Other _____
Please describe the complaint (what happened and why are you unhappy?):

Who have you already talked to?
USU Grievance and Resolution Form

Last Name ___________________________ First Name ___________________________ MI ____________

Local Mailing Address ___________________________ City ___________________________ Zip ____________

Email __________________________________________ Phone ___________________________

Instructor’s Name ___________________________ Course # and Section # ___________________________

Academic Advisor’s Name ___________________________ Semester ___________________________

Procedures
1. Have you read and do you understand “Article II. Responsibility and Rights,” “Article V. University Regulations (Section 3 or University Standards of Student Conduct),” and “Article VII. Grievances” in the Student Code (September 03, 2009)? Yes ______ No ______
   If you answered “No,” you can access this information at www.usu.edu/studentservices/studentcode.
   Please read the “Articles” listed above before you proceed.

2. Have you discussed this grievance with the instructor? Yes ______ No ______
   If you answered “No,” you must make arrangements to talk to your instructor before proceeding.
   (See Student Code, Article VII, Section 2, C, 1)

3. If you and your instructor cannot reach an agreement, your grievance, written as required below, will then go to either the Department Head or an appropriate unit Director. (See Student Code, Article VII, Section 2, C, 2)

Grievance
Please attach a complete, typed explanation of the grievance, including:
2. Specific dates when this occurred.
3. Why you believe this happened.
4. What you believe should happen to resolve this grievance.
5. What steps you have taken so far to resolve the issue.

Student’s Signature ___________________________ Date ___________________________

Return to appropriate College Department along with you detailed, typed explanation
Maintaining IELI Equipment

It is the IELI policy that all who use equipment are responsible for maintaining it. All faculty who use equipment are expected to keep it clean, to return it (and all parts of it) to its storage area after use, and to report malfunctioning equipment to the Business Assistant.

Photocopy the form below if you need to report malfunctioning equipment. Fill out the form and put it in the Director’s mailbox.

Name ________________________________ Date __________________

Equipment in question ______________________________________________________

Location of equipment ______________________________________________________

Problem: ________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Student Awards and Recognitions

Student of the Semester
Every semester students are nominated by the IELI Faculty for exemplary performance in academia and cross-cultural interaction. A nomination list is compiled and the Faculty meets to discuss them. From these nominations, three students are chosen (every semester) to receive the Student of the Semester Award.

Student of the Year
Students who have been nominated for the Student of the Semester Award are automatically nominated for the Student of the Year Award. This award is based on academic performance and a willingness to interact with classmates from diverse cultures.
Program Development

IELI Plan for Program Development
The Director of the Intensive English Language Institute is responsible for program development in consultation with IELI faculty, staff, and the Languages, Philosophy & Communication Studies (LP&CS) Department Head. There are a number of different aspects of program development that IELI reviews on an annual basis.

- At the end of the academic year (generally in June) the Director will meet with the Business Assistant and the LP&CS Department Head to review student satisfaction surveys.
- At his/her annual review, the Director will meet with the LP&CS Department Head to review administrative capacity.
- Every three years at the annual retreat the faculty will engage in Strategic Planning to review the program, including the mission, curriculum, internal and external factors. From this strategic planning a number of programmatic goals will be identified that the IELI faculty will then address and take action on.

Please see the following chart for a more complete breakdown of Program review procedures

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeframe (revised for 2016-17)</th>
<th>Person(s) Responsible</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission and goals</td>
<td>Annual faculty pre-fall retreat</td>
<td>Faculty and director</td>
<td>Analyze IELI’s current role in the university; review mission to see if it is still aligned with IELI's current role</td>
</tr>
<tr>
<td>Financial resources</td>
<td>IELI funding comes largely from state funds.</td>
<td>Department Head</td>
<td></td>
</tr>
<tr>
<td>Staffing and personnel needs</td>
<td>Funding for faculty and staff comes from state funding. We have a small adjunct pool we occasionally use.</td>
<td>Director and department head</td>
<td>Discussion of up-coming needs based on projected retirements request</td>
</tr>
<tr>
<td>Facilities, equipment, and supplies Requests to department</td>
<td>End of fall and spring semesters</td>
<td>Faculty and director</td>
<td>Email survey to faculty re. their satisfaction with assigned classrooms; availability of necessary technology; results discussed at annual retreat</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Administrative procedures / operational procedures</td>
<td>Annual faculty pre-fall retreat</td>
<td>Director and faculty</td>
<td>Review need for procedures / operational policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion of notifying students of their in-term progress</td>
</tr>
<tr>
<td>Strategic Planning Every three years during faculty pre-fall retreat [2013-16; 2016-19]</td>
<td>Timeframe</td>
<td>Person’s Responsible</td>
<td>Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal / external factors</td>
<td>Pre-fall faculty retreat</td>
<td>Director and faculty</td>
<td>Director conducts formal planning focusing on the areas of faculty, staff, finances, curriculum, assessment, and operational policies</td>
</tr>
</tbody>
</table>
Student Services

IELI’s Plan for Review of Student Services
The Director of the Intensive English Language Institute and IELI’s Business Assistant are responsible for the review of Student Activities, in consultation with LP& CS department head, IELI faculty and staff.

IELI students are fully matriculated students at Utah State University and, as such, have full access to student services. To ensure that the services provided by USU are serving the needs of our students, the IELI engages in systematic review of student services. This review occurs on two levels: from the perspective of the students and from the perspective of the IELI Director, faculty and staff1.

- The students are given the opportunity to review student services each semester in their end of semester satisfaction survey.
- The Director, Business Assistant and LP&CS Department head review the student surveys annually.
- The Director reviews various aspects of student services on an annual basis with relevant stakeholders at USU.
- The IELI faculty review the student satisfaction reports at the annual retreat.

Please see the following chart for a more complete breakdown of review procedures:

<table>
<thead>
<tr>
<th>Task</th>
<th>Timeframe (revised for 2016-17)</th>
<th>Person(s) responsible</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions policies</td>
<td>Summer</td>
<td>IELI Director IELI Advisor / Business Assistant Global Engagement (International admissions)</td>
<td>Meet to review university admission criteria for students and US residents who need to take IELI</td>
</tr>
<tr>
<td>Promotional materials</td>
<td>Early spring semester prior to the deadline for Study USA updates</td>
<td>Department Head, IELI Director IELI Advisor / Business assistant IELI staff assistant</td>
<td>Review all promotional materials and the IELI website for needed updates. Review Global Engagement and Soar websites for accuracy of information provided by IELI</td>
</tr>
</tbody>
</table>

1 Please note that in addition to these annual reviews we count on the close relationship between the IELI students and faculty and staff to identify problems related to student services on a more ad hoc basis. These informal reports are an important part of this review process. If an issue comes up, it can be addressed at faculty meetings.
<table>
<thead>
<tr>
<th>Orientation materials and activities</th>
<th>Prior to fall semester orientation</th>
<th>ELI Director IELI Advisor / Business assistant IELI staff assistant</th>
<th>Review of IELI orientation content and materials for usefulness and comprehensibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social and recreational activities</td>
<td>End of each fall and spring semester Summer Annually</td>
<td>IELI Director and Director of Outdoor Rec</td>
<td>Survey students regarding participation in IELI and university activities Discuss IELI students participation</td>
</tr>
<tr>
<td>Personal, academic, and immigration advising</td>
<td>End of each fall and spring semester</td>
<td>IELI students</td>
<td>Survey student re. satisfaction with persona, academic, and immigration advising</td>
</tr>
<tr>
<td>Housing</td>
<td>End of each fall and spring semester Annually</td>
<td>IELI students IELI director and USU housing director</td>
<td>Survey student re. satisfaction with on-campus housing (Note: IELI does not provide or arrange housing for students.) Discuss matters related to student satisfaction with on-campus housing</td>
</tr>
<tr>
<td>Outside service providers</td>
<td>IELI does not use services providers form outside the university</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback from students, faculty, staff</td>
<td>Students: End of fall and spring term From faculty: Annual faculty retreat</td>
<td>IELI students IELI director and faculty</td>
<td>Student survey Faculty review and discussion of student surveys</td>
</tr>
</tbody>
</table>
Guidelines for Class Observations

The USU Intensive English Language Institute welcomes classroom visitors from other departments in the University, from overseas visitors, graduate students and others interested in ESL teaching. In order to maintain a high standard of instruction for students and to ensure minimum disruption, IELI requires that visitors follow these guidelines:

1. **Permission.** Class schedules and faculty emails are available in the IELI office, Old Main 069A/B. Visitors must obtain permission to observe classes from the individual instructors by contacting them directly.

2. **Discretion.** Permission to observe is always at the discretion of the faculty member. Observers are expected to follow any directions or requests of the instructor.

3. **Courtesy.** Observers are expected to be courteous and to follow these guidelines in the classroom.
   - Arrive on time and introduce yourself to the instructor.
   - Sit in the back of the classroom or in another unobtrusive location.
   - Do not participate in the class unless invited by the instructor.
   - Do not offer unsolicited advice or criticism to the instructor in front of the students.
   - Comments, questions, feedback or appreciation may be offered at the conclusion of the class, depending on the instructor’s schedule.
   - Dress appropriately.

4. **Research.** Any research involving human subjects must be approved by the university’s Institutional Review Board for Human Subject Research (http://rgs.usu.edu/irb/)

We hope that your visit will be helpful to you. If you have questions, please contact the IELI Director, Jim Rogers (435-797-2051, jim.rogers@usu.edu) or the IELI Advisor, Margaret Garr (435-797-2081, m.garr@usu.edu).
IELI Staff

Business Assistant II Job Description

Advising

- Advise Intensive English Language Institute (IELI) students on admission procedures, course selection, scheduling, and if admitted into the university, selection of a major, selection of general education courses, and connecting with a university advisor in their chosen major.
- Assist IELI students with making decisions for a variety of educational, vocational, and personal issues.
- Assist in Orienting IELI students to the USU university environment such as student services, academic services and the community.
- Attend the Office of International Students and Scholars’ student orientation as the IELI representative each semester.
- Aid students in registering for IELI and, if appropriate, undergraduate courses.
- Act as Liaison with university services, academic and administrative departments, especially the Office of International Students and Multicultural Student Office.
- Monitor current IELI Students’ progress and maintain student records.
- Organize and supervise student’s scheduling and registration, including maintenance of spreadsheet programs for student records.
- Act as liaison with personnel in the Business China Cooperative Academic Program regarding IELI student studying in and transferring from USU’s partner institutions in China.
- Organize and conduct “Level-4 Exit Orientation” each semester to re-acquaint IELI students to USU policies, procedures, and registration.
- Meet with IELI Director and Department Head to evaluate the results of the IELI “End of Semester Satisfaction Survey”.
- Monitor former IELI Student’s academic progress for three semesters after completing IELI and compile the statistical data each semester.
- Advertise and collect applications for two IELI Scholarships and review applicants with scholarship selection committee.
- Create Certificates of Completion and Certificates for Outstanding IELI students.
- Attend monthly Advising Coordinating Committee (ACC) meetings.

Budget and Financial

- Act as the Intensive English Language Institute (IELI) liaison to College of Humanities and Social Sciences (CHaSS) budget officer.
- Maintain IELI financial records, including implementation of department accounting system.
- Reconcile monthly budget statements for IELI accounts.
- Reconcile fiscal year-end budgets for IELI accounts.
- Prepare finance related computer and paper-work such as journal vouchers, requisitions, travel authorizations, on campus expenditures, etc.
• Maintain university Purchase Cards (P-cards) and Travel Card (T-card) for departmental purchases.
• Process electronic personnel action forms (EFAF) for faculty, adjuncts, staff, and student employees on an ongoing basis.
• Prepare bi-monthly payroll (PHATIME) for Adjunct Faculty, Classroom Assistants, and IELISA Advisor.
• Monitor monthly leave reports for IELI employees.
• Mange funds for the Intensive English Language institute Student Association’s (IELISA) monthly activities.
• Maintain a knowledge of Banner Finance, Human Resource, and Student operating systems.
• Attend bi-weekly College of Humanities and Social Sciences (CHaSS) Business meetings.
• Attend monthly Human Resources’ Banner User’s Group (BUG) meetings.

**Office Management**

• Correspond with and send IELI information to potential students.
• Prepare materials for new in-coming IELI students who will be taking the Placement Exam at the beginning of each semester.
• Register students and prepare materials for the IELI Placement Exam each semester.
• Collect IELI placement testing fees and prepare account deposits each semester.
• Calculate placement exam results for appropriate course level assignments for the students who took the placement exam each semester.
• Maintain faculty class list and schedules each semester.
• Interview, hire, and supervise student Classroom Assistants each semester.
• Compile IELI enrollment data for Department Head, Office of International Students and Scholars, College of CHaSS, and IELI office records each semester.
• Maintain files for future, current, and former IELI students.
• Compose midterm letters to students who are not passing classes at midterm.
• Schedule rooms for IELI events several times a year.
• Order textbooks and teaching materials each semester.
• Maintain office equipment inventory and inventory disposal records as needed.
• Generate and update IELI student handbook each semester.
• Compose and/or edit IELI yearly Statesman article for Fall Semester publication.
• Serve as IELI articulation representative for transfer students by calculating ESL and EFL transfer credits when applicable.
• Work with the Director to design, write, and edit promotional materials used in advertising, such as advertising forms, brochures, and advertising copy.
• Update IELI profile on American Association of intensive English Language Programs (AAIEP), Commission on English Language Program Accreditation (CEA), and University and College Intensive English Programs (UCIEP) websites yearly.
• Prepare IELI enrollment data and GPA reports for AAIEP, CEA, UCIEP, and Open Doors surveys each semester.

70
- Order and maintain office supplies and equipment.
- Organize data and materials for review at the annual IELI Faculty retreat.
- Aid in preparation for Fall ITA workshop.

Staff Assistant I Job Description

Responsibilities and Duties
- Provide excellent customer service to international and multi-cultural students
- Prepare and process IELI information for prospective students
- Respond to IELI e-mail inquiries
- Collect and sort mail
- Maintain records of current, former and future students
- Maintain IELI textbooks and student reading library
- Prepare IELI placement exam packets and materials each semester
- Answer phones in an efficient, professional, and friendly manner
- Assist with IELI Orientation, Q&A and Awards luncheon
- Maintain classroom technology
- Prepare, distribute and collect online IELI student surveys
- Prepare statistical reports for Director and assist with accreditation requirements
- Maintain IELI website and Facebook page
- Keep order in the workroom, George Meyer room, and the lab area
- Cover the IELI Office during the Director’s and Business Assistant’s absences
- Assist Director, Business Assistant, Instructors and students as needed
- Perform other assignments as requested

Qualifications
- Proficient in current Microsoft Office software programs and willingness to learn new computer applications
- Strong knowledge of database systems, accurate data entry and filing skills with excellent attention to detail
- Excellent interpersonal and cross cultural skills to interact patiently and professionally with students, faculty, and administrators
- Ability to use discretion and maintain confidentiality with sensitive information
- Reliable, responsible and dependable individual
- Ability to take direction from supervisors, yet also to work without close supervision
- Excellent oral, written, and interpersonal communication skills

Preferred Qualifications
- Two years office related work experience OR certification or an Associate’s degree in office administrative or a related field
- Knowledge of university policies, forms and procedures.
- Use of programs such as Photoshop and Publisher
- Experience with people from other cultures
- Knowledge and experience with various types of social media
- Bachelor’s degree preferred