

**Monterey Institute of International Studies
An Affiliate of Middlebury College**

**Guidelines for MIIS candidates to self-assess English proficiency
English for Academic and Professional Purposes Program**

January 22, 2010

(Note: These guidelines are indicative only. If admitted at MIIS, you must take a thorough language proficiency assessment (written and oral) test administered by MIIS EAPP faculty to determine which language level / EAPP courses are best suited for you.)

Welcome to the diagnostic page for the English for Academic and Professional Purposes (EAPP) Program page. This is a page designed to help you gauge your English skills to get an idea of which EAPP courses would be the most appropriate for you.

On the next page, you will see descriptors of written proficiency at the 200, 300, and 400 levels, and annotated examples of student writing at each of these levels follow. We also have links to some videos of classroom activities, so that you can observe the students' oral skills at the 300 and 400 levels.

Prior to the start of the semester, you will take a placement test, the results of which will determine your placement in the EAPP program at the 200, 300, or 400 level. Classes at levels 300 and 400 are credit-bearing and count toward fulfillment of your language requirement at the Monterey Institute. Classes at the 200-level do not count toward fulfillment of your language requirement at the Monterey Institute and carry additional tuition.

Should you have any questions about these course descriptors, please contact our EAPP faculty members, Prof. Lisa Leopold (lleopold@miis.edu) or Prof. Kelley Calvert (kcalvert@miis.edu).

EAPP Essays for Written Placements

200-level	300-level	400-level	Clear
<p>May not address the prompt or may significantly digress from it</p> <p>Lacks adequate development of ideas</p> <p>Disorganized</p> <p>Little or no detail, or irrelevant specifics</p> <p>Lacks unity, progression, and coherence</p> <p>May show evidence of plagiarism or may not incorporate any secondary sources in the essay</p> <p>Serious and frequent grammatical and word choice errors which may impede the reader's comprehension</p>	<p>Essay addresses the prompt, but perhaps tangentially</p> <p>Organization is generally clear, but may be formulaic</p> <p>Ideas are developed and supported with examples, although they may be insufficiently so</p> <p>May exhibit some lapses in logical progression of ideas, unity, and coherence</p> <p>Incorporates secondary sources, although they may not be adequately paraphrased and cited</p> <p>Most grammatical and word choice errors do not impede the reader's comprehension</p>	<p>Clearly addresses the writing prompt</p> <p>Is adequately organized and developed</p> <p>Essay progresses logically; is mostly unified and coherent</p> <p>Incorporates secondary sources with a good attempt to paraphrase and cite them</p> <p>Uses some details to support the thesis</p> <p>Demonstrates adequate control over syntax and word choice; errors seldom interfere with reader's comprehension</p>	<p>Clearly addresses the writing prompt</p> <p>Extremely well-organized and developed; is not formulaic</p> <p>Essay progresses logically; extremely unified and coherent</p> <p>Effectively and appropriately incorporates secondary sources</p> <p>Paraphrases secondary sources and blends quotations; uses proper citations</p> <p>Demonstrates good syntactic variety and range of vocabulary</p> <p>Errors never impede and rarely interfere with the reader's comprehension</p>

For EAPP writing indicators for 200, please click here.

For EAPP writing indicators for 300, please click here.

For EAPP writing indicators for 400, please click here.

For videos of oral sample, please click here:

<http://www.youtube.com/watch?v=W9SovsliTwE>

This essay has addressed the writer's assignment to read an article and respond to it with her beliefs, but not all 200-level essays do so.

Addresses:
Indicator 1: May not address the prompt or may significantly digress from it

Writing Sample: 200-Level

The progress of mass media has changed the world drastically and caused significant cultural transformation through Internet, TV, advertising, and so on. As Janus mentioned, there are many negative effects caused by transnational advertising throughout the Third World. However, I do not accept that a transnational advertising harm people in the Third World. These effects are just inevitable process of globalization and nobody can control them. We have to face the fact and consider realistic and constructive approach.

The opening paragraph mentions the critiqued article but fails to give much detail about the author's claims or why she disagrees with them.

Addresses:
Indicator 2: Lacks adequate development ideas
&
Indicator 6: May show evidence of plagiarism or may not incorporate any secondary sources into the essay

To dream of being wealth is natural feeling for all people and it is impossible to handle them. That is why transnational profit companies can have much impact and transform lifestyle and culture in the Third World. Normally, these effects are more drastic than

Note that the transition between ideas in paragraph one and paragraph 2 is unclear. How do the paragraphs relate?

Addresses:
Indicator 3: Disorganized
&
Indicator 5: Lacks unity, progression, and coherence

the political change, so “Consumer democracy” does not mean political democracy. **However, they sometimes make a trigger for real political change, for example, a change of tax and civil law to invite foreign investment in China, etc.**

The author mentions an example, but fails to explain how this relates to her thesis

Addresses:

Indicator 4: Little or no detail, or irrelevant specifics

While most of the essay is comprehensible, some phrasing is awkward and impedes understanding

Addresses:

Indicator 7: Serious and frequent grammatical and word choice errors which may impede the reader’s comprehension

Writing Sample: 300-Level

Companies are confronted with a variety of pressures from multiple actors in the chain of value. Suppliers want higher prices with longer response time. Customers are seeking better quality for lower prices. Providing a high quality product with a price lower than our competitors could be a successful strategy to make our business prosper.

This essay has addressed the writer's assignment to write a business report based upon a case study of a particular company. Note, however, that this introduction begins with vague generalizations before reaching the thesis in paragraph three.

Addresses:

Indicator 1: Essay addresses the prompt, but perhaps tangentially

The car industry exists within a competitive market where the principal evaluation criterion is quality-price ratio. Total global production was estimated to be **68 million cars during 2007**. The **annual market growth is about 7%** making this sector very profitable. Despite profitability, competition has become very tough due to the large amount of companies that produce cars. In fact, **more than 20 firms exist in the world providing a variety of products** with different quality levels and prices. In order to survive in this competitive environment, car makers have to control their production cost. Currently, quality is not a luxury anymore; it is a necessity that companies should provide to their customers.

In this paragraph, note the incorporation of supporting information. While informative, no citation is provided for these sources.

Addresses:

Indicator 5:

Incorporates secondary sources, although they may not be adequately paraphrased and cited

During the last two decades, General Motors has been facing problems dealing with quality and production cost. To survive in the competitive market, the company should find a solution that cuts costs while maintaining a certain level of quality. Our sales are declining and General Motors loses a considerable market share. To reduce the problem of cost, General Motors is seeking new working methods and procedures.

Here, we learn that GM has problems of quality and production cost...but we do not learn more about those problems in the paragraph.

Addresses:

Indicator 3:

Ideas are developed and supported with examples, although they may be insufficiently so

&

Indicator 4:

May exhibit some lapses in logical progression of ideas, unity, and coherence

After much researches and analysis, General Motors has come out with three possible solutions to solve this problem. **The first solution** is provided by the purchasing department and it consists of asking suppliers for lower component prices. **A second alternative** could be changing the machinery and equipment. **Finally**, the engineering department proposed process reengineering.

Here, we see that the organization is very clear using "first," "second," and "finally" as transitions

Addresses:

Indicator 2:

Organization is generally clear, but may be formulaic

The essay is clear, fluid, and understandable throughout.

Addresses:

Indicator 6:

Most grammatical and word choice errors do not impede the reader's comprehension.

This essay has addressed the writer's assignment to consider a critical issue and suggest policy solutions.

Addresses:

Indicator 1: Clearly addresses the writing prompt/task

Writing Sample: 400-Level

The three riparians use the river to generate hydropower, for crop irrigation, and for domestic purposes. In Turkey, exploitation of the Euphrates may also feature socio-political utilities. The average annual flow of the Euphrates, where it enters Syria, is reported to be 30 billion m³; that flow is said to step-up to 32 billion m³ (owing to tributaries) before the river runs from Syria to Iraq. The territorial length of the Tigris is mainly shared by Turkey and

Here, the topic sentence introduces the point. Supporting details support the topic sentence.

Addresses:
Indicator 2: Adequately organized and developed
&
Indicator 3: Essay progresses logically; is mostly unified and coherent

Iraq— about 20% in Turkey, about 2% (32 km) in northeastern Syria, and 78% in Iraq. Kordutin (2001) observes that the Greater Zab, a Tigris tributary, originates in Turkey, and that three other tributaries, the Lesser Zab, Adhaim, and Diyala, all fall from the Zagros Mountains in Iran, which means that Iran should be included in the list of Euphrates-Tigris riparians and that Iraq's water policy must equally consider and counter the behavior of Turkey *and* Iran.

Geographically, the Pontus and the Taurus Mountain Ranges are features of the relatively "well-watered" northern belt of the Middle East; they stand in the territories of Turkey and of Iran to source the Euphrates-Tigris rivers-system. Turkey

Here, the author introduces an idea and supports it with evidence

Addresses:
Indicator 5: Uses details to support the thesis

is the most endowed with water in the Middle East. **Tomanbay (1993: 53)** notes that Turkish data indicates that average annual precipitation in Turkey amounts to 501 billion m³, but that 186 billion m³, is surface runoff. In consideration of present geographical and technical constraints, it is estimated that approximately 105 billion m³ of water is available for use in Turkey each year, but that only about 30 billion m³ is consumed. In contrast, since more than 50% of Syria and about 55% of Iraq is desert, rainfall is far more limited than in Turkey. Syria is heavily dependent on the Euphrates, which accounts for about 86% of its annual water needs (**Lowi, 1995**). Meanwhile, Iraq, owing to its prevailing Mesopotamian evaporative rates, is almost completely reliant upon irrigation to produce its food and forage.

Note integration of sources and correct citation techniques

Indicator 4:
Incorporates secondary sources with a good attempt to paraphrase and cite them

Throughout the essay, the writer maintains an appropriate tone, choosing genre-specific vocabulary and exhibiting a strong understanding of syntax. While some word choice may be less idiomatic, the essay is easy to follow.

Indicator 6:
Demonstrates adequate control over syntax and word choice; errors seldom interfere with reader's comprehension