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Dear Intensive English language student,

Welcome to the Middlebury Institute of International Studies at Monterey!

This handbook was designed to help students during their studies in the Intensive English as a Second Language program. It serves as a resource to answer student questions regarding school, Monterey, and daily life.

Outside of class, there are many exciting opportunities and activities in Monterey and the surrounding areas, and we hope that this handbook will help students make the most of these opportunities.

This is the beginning of a great adventure into the English language, and we hope this handbook enhances your student experience here at our program.

If you have questions that cannot be answered here, you are welcome to come and talk to the associate director, one of the teachers, a tutor, or a staff member of the Student Services Office.

Sincerely,

[Signature]

Rogers Walker
Associate Director of Intensive English Programs
Mission

The Middlebury Institute of International Studies at Monterey provides international professional education in areas of critical importance to a rapidly changing global community, including international policy and management, translation and interpretation, language teaching, sustainable development, and non-proliferation. We prepare students from all over the world to make a meaningful impact in their chosen fields through degree programs characterized by immersive and collaborative learning, and opportunities to acquire and apply practical professional skills. Our students are emerging leaders capable of bridging cultural, organizational, and language divides to produce sustainable, equitable solutions to a variety of global challenges.

Our mission at the Intensive English Programs is to create an innovative learning environment where students work collaboratively on meaningful tasks. Building academic, intercultural and language skills, students gain the knowledge, learning strategies and confidence necessary to achieve their own goals in the classroom and beyond.

Program Goals

- To improve each learner’s ability to use English effectively by developing both fluency and accuracy in verbal and written communication.
- To make available to each learner opportunities to engage in meaningful communication in English within the classroom, on campus, and in the local and international community.
- To assess each student’s language-learning needs, strengths, and development, and to work together to facilitate progress toward personal, academic, and professional goals.
- To foster in each learner an awareness of individual language learning strengths, weaknesses, and strategies, and to encourage the development of individual autonomy in the learning process.
- To create an environment where all students, faculty, and staff work together to increase each other’s understanding of and sensitivity to other cultures.
- To nurture an atmosphere where students feel sufficiently secure, supported, and confident to embrace challenges, reflect on their learning and experiences, and apply learning for personal growth.
- To introduce learners to the formal and informal expectations of American education and culture.
- To encourage collaborative and innovative learning and leadership in students, faculty, and staff alike.
- To create and continuously maintain an innovative, reflective, and professionally responsible model of second language instruction in which faculty, staff, and teachers-in-training collaborate to maximize student achievement while contributing to personal, professional, and program development.
# 2015/2016 Program Dates

<table>
<thead>
<tr>
<th>Summer 2015</th>
<th>8 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>May 1</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>June 15-16</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>June 17</td>
</tr>
<tr>
<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Classes End</td>
<td>August 5</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>August 7</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall 2015</th>
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</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>August 1</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>September 3-4</td>
</tr>
<tr>
<td>Labor Day Holiday</td>
<td>September 7</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>September 8</td>
</tr>
<tr>
<td>MIIS Fall Break</td>
<td>October 8-11</td>
</tr>
<tr>
<td>Classes End</td>
<td>November 13</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>November 17</td>
</tr>
<tr>
<td>Thanksgiving Holiday</td>
<td>November 26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Winter 2016</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>November 15</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>January 5-6</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>January 7</td>
</tr>
<tr>
<td>Martin Luther King, Jr. Holiday</td>
<td>January 18</td>
</tr>
<tr>
<td>Classes End</td>
<td>March 11</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>March 15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring 2016</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>February 15</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>March 21-22</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>March 23</td>
</tr>
<tr>
<td>Classes End</td>
<td>May 27</td>
</tr>
<tr>
<td>Memorial Day Holiday</td>
<td>May 30</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>June 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer 2016</th>
<th>8 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Deadline</td>
<td>May 1</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>June 13-14</td>
</tr>
<tr>
<td>Classes Begin</td>
<td>June 15</td>
</tr>
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<td>Independence Day Holiday</td>
<td>July 4</td>
</tr>
<tr>
<td>Classes End</td>
<td>August 3</td>
</tr>
<tr>
<td>Commencement Ceremony</td>
<td>August 5</td>
</tr>
</tbody>
</table>
School Office Location
Kinnoull House
462 Van Buren Street
Monterey, CA 93940

Hours
Monday – Friday: 9:00 a.m. – 5:00 p.m.
The office is closed on Middlebury Institute of International Studies holidays.

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Lead Instructor
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I. Facilities

Classrooms
The first floor of the Kinnoull House is where the classes are located. There are four classrooms.

The Instructional Lab/Resource Center
The Resource Center includes our Instructional Lab that is located on the first floor of Kinnoull, and it has four iMACs available for classroom and student use. The Resource Center houses books that are available to students to check out. Books include English language learning books, pleasure reading books, and magazines. The Resource Center is open during normal school hours for student use.

If a student would like to learn about titles available, they can look through the library or use the “ESL Library” computer program installed on the iMac with a sign on it. This program is an electronic list of all the books in the ESL library so students may use it to find titles and see if a book is available.

If a student would like to check out a book, there are directions next to computer how to use the program and teachers will also train their students to use this program. Students are welcome to keep books for as long as they need, but will need to return books before the end of every session.

Students are welcome to use the Resource Center during normal school hours for personal and academic reasons as long as it is not needed for use by a class. Students do not need to sign up to use computers and can save their student work on them as well. However, at the end of every session, all student and classroom work will be deleted. We ask that students do not change the bookmark or navigation settings on Safari. Please visit the bookmarks to check out local places in Monterey and other English Language Learning websites. Additionally, the IESL Delicious website includes resources and sites of interest for students. The website is: http://www.delicious.com/miisiesl

Offices
The second floor of the Kinnoull House is where the offices are located, including the office of the associate director, all instructors, and tutors. Additionally, the Break Room and Teacher’s Meeting Room are located upstairs.

II. Academic Information

Orientation
Students spend the first two days of the program participating in an orientation for new students. Once classes begin, continuing and new students are no longer separated. Students will be provided breakfast and lunch on the first day of orientation, so there is no need to bring food.

The orientation aims to achieve the following things:

- Introduce new students to other new students, teachers, and staff.
- Familiarize students with the MIIS campus and general facilities.
- Give students necessary materials for classes and life in Monterey.
- Place students in the appropriate level for classes.
● Answer student questions about student health insurance and registration fees.
● Provide students with workshops on learner training to help them understand the ESL courses offered here.
● Explain about academic expectations, extracurricular activities, and student resources such as tutoring.
● Connect students to the MIIS network, wireless internet, and email system.

The IESL program also offers an ongoing orientation with workshops held throughout the semester. These workshops are not mandatory but we encourage students to attend. They are given after classes at least once a month for one to two hours. The topics include housing, culture shock, study skills, health and wellness, and other needs indicated by students.

All of the useful information from orientation trainings and ongoing workshops is added to the IESL Moodle for students to access the materials if they cannot attend. More information on the Moodle can be found in the upcoming section: “D. Computers and Wireless Network”.

Placement
Placement Procedures
Students are placed into their appropriate levels over the course of the two-day orientation. Students participate in an oral interview designed to assess basic listening and speaking skills. Another speaking and listening test takes place after the initial oral interview. They then take a standardized multiple-choice test designed to assess grammatical competence, listening, and basic reading comprehension skills. Finally, students also take a Writing Test.

Formal Dispute Process
If a student has a dispute or question regarding her/his initial level, she/he is required to first make an appointment with the teacher of that particular class. If the issue is not resolved by meeting with the teacher, the student will meet with the associate director. The associate director will ask the student to complete the form “Intensive English Programs Formal Level Dispute” and give it to the associate director. If the dispute form has adequate evidence of a level dispute, a challenge test will be scheduled. The student will take a test which re-evaluates their current level, and this will be assessed separately by at least two instructors. The assessment of this challenge test is the final placement decision. The “Intensive English Programs Formal Level Dispute” form is available in hardcopy in the associate director’s office, or by printing the page (attached at the end of the handbook). (Class changes may only be processed during the second week of the program.)

Guidelines and Procedures for Students Being Admitted into Existing Classes
Students are generally only admitted into existing classes for one of two reasons:

1. The student arrives late (post-orientation, up to two weeks) due to extenuating circumstances with visa acquisition, etc. In this case, the student remains out of class for one full day and is oriented into the program by program staff and faculty.
The instructors then integrate the student into their classes by whatever ways they deem fit, generally by meeting with the student during office hours to “catch him/her up” in terms of material missed and the collection of needs assessment data. The student is assessed in the same way as other students, having early assignments modified or excused, with the missed skills or lessons covered through remediation, possibly with a tutor.

2. A new student is placed into an incorrect level during placement testing, and needs to be moved into a course that is either at a lower or a higher level. The first one or two days of the core classes are usually held whole-group (mixed-level) in order to gather even more information about students’ proficiency levels and check initial placement scores. Teachers then meet to discuss all placement decisions after each of these sessions. If they notice any problems OR if a student him/herself expresses concern with placement, the matter will be discussed and decided upon by all relevant parties – the student, the instructors, and the associate director. If it is decided that the student does need to move into a different (existing) class, similar steps as described above are taken to integrate him/her into that class.

Classes
All full-time students ESL students attend 21 hours of instruction per week, composed of three core classes (Reading & Vocabulary, Writing & Grammar, and Oral Communication) and one content course.

Reading & Vocabulary
In this course, students expand their vocabulary by studying how different words are formed and developing strategies for understanding new words. As students read different texts, they improve their reading skills by focusing on various reading strategies. Students read intensively, with a focus on understanding the entire text, and read a longer text extensively, with a focus on building fluency and speed. Class activities may involve discussions, writing journals, doing reading scavenger hunts, creating diagrams and charts to interpret texts and other interactive and engaging activities. Special emphasis is placed on using authentic texts when appropriate, and developing an understanding of American academic and cultural norms. Specific objectives for each level are drawn from the Reading and Vocabulary Student Learning Outcomes articulation document.

Writing & Grammar
This class focuses on developing writing skills and grammar knowledge and applying that knowledge to one’s writing. For the lower levels, students learn how to write complete sentences and paragraphs. In the middle levels, classes focus on writing essays, while the upper levels focus more on writing research papers and using outside sources in their writing. At all levels, students are taught how to write cohesively and coherently using an American academic style of writing. Grammar is also covered at all levels with an emphasis on learning the grammar for the sake of using it to communicate more accurately. In addition, students learn the process of writing from brainstorming to writing to editing. Students write multiple drafts and receive feedback on their writing.
from their teacher so that they can continually improve. Students also exchange their writing with their peers in order to give and receive feedback. In this way, students develop autonomy and skills in identifying good and bad writing so that they can better analyze their own writing when they use English later in life.

**Oral Communication**
Students learn useful language for both formal and informal settings, as well as valuable communication strategies. Students increase their vocabulary by studying a wide range of themes. Class activities may include role playing, acting out dialogues, watching video clips, listening to guest speakers, participating in discussions, giving presentations, doing interviews, and making audio and video recordings. Special emphasis is placed on interacting outside the classroom with fluent speakers of English. Specific objectives for all levels are drawn from the Oral Communication Student Learning Outcomes articulation document, with higher levels targeting skills needed for academic and professional goals.

**Guidelines and Procedures for Combining Levels in a Single Course**
Because our program usually enrolls enough students to accommodate three to four sections of each of the core classes (Reading & Vocabulary, Writing & Grammar, and Oral Communication), students at different levels are usually combined into classes, such that students in certain ranges of levels (e.g., 1-2, 4-5, etc.) are grouped together.

Additionally, students attend one content course each session. Students between levels 1 and 3 in relevant skills are typically presented with a different set of options than students between levels 4 and 7 in the same skills, such that there is a set of “lower-level” content courses and a set of “higher-level” content courses. Within those courses, levels are mixed and students given a chance to interact with a wider range of their peers.

Because a combination of levels/courses is normal in our program, the instructor takes this combination into account from the earliest stages of syllabus design. Methods to address the needs of students at varying levels in a single class include the use of listening and reading passages at two different levels of difficulty or with varying levels of support; different rubrics for assessing projects, presentations, papers, etc.; and strategic pairing (homogeneous vs. heterogeneous) depending on the assignment or activity in question. In other words, the different Student Learning Objectives for the different levels are still addressed.

**Content Courses**
Content courses combine relevant subject matter with integrated language skills and critical thinking. A different content course is offered each session, such as Intercultural Communication, Career Exploration, American Culture & Politics, or Media & Digital Literacy. TOEFL Preparation is offered every session, and is open to students who test into level 4 for at least one core course.

The following calendar is a sample of the typical 21-hour week.
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:20</td>
<td>Reading &amp; Vocabulary</td>
<td></td>
<td>Reading &amp; Vocabulary</td>
<td>Reading &amp; Vocabulary</td>
<td>Reading &amp; Vocabulary</td>
</tr>
<tr>
<td>10:30-11:50</td>
<td>Writing &amp; Grammar</td>
<td>Writing &amp; Grammar</td>
<td>Writing &amp; Grammar</td>
<td>Writing &amp; Grammar</td>
<td>Writing &amp; Grammar</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00-2:20</td>
<td>Oral Communication</td>
<td>Oral Communication</td>
<td>Oral Communication</td>
<td>Oral Communication</td>
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</tr>
<tr>
<td>2:30-3:30</td>
<td>Content Course</td>
<td>Content Course</td>
<td>Content Course</td>
<td>Content Course</td>
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</tr>
</tbody>
</table>
### Reading and Vocabulary Student Learning Outcomes (for Student Reference)

<table>
<thead>
<tr>
<th>Absolute Beginner</th>
<th>Vocabulary Strategies</th>
<th>Reading Strategies: In order to show comprehension of a text you will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1: In order to advance to a Level Two:</td>
<td>Form (spelling), meaning, and use of words in a basic sentence appropriate for that level Wh-question words Simple prefixes, suffixes, and roots Collocations for every day activities for do, have, take, and get (e.g. do laundry, have dinner, take a test)</td>
<td>Answer Wh-questions and yes/no questions to show comprehension of a text Identify how ideas are connected in a text (FANBOYS, however, also, etc.) Identify topic of a reading Identify the pronoun referent</td>
</tr>
<tr>
<td>Level 2: In order to advance to a Level Three:</td>
<td>Form (spelling), meaning (one definition), and use in a sentence of vocabulary appropriate for that level Word parts Collocations of everyday activities for do, have, take, get (e.g., do laundry, take a test)</td>
<td>Answer Wh-questions and yes/no questions to show comprehension of a text Identify topic and main idea of a text Identify main idea and supporting details of a paragraph Use connectors (however, but, so, etc.) to identify relationship of ideas within a text through comprehension questions Identify the meaning of a word from context by finding definitions through the use of signal phrases (in other words, that is, etc.) and punctuation Identify the pronoun referent</td>
</tr>
<tr>
<td>Level 3: In order to advance to a Level Four:</td>
<td>Form (spelling and word form), meaning (focus on the one meaning encountered in the text), and use of words from the academic word list (AWL) Word forms of a word (adjective, noun, verb, adverb) Word parts in more depth (prefixes, suffixes, and roots) Use an English-English Learner’s dictionary to understand the basic features of dictionary entries</td>
<td>Identify main idea of paragraph Identify supporting details (major and minor details) of a paragraph Identify topic and main idea of a whole text Outline a paragraph to identify main idea and major and minor supporting details Use connectors (when, because, in addition, in contrast, etc.) to identify relationship of ideas within a text Scan a text for details Guess meaning of words from context (examples, synonyms, antonyms, general sense)</td>
</tr>
<tr>
<td>Level 4: In order to advance to a Level Five:</td>
<td>Form (spelling, word form), meaning (multiple meanings), and use (considering register of informal/formal contexts) of words from the academic word list (AWL) Word parts English-English Dictionary Skills: to find multiple meanings along with the basic information of the word</td>
<td>Identify main idea of a whole reading Identify implied main idea of a paragraph and supporting details Outline a paragraph (main idea, major and minor details) Summarize a paragraph Use connectors (as a result of, nevertheless, etc.) to identify the relationship between ideas in a text Interpret charts, graphs, and tables</td>
</tr>
<tr>
<td>Level 5: In order to advance to a Level Six:</td>
<td>Vocabulary Strategies</td>
<td>Reading Strategies: In order to show comprehension of a text you will…</td>
</tr>
<tr>
<td>---</td>
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<td>---</td>
</tr>
<tr>
<td>Form, meaning, and use of GRE word types</td>
<td>Identify main idea of a text</td>
<td></td>
</tr>
<tr>
<td>Word parts</td>
<td>Identify implied main idea of a text and major and minor supporting details</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the relationship between ideas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify inferences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify purpose and tone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify argument in a text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Outline a text using students’ own words to identify the main idea, major and minor details</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 6: In order to advance to a Level Seven:</th>
<th>Vocabulary Strategies</th>
<th>Reading Strategies: In order to show comprehension of a text you will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form, meaning, use of GRE type words</td>
<td>Identify main idea of a whole text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify main idea and supporting details of a paragraph, especially implied main idea</td>
<td></td>
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<tr>
<td></td>
<td>Identify the relationship between ideas in a text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summarize a text</td>
<td></td>
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<tr>
<td></td>
<td>Identify and analyze arguments in a text</td>
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<tr>
<td></td>
<td>Identify inferences, including the use of figurative language</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify purpose and tone</td>
<td></td>
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<tr>
<td></td>
<td>Separate facts from opinion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify errors of reasoning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Compare and contrast two related texts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 7: In order to advance to a Level Eight:</th>
<th>Vocabulary Strategies</th>
<th>Reading Strategies: In order to show comprehension of a text you will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form, meaning, and use of GRE words</td>
<td>Identify the audience for which a text may have been written</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the purpose and strategies of a text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the organization structure of a text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognize style and register in text</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Analyze and critique a text based on the validity, persuasiveness, and clarity of an argument</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstrate an understanding of graduate school level texts by outlining and summarizing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the relationship between multiple texts by synthesizing a text</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>In order to operate at a graduate level:</th>
<th>Vocabulary Strategies</th>
<th>Reading Strategies: In order to show comprehension of a text you will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form, meaning, use of GRE words and field-specific terminology</td>
<td>Identify main idea and supporting details of a text through the writing of extended summaries and syntheses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Identify the organization and structure of graduate school level texts such as research studies, literature reviews, policy memos, etc.</td>
<td></td>
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<td>Demonstrate an understanding of graduate school level texts by outlining and summarizing</td>
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<td>Identify and analyze arguments in a text</td>
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<td>Identify inferences</td>
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<td>Identify purpose and tone</td>
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<td>Separate facts from opinion</td>
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<td></td>
<td>Identify errors of reasoning</td>
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</table>
# Grammar and Writing Student Learning Outcomes (for Student Reference)

<table>
<thead>
<tr>
<th>Absolute Beginner</th>
<th>Lower-Order Concerns: Grammar</th>
<th>Lower-Order Concerns: Mechanics</th>
<th>Higher-Order Concerns: Coherence and Cohesion</th>
<th>Higher-Order Concerns: Register, Voice, &amp; Genre</th>
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</thead>
<tbody>
<tr>
<td>In order to advance to a Level One:</td>
<td>Verbs: You can use some simple present tense, including the copular verb.</td>
<td>You can write all of the letters. You can use larger spaces between words than letters.</td>
<td>You can write more than one sentence on the same topic.</td>
<td>You can write in personal voice (e.g., using I) on a simple, familiar topic.</td>
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<td>Nouns: You know basic concrete nouns (e.g., foods, classroom items) and adjectives (e.g., good/bad).</td>
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<td>Sentence: You can write simple sentences (subject + verb).</td>
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<td>Level 1: In order to advance to a Level Two:</td>
<td>Verbs: You can use simple present tense, present progressive, and some regular simple past tense. You can use basic modals (can, should.)</td>
<td>You can spell basic words, but you have a lot of errors in more complex words. You can use basic sentence rules (capital letters at the beginnings of sentences, periods, sentence spacing, etc.).</td>
<td>You can think of ideas to write about by yourself or with a group. You can write topic sentences. You can organize a short paragraph using some basic connectors (and, or, and but).</td>
<td>You know that writing is different from speaking in English. You can write basic paragraphs.</td>
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<td>Nouns: You can use basic determiners (basic articles, demonstratives, and possessives). You can use simple prepositional phrases of location and time including in, on, at, from, and to.</td>
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<td>Sentence: You can use there is/there are. You can write compound subjects and predicates.</td>
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<tr>
<td><strong>Lower-Order Concerns: Grammar</strong></td>
<td><strong>Lower-Order Concerns: Mechanics</strong></td>
<td><strong>Higher-Order Concerns: Coherence and Cohesion</strong></td>
<td><strong>Higher-Order Concerns: Register, Voice, &amp; Genre</strong></td>
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| **Level 2: In order to advance to a Level Three:** | **Verbs:** You can use regular simple past tense verbs and some irregular simple past tense verbs. You can use modals for necessity (must, have to), permission (can, may), and ability (be able to, could). You can use verbs to express future. You can use basic gerunds and infinitives (love/like/enjoy/go/need/want/plan) **Nouns:** You can use the correct articles with count and non-count nouns (general/specific). You can use comparatives (bigger) and superlatives (biggest). **Sentence:** You can use compound structures. You can use basic question formation for yes/no and Wh-questions. | **When you join two ideas together, you use a comma and connector such as and, or, or but. You capitalize the first letter of proper nouns or names of specific people and places. You use some patterns in English spelling, such as VCe (vowel-consonant-silent e to make the vowel long.)**  
You indent or move in the first line of a new paragraph when you write. | **You can write a longer paragraph with good organization. You can use connectors such as (first, second, third) as well as so, because and for example.**  
You can show a move away from personal voice. You can write expository texts. |
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<tr>
<th>Level 3: In order to advance to a Level Four:</th>
<th>Lower-Order Concerns: Grammar</th>
<th>Lower-Order Concerns: Mechanics</th>
<th>Higher-Order Concerns: Coherence and Cohesion</th>
<th>Higher-Order Concerns: Register, Voice, &amp; Genre</th>
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</thead>
<tbody>
<tr>
<td>Verbs: You can use almost all past tense verbs. You can use present and past progressive verbs (I am walking, I was walking). You can use present perfect (I have done); You can use passive voice (The book was written by him). You can use modals of possibility (may, might), advice (could, would), and obligations (supposed to).</td>
<td>You use commas correctly when you write sentences with clauses. You use what you know about English spelling to write most new words correctly.</td>
<td>You can write an organized essay with an introduction, at least 2 body paragraphs, and a conclusion. You can use more complex connecting words such as moreover, however, and likewise.</td>
<td>You can use more academic register. You can write expository, process, descriptive and/or narrative texts on concrete topics.</td>
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<td>Level 4: In order to advance to a Level Five:</td>
<td>Lower-Order Concerns: Grammar</td>
<td>Lower-Order Concerns: Mechanics</td>
<td>Higher-Order Concerns: Coherence and Cohesion</td>
<td>Higher-Order Concerns: Register, Voice, &amp; Genre</td>
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<td><strong>Verbs:</strong> You can use present perfect (<em>I have shopped</em>), past perfect (<em>I had done</em>), and the perfect progressive in the present and past (<em>I have been shopping; I had been waiting</em>). You can use perfective modals (<em>I should have done</em>). <strong>Sentence:</strong> You can use restrictive/ non-restrictive relative clauses. You can use a range of subordinate (<em>after, despite</em>) and more complex coordinating clauses and phrases (<em>not only...but also</em>). You can use level 2 and 3 conditionals.</td>
<td>When you write an essay, you use correct format such as spacing and margins. You know when and how to use commas when writing clauses. You can spell most words correctly even if you have never heard them before because you use what you know about other words or a dictionary.</td>
<td>You can write an organized multi-paragraph essay with an introduction, at least 3 body paragraphs, and a conclusion. You can use academic transitions between paragraphs like connector + determiner + category word, as in based on these differences.</td>
<td>You can write cause/effect, classification, and persuasion types of texts.</td>
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<td>Level 5: In order to advance to a Level Six:</td>
<td><strong>Verbs:</strong> You can use the perfective and progressive in future time (<em>I will have graduated; I will be graduating</em>). You know the difference in how to use forms like <em>to walk</em> and <em>walking</em>. <strong>Nouns:</strong> You can use basic noun clauses (<em>wh</em>-question words, <em>if/whether, that</em>, and reported speech). <strong>Sentences:</strong> You can use 3 or more clauses in one sentence and maintain parallel structure.</td>
<td>You know when and how to use commas in complex sentences. You can format a reference list in relevant style (<em>e.g., APA or MLA</em>). When you write, you edit your paper to eliminate almost all spelling errors.</td>
<td>You can write an organized multi-paragraph essay with an introduction, at least 4 body paragraphs, and a conclusion. You can gather information from relevant sources and incorporate it into an essay. You can revise your papers for concision and clarity.</td>
<td>You can incorporate summaries and paraphrases of source texts into writing. You can write with the purpose to persuade and to explain a problem and a solution. Use appropriate American academic rhetoric/voice.</td>
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<td>Level 6: In order to advance to a Level Seven:</td>
<td>Lower-Order Concerns: Grammar</td>
<td>Lower-Order Concerns: Mechanics</td>
<td>Higher-Order Concerns: Coherence and Cohesion</td>
<td>Higher-Order Concerns: Register, Voice, &amp; Genre</td>
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<tr>
<td><strong>Verbs</strong>: You can combine perfective and progressive aspects in different tenses. <strong>Nouns</strong>: You make few mistakes when using articles (a/n, the, 0). You can use noun clauses as subjects. <strong>Sentences</strong>: You can create compound &amp; complex sentences.</td>
<td>You know how to use colons and semicolons in compound and complex sentences.</td>
<td>You can write an organized essay with an introduction, at least 5 body paragraphs, and a conclusion. You always use a variety of transitions throughout your essay.</td>
<td>You incorporate paraphrases from source texts into academic writing, while maintaining your voice.</td>
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<td>Level 7: In order to advance to a Level Eight:</td>
<td>You make very few sentence-level errors. You are able to mix almost all tenses and aspects successfully in your writing.</td>
<td>You are able to use a full range of punctuation used accurately. You can incorporate tables, charts &amp; diagrams in your writing.</td>
<td>You can write an organized multi-paragraph essay (informative, opinion or argument) with an introduction, at least 5 well-developed body paragraphs, and a conclusion. You can present outside sources with an appropriate mix of quotations, paraphrases and summaries.</td>
<td>You are able to combine or synthesize information from source texts by incorporating direct and indirect quotations, summaries, and paraphrases into your writing in order to support an argument or claim.</td>
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<td>In order to operate at a graduate level:</td>
<td>You are able to use almost any sentence pattern, and to make strategic decisions about how you are forming your sentences.</td>
<td>You almost never make mechanical errors.</td>
<td>You can write a 7-10 page academic paper, with clear organization, and varied and effective transitions, based on a minimum of 5-7 sources, which are accurately cited.</td>
<td>You can acknowledge and address counterarguments in order to strengthen an argument or claim. You avoid making statements that cannot be backed up with evidence.</td>
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### Oral Communication Student Learning Outcomes (for Student Reference)

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<tr>
<th></th>
<th>Grammar &amp; Vocabulary</th>
<th>Pronunciation</th>
<th>Presentation Skills</th>
<th>Discussion &amp; Debate Skills</th>
<th>Listening Strategies &amp; Comprehension</th>
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<tbody>
<tr>
<td><strong>Absolute Beginner</strong></td>
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<td><strong>In order to advance to a Level One:</strong></td>
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<tr>
<td><strong>Verbs:</strong></td>
<td>You can use some simple present tense, including the copular verb;</td>
<td>You can speak in a way that English speakers understand if you have enough time.</td>
<td>You can say more than one sentence on the same topic (I am from Seoul. Seoul is a big city.)</td>
<td>You can speak to one other person about familiar topics like your hometown and family, using I.</td>
<td>You know that nouns name people, places, things, and ideas. You can show that you understand them when you hear them.</td>
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<td><strong>Nouns:</strong></td>
<td>You know basic concrete nouns (e.g., foods, classroom items) and adjectives (e.g., good/bad).</td>
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<td><strong>Sentence:</strong></td>
<td>You can write simple sentences (subject + verb)</td>
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<td><strong>Level 1: In order to advance to a Level Two:</strong></td>
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<td><strong>Verbs:</strong></td>
<td>You can use simple present tense, present progressive, and some regular simple past tense. You can use basic modals (can, should.)</td>
<td>Even if you speak slowly, you can make most vowel (a, e, i, o, u) and consonant sounds of English. Your voice goes “down” (you use falling intonation) in most statements.</td>
<td>You can make short, simple presentations that describe something or tell a story. You use some words and phrases like and, or, or but to show your thoughts are organized.</td>
<td>You can take a turn in a conversation by waiting for a pause, or break. You can interview someone if you have your questions written down before you ask them. Most of what you say in English is informal, or casual, like what you use with friends.</td>
<td>You can identify basic parts of speech (noun, verb, adjective). You can understand vocabulary words at your level on their own and in longer things you listen to. You can tell the main ideas and supporting details of listening on your level. You can find and understand words like and, but, or, and so. You can tell who is speaking when you listen.</td>
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<td><strong>Nouns:</strong></td>
<td>You can use basic determiners (basic articles, demonstratives, and possessives). You can use simple prepositional phrases of location and time including in, on, at, from, and to.</td>
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<tr>
<td><strong>Sentence:</strong></td>
<td>You can use there is/there are. You can use compound subjects and predicates.</td>
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<td>Level 2: In order to advance to a Level Three:</td>
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<td><strong>Verbs</strong>: You can use regular simple past tense verbs and some irregular simple past tense verbs. You can use modals for necessity (must, have to), permission (can, may), and ability (be able to, could). You can use verbs to express future. You can use basic gerunds and infinitives (love/like/enjoy/go/need/want/plan)</td>
<td>Even if you speak slowly and make mistakes in word- or sentence-level stress, you can make almost all vowel (a, e, i, o, u) and consonant sounds of English, including the sounds for most groups of consonants like str and spl. Your voice goes ”up” (you use rising intonation) when you ask some questions.</td>
<td>You can say your opinion and give reasons for why you feel the way you do. You can give short (2-3 minute) presentations. You can answer questions about facts and opinion. You use connecting words in your speech like so, like, and for example and even more academic words like however and therefore.</td>
<td>You can take a turn and change the topic in a conversation by doing things like making a gesture or changing your facial expression. You can ask follow-up questions to interview questions that you have prepared before asking. You can participate in informal, or casual, conversation on a variety of topics.</td>
<td>You can tell if what you are hearing is formal (academic or business-like) English or informal (casual or friendly) English in short conversations. You can use context clues to understand new vocabulary on your level. You can find the main idea and important details of listening on your level. You can use clues to guess what will happen next in what you are listening to. You can say how something you listen to is like or reminds you of your own life.</td>
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<td><strong>Nouns</strong>: You can use the correct articles with count and non-count nouns (general/specifi c). You can use comparatives (bigger) and superlatives (biggest).</td>
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<td><strong>Sentence</strong>: You can use compound structures. You can use basic question formation for yes/no and Wh-questions.</td>
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<tr>
<td>Level 3: In order to advance to a Level Four:</td>
<td><strong>Verbs:</strong> You can use almost all past tense verbs. You can use present and past progressive verbs (<em>I am walking, I was walking</em>). You can use present perfect (<em>I have done</em>); You can use passive voice (<em>The book was written by him</em>). You can use modals of possibility (<em>may, might</em>), advice (<em>could, would</em>), and obligations (<em>supposed to</em>).</td>
<td><strong>Pronunciation</strong></td>
<td><strong>Presentation Skills</strong></td>
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<td>You can use the right intonation for almost all statements and questions, and you can add emphasis when you need to by stressing words, or making them longer and/or louder. Your basic use of word and sentence-level stress is mostly correct.</td>
<td>You can give a spoken presentation of 5 - 7 minutes with an introduction, a body, and a conclusion. You can get and organize information from different sources to use in your speech. You are starting to summarize or paraphrase sources, even if you make mistakes sometimes. You use a wider range of connecting “tools” like words that mean the same thing (synonyms) and determiners, as in <em>this problem or these pictures</em>.</td>
<td>You can participate in short discussions on academic topics if you have a lot of time to prepare in advance. You try to participate in conversations on any non-technical topic. You can express facts and basic opinions in more specialized, or technical areas. You respond appropriately to most questions.</td>
<td>You can summarize spoken text (if it’s on your level) in classroom discussion. You can use background knowledge and clues to make inferences in texts on your level, especially inferences about what the speakers’ intentions, the audience, and the context of the passage. You can take notes on the main points of a listening passage on your level the first time you hear it. You can take notes on key details of a listening passage on your level the first or second time you hear it. You are able to connect ideas you hear to current events, history, or the world around you.</td>
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<td><strong>Level 4:</strong> In order to advance to a Level Five:</td>
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<td><strong>Verbs:</strong> You can use present perfect <em>(I have shopped)</em> and past perfect <em>(I had done)</em>. You can use perfective modals <em>(I should have done)</em>.</td>
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<td>You speak only a little slower than a native speaker. You know and can use more “rules” for word stress. Your sentence stress and pausing is almost always accurate and is appropriate to the clauses you are using. You can use some non-verbal aspects like eye contact and gestures in your presentations.</td>
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<td>You can give a spoken presentation of 7-8 minutes with a clear introduction, three or more distinct points, and a closing. You can get and organize information from relevant sources and incorporate it into an organized speech. You include summaries or paraphrases of sources, though they may be inaccurate. You can include even more academic transitions between points like connector + determiner + category word, as in <em>based on these differences</em> and simple transitions to details.</td>
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<td>You can participate in academic discussions with some advance preparation. You can respond appropriately and effectively to comments and questions. You can have informal conversations on almost all non-technical (or specialized) topics. You can make arguments in some technical or specialized areas, even if you make mistakes or feel unsure at times.</td>
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<td>You can usually tell the difference between fact and opinion. You can follow longer spoken texts (like lectures or TED talks of 10-15 minutes) and take notes on the main points, though you may still need to listen to a longer passage twice to “catch” the details. You can usually tell if speech is formal, informal, from a certain place, or representative of a certain emotion. You can connect ideas from two related listening passages on your level.</td>
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### Grammar & Vocabulary

**Verbs**: You can use present perfect progressive (*I have been shopping*) and past perfect progressive (*I had been studying*). You can use the perfective and progressive in future time (*I will have graduated; I will be graduating*). You know the difference in how to use forms like *to walk* and *walking*.

**Nouns**: You can use basic noun clauses (wh-question words, *if/whether, that*, and reported speech).

**Sentences**: You can use 3 or more clauses in one sentence and maintain parallel structure.

### Pronunciation

Your speed and rhythm sound mostly like those of a native speaker. You can identify your own personal problems in pronunciation and use that knowledge to avoid misunderstanding. You use a wide variety of intonation and stress patterns accurately. You regularly use nonverbal elements like eye contact and gestures to make your presentations better.

### Presentation Skills

You can give a spoken presentation of around 10 minutes with appropriate organization, including an engaging introduction and conclusion. You get and strategically organize information from relevant sources into your speech. You include mostly accurate paraphrases of sources. You can pay attention to and demonstrate clarity and concision when speaking.

### Discussion & Debate Skills

You are able to participate in informal discussions on a wide variety of topics. You can make shifts in how formal or informal your speech is, even if you make mistakes sometimes. If you have time to prepare, you can participate effectively and confidently in academic discussion and debate.

### Listening Strategies & Comprehension

You can tell fact from opinion almost all the time. You can follow longer spoken texts, taking notes for main points and details. You can connect details with main points, even when you need to use graphics like tables, charts, maps, etc. You can tell why a speaker is saying something in listening passages on your level. You can tell key features of speakers (like if they speak "standard" English or not, what they do, and what they're feeling) from short listening samples.
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</table>
| **Level 6:** In order to advance to a Level Seven:  
**Verbs:** You can combine perfective and progressive aspects in different tenses.  
**Nouns:** You make few mistakes when using articles (a/n, the, 0). You can use noun clauses as subjects.  
**Sentences:** You can create compound & complex sentences. | You can control and vary your rate of speech based on where you are and whom you are talking to. You rarely make errors in pronunciation, stress, or rhythm, even if you still have an accent. You always enhance presentations with non-verbal aspects like eye contact and strategic gestures. | You can plan and provide a structured argument to support opinions on a variety of topics and using various types of support, including commonsense and anecdote/experience. You can prepare and deliver presentations of up to 12 minutes, accurately citing sources both in speech and on slides, if appropriate. You are able to use a variety of transitions throughout your presentation. | You can participate in a debate on a previewed topic by constructing an argument with various types of support, including anecdotes/experience and commonsense. You are able to respond to questions and counter-arguments with some fluency and confidence, even if you are not always sure of the appropriate way to respond. You can shift register by context and topic. | You can summarize spoken tests of up to 20 minutes and say how effective a speaker is. You can accurately identify register, speaker intention, intended audience, etc. in texts on your level. Your critical thinking skills are more evident, as evidenced by your ability to: Relate things that you listen to background issues; Make logical predictions as you listen; Connect causes with their effects; and Question and assess the power of a speaker’s argument. |
<table>
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<tr>
<th>Level 7: In order to advance to a Level Eight:</th>
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<th>Discussion &amp; Debate Skills</th>
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<tr>
<td>You make very few sentence-level errors. You are able to mix almost all tenses and aspects successfully when speaking.</td>
<td>You can control and vary rate, volume, and rhythm of speech according to context, with almost no errors.</td>
<td>You can plan and deliver a presentation (12-15 minutes) on a variety of topics and using various types of support, including expert opinion and statistics. Your cohesive device repertoire is extensive and flexible.</td>
<td>You can effectively participate in academic discussions on both abstract and concrete topics with both fluency and accuracy. You can readily and appropriately shift topics and manage turns in casual or academic discussions. You are able to predict and rebut criticism or counter-arguments without causing offense and using various types of support, including expert opinion and statistics. Your informal conversations are almost always appropriate, flexible and confident.</td>
<td>You can critically compare spoken texts in terms of source, organization, relevance of evidence, strength of argument, etc. You are able to identify more subtle social and emotional aspects of dialogue in movie clips, situation comedies, etc.</td>
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<td>In order to operate at a graduate level:</td>
<td>You are able to use almost any sentence pattern, and to make strategic decisions about how you are forming your sentences.</td>
<td>Your fluency and pace is always appropriate to the context. You can adapt discourse-level intonation and stress for unique purposes, such as humor or audience needs, e.g. declination. You can adapt pace and intonation to formality and register. You are able to accurately predict the stress pattern of new vocabulary items.</td>
<td>You can plan and confidently and fluently deliver an effective spoken presentation (15-20 minutes) with relevant visual support. You are able to respond fully and confidently to audience questions. You can speak extemporaneously to an audience on a topic if you have some existing knowledge of it.</td>
<td>You can handle successfully the challenges presented by a complication or unexpected turn of events in an academic debate or discussion, such as coping with criticism, dealing with hostile questions confidently and without advance preparation, and holding on to the floor.</td>
<td>You can grasp in one listening the main point and key details of all spoken texts on general topics and in the area of your specialty. You can accurately guess new vocabulary from context. You readily produce the gist and a critical review of any spoken material you encounter.</td>
</tr>
</tbody>
</table>
Assessment

Ongoing Assessment
Teachers will provide both formal and informal feedback to students regularly throughout the session. Students will take class quizzes and tests; write essays; give presentations, and more. Students are expected to turn in all work in order to complete the course and/or program.

Achievement Tests
At the end of each session, students will take an achievement test in their core classes (Reading & Vocabulary, Writing & Grammar and Oral Communication). These tests are similar to the placements tests that all students take on the first two days of orientation and measure proficiency. The scores determine the student’s level for the next session if she/he is continuing in the program.

If a student scores above level 8 on their core achievement tests, we consider that student to be at an advanced level and no longer in need of our Intensive English Program. We will work with the student in order to determine an appropriate placement.

If a student has a dispute or question regarding her/his initial level, progress within a particular level, or final grade, she/he is required to first make an appointment with the teacher of that particular class. If the issue is not resolved by meeting with the teacher, the student will meet with the associate director. See “Level Disputes” section.

Advancement Policy

Level Progression and Grading
At the end of each IESL session, each student receives a final grade report. The final grade report contains a paragraph for each core class about the student’s strengths, weaknesses, and areas of improvement. Along with the paragraphs, it shows the attendance percentage for each class, the student’s grade in each class (A, B, C, D, or F), the achievement test scores for core classes, and whether or not the level for each core class was successfully completed.

It is important to understand that there is a difference between the grade (A, B, C, D, or F), and successful completion of the level. The grade shows how well the student completed all the requirements of the course, including class participation, completion of homework, quiz and test grades, etc. (The instructors talk to students about the requirements for the course in the first week of classes, and these requirements are included on the syllabus for each course.) In the IESL program, A, B, and C are passing grades. D and F are failing grades. The grading scale is as follows:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 50-59%

In contrast, successful completion of the level is based only on how well the student showed that they achieved the course Student Learning Outcomes (SLOs) through their achievement tests. Students in the IESL program take achievement tests in their core classes at the end of each session. Their instructors evaluate these materials to see how well each student met the SLOs for their level. If the student has not demonstrated their mastery of the course SLOs by achieving at least 80% on test, they have not successfully completed that level, which means that they would continue in the same level for their next IESL session. If they have demonstrated their mastery of the course SLOs by achieving at least 80%
on the test, they have successfully completed the level, which means that in their next IESL session, they would move up to the next level of their course.

**Classroom Expectations**

**English learners should speak English.**
- Using English as much as possible helps speaking skills improve. It also shows respect for people who do not share the same native language as a student. Students should speak only English while they are at school.

**Attendance and participation are not optional.**
- As an F-1 student, school should be a first priority. Student should plan to be in class, on time, every day and make appointments (such as doctor’s appointments) at times when they don’t have class. If a student is sick or has an emergency, they should email their teacher. Students should explain their reason for being absent and make a plan to do the work that they missed.
- If a student is late 10 minutes or more on two days, their teacher will count this as one absence. If a student is late 20 minutes or more on one day, this will be counted as one absence. If their total attendance in a class goes below 80%, they will automatically receive a failing grade for that class.

**Learning requires effort – both inside and outside of class.**
A full-time ESL student will be in class 21 hours per week, and will have about 21 hours of homework per week. This homework is a very important part of learning. Homework assignments should be ready at the beginning of class. Late work usually receives a lower grade and in some cases may not be accepted at all. If a student needs help, they should not be afraid to ask!
- In some countries, homework is “just practice,” and the final grade in a class is decided by a final exam. If a student comes from a country like that, they might be surprised by the grading system here. At the Middlebury Institute (and at most US schools) the final grade combines many things, including homework, class participation, quizzes, and final projects. So be careful: don’t ignore homework. It counts!

**Copying is not acceptable.**
- In the United States, copying (or plagiarism) is very serious. Copying other people’s work is not allowed. For example: copying a classmate’s homework, copying something found in a book, or cutting and pasting from the Internet. If a student copies, they could fail an assignment, a whole class, or even lose their F-1 visa status.
- Copyright Policy: This program follows the copyright policy of Middlebury College, a comprehensive version of which is found on the college’s website at [http://www.middlebury.edu/about/handbook/lis/copyright](http://www.middlebury.edu/about/handbook/lis/copyright). In summary, the policy states that
when instructors are making decisions about what types of published written material to use and distribute in class, they need to be mindful of both the nature of the work and the amount they intend to copy or distribute. This typically means the following may be copied for books and journals: a single chapter of a book; a small portion of a copyrighted book,” and/or “a single article from a journal.” As far as other media – music, movies, etc. – it must be used for educational purposes only in a face-to-face classroom setting, or online with a limited audience as an extension of the classroom, as in a course Moodle or iLearn page.

Completion Certificates

- To receive a Certificate of Completion, students must meet the minimum attendance requirement and receive passing grades in all of their classes.

Probation

F-1 students must follow strict rules to keep their visa status. All F-1 students must have at least 80% attendance and earn passing grades in all of their classes. If a student does not meet these requirements, the results are serious. Here is what will happen:

1. Halfway through the session, any student who has less than 80% attendance, or who has a D or F grade, will meet with the associate director.

2. If the student’s attendance or grades do not improve by the end of the session, he or she will be put on “academic probation” status for the next session. Any student caught intentionally plagiarizing will also be placed on probation. Students who do not successfully complete their session will not receive a completion certificate.

3. If the student improves in his/her second session, he/she will be taken off probation status.

4. If the student continues to have the same problems in the next session, he or she will be asked to leave the program.

Academic Support

Tutoring

Optional extra tutoring is provided for students, which is offered and scheduled by our work-study assistants. At the end of every week we will post a weekly tutoring sign-up sheet for the next week on the door of the Work Study Break Room. Students may sign up for 20-minute tutoring sessions.

Students typically sign up for tutoring to receive help with homework, projects, or specific skills. They may also use scheduled time for assistance with other tasks, such as registering online for the TOEFL exam, finding house or items on classifieds, or buying course books online. Teachers may recommend that a student goes to tutoring hours, but all students are encouraged to sign up on their own!
English Conversation Partners
The English conversation partner program is a service we provide to help our students facilitate their learning of the English language and culture.

IESL students and partners complete English Conversation Partner Program Request Forms (available in the front hall on the top floor of Kinnoull as well as online). We receive the forms and match a graduate student with an IESL student. The goal is to encourage IESL students to develop their conversation skills, introduce graduate students to new cultures, and to build friendships in the MIIS community. Once a partnership is identified and both groups are notified, the pair can choose when and how often to meet.

Connection to the Middlebury Institute of International Studies
Most students at MIIS are graduate students, and about 800 students study here for international professional careers. The graduate students and language students come to MIIS to prepare for professions that require high language skills and experience with other cultures. The small size and international student body make this school a very special place to study.

The Intensive English as a Second Language program is a part of MIIS. Students come to IESL for a variety of reasons; some want to attend MIIS or other American institutions, some want to improve their English for their jobs, and some simply want to experience living and studying in the US. The program has seen many students matriculate into graduate studies here at MIIS.

Other Partner Schools
The IESL program has partnerships with local institutions which allow students to apply for their degree programs without a TOEFL score. These institutions are Cabrillo College, California State University Monterey Bay, Monterey Peninsula College, and graduate programs at the Middlebury Institute of International Studies.

Students can apply and be granted conditional admission, which means they meet all admissions requirements except the English proficiency requirement.

For CSUMB:
- Instead of submitting a TOEFL score, a student can meet the English proficiency requirement by successfully completing level 5 in core courses, and showing a grade point average of ‘B’ or higher throughout the IESL program.

For MPC and Cabrillo College:
- Instead of submitting a TOEFL score, a student can meet the English proficiency requirement by successfully completing level 4 in core courses, and showing a ‘B’ grade point average.

TOEFL Testing
Students in our Intensive English Program may choose to take a TOEFL preparation course in their class schedule. The course includes hands-on practice in our computer lab. Students may also use program tutors to help them prepare for the test.
Detailed information about registering for the TOEFL iBT is available from the ETS website: [http://www.ets.org/toefl](http://www.ets.org/toefl)

Students who are applying for admittance to the Middlebury Institute should report their TOEFL iBT score directly to the Admissions Office. Our four-digit institution code is 4507. A department code is not required.

### Advising

The IEP program offers academic advising regarding study skills, time management, conversation partners, standardized test scheduling and preparation, further English or academic study opportunities, and resources for learning. During the two days of orientation, the associate director will mention her availability to help and answer questions. Students can usually talk to the associate director by just coming to her office, but if she is not immediately available, students are asked to make an appointment by email, which will usually take place in about 2-3 days. Rogers Walker’s email is [rogersw@miis.edu](mailto:rogersw@miis.edu).

#### If a student has a problem or complaint...

If a student has a problem in one of their classes or a complaint, they are asked to speak with their teacher first. If a student is not comfortable speaking to their teacher, or if the problem is not related to a class, they should email or make an appointment to talk to the ESL associate director.

If the problem cannot be resolved through the associate director, the student should start the formal complaint process by completing the form “Intensive English Programs Formal Complaint” (attached at the end of the handbook) and giving it to the associate director. The associate director will contact the student as soon as possible to set up a meeting with the student, the associate director, and the assistant dean for Language and Professional Programs. Together they will try to resolve the issue in a way that is satisfactory to the student without compromising the standards of specific courses or of the program.

### III. Student Resources

#### Student Banner ID/MIIS ID, MIIS username

Every MIIS student will receive a student ID card which has their MIIS ID number, also called their “Banner ID.” Students will receive their MIIS ID card on the first day of orientation.

The MIIS username is a combination of initials and names from a student’s first and last name. Students will use this username for email and logging into the campus network. They will receive their username on the first day of orientation.

#### Computers and Wireless Network

MIIS students may log on to the MIIS network to use computers, printers, and the Internet using their MIIS username. During orientation, we will change the assigned temporary password to a permanent password chosen by the student.

Once a username and network password have been set during orientation, students will be able to connect to the
MIIS wireless network, either through Windows or a MAC computer. Students will need to visit Information Technology Services Help Desk to get their computer configured. Mobile devices (phones or tablets) can also access the MIIS network using the same MIIS username and password.

**Printing and Copying**
Every student has $50.00 credited to their printing account for each session. Students may use computers on campus to print from that $50.00, but they will have to pay separately for copying. Please refer to the Technology Map to find on campus locations for printing and copying: [http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf](http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf)

**Information Technology Services**
All MIIS students have access to the wireless Internet, either through Windows or Mac access. Students will need to bring their notebook, cell phone, or other personal device that connects to wireless to the ITS Help Desk. Students can get help at the ITS Help Desk located in Casa Fuente, 320. Their website is: [http://www.miis.edu/offices/it](http://www.miis.edu/offices/it)

**Email Address**
Every MIIS student will have an email address in this format: `username@miis.edu`

During orientation we will activate student email accounts and set permanent passwords chosen by students. Even though a student may prefer to use another email account, they need to check their MIIS email account regularly because this is the account where they may receive important information regarding their studies.

### IV. Activities and Field Trips
Extra-curricular activities are planned for students after classes and on weekends by one of the work-study students, the Activities Coordinator. Bowling, movie nights, whale-watching, and other trips are planned, depending on the students’ interests. These activities are optional for students.

The activities coordinator will make posters and announcements. Activities are a great way to have outside of class while encouraging students to get to know each other and become more involved in the community. Additionally, students are encouraged to attend MIIS events and Monterey County events. Here are some useful websites to explore:

- **MIIS Related Activities:** [http://www.miis.edu/events](http://www.miis.edu/events)
- **Monterey County Events:** [http://www.seemonterey.com/calendar](http://www.seemonterey.com/calendar)
- **General things to do in Monterey:** [http://www.miis.edu/student-life/monterey/to-do](http://www.miis.edu/student-life/monterey/to-do)
- **See Monterey Blog:** [http://www.blogmonterey.com/](http://www.blogmonterey.com/)

### V. Everyday Life

**Monterey**
Monterey is a small town on the Central Coast of California, about 190 kilometers south of San Francisco. There are about 75,000 people on the Monterey Peninsula. This area is famous for its beautiful scenery and rich history, and it is very popular with tourists.
For more information on Monterey, go to “Life in Monterey”:
http://www.miis.edu/community/montreylife
For a website on local Resources:
http://www.miis.edu/student-life/monterey/resources

And for more information about International Students Inc. Monterey:
http://www.isimonterey.org/

Weather in Monterey
The climate of Monterey is regulated by its proximity to the Pacific Ocean. As a result, Monterey’s average high temperature ranges from around 60° Fahrenheit (16° Celsius) in winter to 72° Fahrenheit (22° Celsius) during the summer months. Average annual precipitation is around 19.5 inches (495 mm), with most rainfall occurring during California’s wet season between November and April, and with little or no precipitation during the summer months. Summers in Monterey are generally cool and foggy.

During winter, snow in Monterey itself is extremely rare.

Please see Wikipedia to check out the weather for specific months. In general, students should be prepared for the weather to change regularly. They should also bring clothes for layering, closed-toed shoes, slacks, and at least one good jacket or coat for the evening is a good idea.

The following wikipedia page provides more information on the climate:
http://en.wikipedia.org/wiki/Monterey,_California#Climate

Housing
Most students find an apartment on their own or to share and take care of their own cooking and cleaning. Some students stay with a host family and share American daily life and customs.

On-campus housing is not available, but our Student Services office can assist students with their housing search. For more information on local housing, visit our housing page:
http://www.miis.edu/student-life/housing

In addition to the monthly rent, students will also have to pay for utilities, which include water, gas & electricity. Finally, if a resident chooses to have cable, phone, or internet, those will be an additional cost as well. Students may be able to receive special discounts from PGE (Gas and electric):
http://www.pge.com/myhome/customer-service/financialassistance/care/

If the rent does not cover water, the resident will also have to pay for water utilities. This can be set up through a landlord or American Water:

Places of Worship
The Monterey region provides many services for a variety of religions. The chart on the following two pages gives a list of religious affiliations and locations:
<table>
<thead>
<tr>
<th><strong>BAPTIST</strong></th>
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</thead>
<tbody>
<tr>
<td>First Baptist Church</td>
<td>600 Hawthorne, Monterey</td>
<td>(831) 373-3289</td>
</tr>
<tr>
<td>Lighthouse Baptist Church</td>
<td>1030 Hilby, Seaside</td>
<td>(831) 394-4447</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.lighthousebaptist.net/">http://www.lighthousebaptist.net/</a></td>
<td></td>
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<table>
<thead>
<tr>
<th><strong>BUDDHIST</strong></th>
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<tbody>
<tr>
<td>Korean Buddhist Temple Sambosa</td>
<td>28110 Robinson Canyon Road, Carmel</td>
<td>(831) 624-3686</td>
</tr>
<tr>
<td>Monterey Peninsula Buddhist Temple</td>
<td>1155 Noche Buena, Seaside</td>
<td>(831) 394-0119</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>CATHOLIC</strong></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Carmel Mission Basilica</td>
<td>3080 Rio Road, Carmel</td>
<td>(831) 624-1271</td>
</tr>
<tr>
<td>St. Angela’s Merici Catholic Church</td>
<td>9th &amp; Lighthouse, Pacific Grove</td>
<td>(831) 655-4160</td>
</tr>
<tr>
<td>St. Francis Xavier Church</td>
<td>1475 La Salle, Seaside</td>
<td>(831) 394-8546</td>
</tr>
<tr>
<td>San Carlos Cathedral</td>
<td>500 Church St., Monterey</td>
<td>(831) 373-2628</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.sancarloscathedral.net/">http://www.sancarloscathedral.net/</a></td>
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<thead>
<tr>
<th><strong>CHURCH OF JESUS CHRIST OF LATTER-DAY SAINTS</strong></th>
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</thead>
<tbody>
<tr>
<td>Church of Jesus Christ of LDS</td>
<td>1 Skyline Forest Dr, Monterey</td>
<td>(831) 624-0487</td>
</tr>
<tr>
<td>Church of Jesus Christ of LDS</td>
<td>1024 Noche Buena St, Seaside</td>
<td>(831) 394-0733</td>
</tr>
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<table>
<thead>
<tr>
<th><strong>EPISCOPAL</strong></th>
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<tbody>
<tr>
<td>All Saint's Episcopal Church</td>
<td>Dolores and 9th, Carmel.</td>
<td>(831) 624-3883</td>
</tr>
<tr>
<td>St. John's Episcopal Church</td>
<td>1490 Mark Thomas Drive</td>
<td>(831) 375-4463</td>
</tr>
<tr>
<td>St. Mary’s By-the-Sea</td>
<td>Central and 12th, Pacific Grove</td>
<td>(831) 373-4441</td>
</tr>
<tr>
<td><strong>GREEK ORTHODOX</strong></td>
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</tbody>
</table>
| St. John the Baptist | 326 Park, Salinas  

<table>
<thead>
<tr>
<th><strong>ISLAMIC</strong></th>
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</thead>
<tbody>
<tr>
<td>Islamic Information Center</td>
<td>Santa Clara</td>
</tr>
</tbody>
</table>
| Monterey Mosque  
(Masjid At-Taqwa) | 405 Elm Avenue,  
Seaside, CA 93955, USA | 831-899-2969 |

<table>
<thead>
<tr>
<th><strong>JEWISH</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B’Nai Torah</td>
<td>400 West Franklin, Monterey</td>
</tr>
</tbody>
</table>
| Congregation Beth Israel  
[Masjid At-Taqwa] | 5716 Carmel Valley Road, Carmel  

<table>
<thead>
<tr>
<th><strong>LUTHERAN</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bethlehem Lutheran Church</td>
<td>800 Cass St., Monterey</td>
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<table>
<thead>
<tr>
<th><strong>SEVENTH DAY ADVENTIST</strong></th>
<th></th>
</tr>
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</table>
| Seventh-Day Adventist Church of the Monterey Peninsula | 375 Lighthouse Ave, Pacific Grove  

<table>
<thead>
<tr>
<th><strong>UNITARIAN UNIVERSALIST</strong></th>
<th></th>
</tr>
</thead>
</table>
| Unitarian Universalist Church of the Monterey Peninsula | 490 Aguajito Road., Carmel CA 93923  
[http://www.uucmp.org](http://www.uucmp.org) | (831) 624-7404 |

<table>
<thead>
<tr>
<th><strong>NON-DENOMINATIONAL</strong></th>
<th></th>
</tr>
</thead>
</table>
| Calvary Chapel Monterey Bay | 3001 Salinas Hwy., Monterey  
[www.calvary.com](http://www.calvary.com) | 831-649-1158 |
| Shoreline Community Church | 2500 Garden Rd.  
[www.shorelinechurch.org](http://www.shorelinechurch.org) | 831-655-0100 |
| Sanctuary Bible Church of Carmel Valley | 8340 Carmel Valley Rd.  
[www.sbcvv.com](http://www.sbcvv.com) | 831-624-5551 |
Postal Services and Mail
The MIIS Office Services provides USPS, DHL International Document Service, FedEx Express and Ground & UPS. Please visit the website to acquire the proper forms and to check out their hours: [http://www.miis.edu/offices/officeservices](http://www.miis.edu/offices/officeservices)

Additionally, please visit the following websites to find locations:
- [www.usps.com](http://www.usps.com)
- [www.ups.com](http://www.ups.com)
- [www.dhl.com](http://www.dhl.com)
- [www.fedex.com](http://www.fedex.com)

Students are not allowed to use the Middlebury Institute’s mailing address as their own. Students cannot receive mail through our Office Services Department. Students **must** have their own address where they receive their mail. Addresses follow this format:

First Name Last Name
Street Address (Optional: Apartment or Unit Number)
City, State, Zip Code

Faxing
Office services also provide faxing services. Transmittal within the U.S. is $.50 cents per single-sided page. Outside of the U.S. is $1.00 per single-sided page. Receiving faxes is free of charge. We ask that students please notify Office Services prior to having a fax sent to our office, as we often get faxes that are not meant for MIIS. The Office Services fax number is (011) 831-647-4199. And their website is: [http://www.miis.edu/offices/officeservices](http://www.miis.edu/offices/officeservices)

Health and Fitness

Finding a Doctor or Dentist
If students are enrolled in the MIIS Health Insurance plan, they can find a provider or dentist on the following website: [http://www.miis.edu/community/health-wellness/insurance](http://www.miis.edu/community/health-wellness/insurance)

If students are not enrolled in the MIIS Health Insurance plan, The Community Hospital of The Monterey Peninsula (C.H.O.M.P.) maintains a doctor search on their website: [http://www.chomp.org/find-a-doctor/](http://www.chomp.org/find-a-doctor/)

Disability Services
The Middlebury Institute takes great pride in the achievements of its students who have overcome physical setbacks in life. MIIS is committed to providing equal and integrated access for individuals with disabilities to all of the academic, social, and cultural programs that are offered on campus. Any student who requires reasonable accommodations for a disability based on the appropriate documentation must apply for those services through the Office of Student Services.

The application is simple and easy and can be found online.

[http://www.miis.edu/community/health-wellness/disability-services](http://www.miis.edu/community/health-wellness/disability-services)

Alcohol and Drug Abuse
More information and resources can be found on the website:

Fitness
Links to local gyms, yoga locations, and recreational activities can be found on the website:
http://www.miis.edu/student-life/health-wellness/zumba

Wellness Workshops
The Keep Calm Wellness Series is intended to help students balance work, academic, and personal life issues; learn helpful relaxation and meditation techniques, and help manage stress. Read below for dates and times:
http://www.miis.edu/student-life/health-wellness/keep-calm

Tourism Offices and Resources
Monterey County and the surrounding areas have online resources for visitors to learn more about tourist attracts and events happening. Visit the following website and find “Explore by region” to choose specific cities in Monterey County:
http://www.seemonterey.com/

Restaurants
Monterey and the surrounding areas offer a variety of restaurants and places where you can purchase food, including the weekly Monterey Farmer’s Market (Tuesdays 4:00-8:00pm on Alvarado Street in downtown Monterey).

Google Maps is also a great way to find locations by locating Monterey and searching nearby "Restaurants". Here is the website: http://maps.google.com/

In addition, MIIS offers a listing of local restaurants on this website:
http://www.miis.edu/student-life/monterey/eat

Personal Advising
Personal advising is provided by the office of Student Services and the IEP. The office of Student Services offers advising and resources regarding housing, health and wellness, life in Monterey, volunteer opportunities, and campus activities. The director of Student Services responds to student problems and incidents such as accidents, serious illnesses, psychological problems, and non-academic grievances. The Office of Student Services staff advises students on how to use the Student Assistance Program and provides these resources to students.

Advising is often available on a drop-in basis; if an advisor is not available, the student is asked to make an appointment, which will usually take place within 2-3 days.

Students can take advantage of the free short-term counseling services from the Student Assistance Program by calling 1-800-326-6142 or checking www.wellnessworklife.com

VI. Communication

How U.S. Telephone Numbers Work
U.S. telephone numbers have three parts. Here is our office number:
1 +
Area Code: (831)
Prefix: 647 -
Suffix: 4115

When calling within the same area code, the (1 + Area Code) is not necessary. Instead, only the prefix and suffix is dialed.
When calling to a different area code, the (1 + Area Code) must be used as well as the prefix and suffix.

Pre-paid Phone Cards, Calling Cards and Cell Phones
Pre-paid phone cards are cards that can be used to place a call from any phone. The call is not charged from the phone that is being used, so it is important to know the balance of the card. Calling cards can also be used from any phone. Any call made gets charged to the home phone account.

Pre-paid phone cards, calling cards, and cell phones can be purchased from any phone-service carrier. The following website shows the local cell phone providers to set up a plan. Some places also sell prepaid phones. The following website provides more information on cell phones:

http://www.miis.edu/student-life/monterey/resources/cellphone

Different Types of Telephone Calls

Local Calls
Local calls are phone calls placed within the same area, for example, from Pacific Grove to Monterey.
- Dial: Area Code + Prefix + Suffix

Long-Distance Calls
Long-distance calls are phone calls placed from one area to a different (far away) area, like from Monterey to San Francisco.
- Dial: 1 + Area Code + Prefix + Suffix

Toll-Free Calls: 1-800 Telephone Numbers
Toll-free calls do not require a charge, which means the call is free. Phone numbers that begin with 1-800 are toll-free calls. Most business will offer an 800 number.
- Dial: 1 + 800 + Prefix + Suffix

International Calls
International calls are phone calls that are placed from one country to another country. In order to make an international call, the dialer will need the country code.
- Dial: 011 + Country Code + Area Code + Phone Number

VII. Banking

The full list of local banks in the Monterey area, including their services and prices, can be found on the following website:
http://www.miis.edu/student-life/monterey/resources/banking

ATMs
ATMs allow cash withdrawal with debit/ATM cards. Some ATM machines may have a small transaction fee if the user has an account from a different bank.

Checking and Saving Accounts
When opening an account in the United States, the client will often be given a checking/debit account and savings account. The checking/debit account can be used with an “ATM” or “debit card” and also with hand-written checks. Almost all commercial places accept debit cards, sometimes with a fee or minimum purchase amount. If debit cards are not accepted, registers will often display a “Cash Only” sign.
For students moving around in the United States, it would be a good idea to open an account with a bank that has other locations near their eventual destination.

Online
Many banks can utilize online account where users can access their bank statements, transactions, and balances.

Foreign Currency and Traveler's Checks
Many banks may be able to provide the following services:

- possibility to check foreign daily exchange rates (online as well)
- calculation of value of currency before doing an exchange
- depositing foreign currency into a checking or savings accounts
- wire transfers

VIII. Transportation In and Out of Monterey

Monterey Transit System (MTS)
Most students get around in Monterey County through the bus system. If students are looking to travel long distance, they may go via buses, trains, or airplanes. The following website has links to the Monterey area transport system: http://www.miis.edu/student-life/monterey/resources

http://www.mst.org/

Driving and the Department of Motor Vehicles (DMV)

California Driver License
To get a license, a student must take a written and a driving test at a Department of Motor Vehicles (DMV) office. Students may pick up a handbook for driving laws and make an appointment online for the test. To find a convenient DMV office, go to http://www.dmv.ca.gov/

International Driving Permit
The IDP is also called an International Driver License, International License, etc. The State of California does not recognize an International Driving Permit (IDP) as a valid driver’s license nor does it recognize a valid driver license that is issued by a foreign jurisdiction (country, state, territory). Citations issued to a person in California who has an IDP, but does not have a California driver license will be placed in the Department of Motor Vehicle database.

For more information, visit the US State Department Road Safety Overseas website at http://travel.state.gov/travel/tips/safety/safety_1179.html

Bike Shops and Bike Accessories
There are numerous stores in the area that sell or rent bikes, although the rentals are usually for short-term use only. Rental prices are subject to change, so please call or check their web pages for more specific information. For more information, visit http://www.miis.edu/student-life/monterey/resources/bicycle
IX. Campus Resources

Student Services
The Office of Student Services strives to create a positive student-centered environment, dedicated to providing Middlebury Institute students with the necessary resources, advising and caring support to enhance their student life experience. Furthermore, they are committed to partnering with the campus and local communities to weave a strong fabric of connections through unique programming and opportunities.

Office of Student Services website: http://www.miis.edu/community/studentservices
Office of Student Services Blog: http://blogs.miis.edu/studentservices/

Library
The William Tell Coleman library is available to all students. Students will be able to check out books and materials once they receive their MIIS ID card during orientation. Please visit the website for full hours: http://www.miis.edu/academics/library

Office Services
Office services can help students with:
- Mailing: USPS, DHL International Document Service, FedEx Express and Ground & UPS
- Black & White and Color Copying/Printing
- Faxing
- Laminating
- Business Cards
- Mailing supplies

Please visit the website for more information:
http://www.miis.edu/offices/officeservices

Student Involvement: Clubs and Organizations
The MIIS community has a variety of clubs, and students may join them or attend their events. Visit the following website for more information:
http://www.miis.edu/community/clubs

Student Council
The Student Council budget partially funds Student Clubs and many activities such as Happy Hours, an annual Halloween party, and other events. It also sponsors special programming and contributes to all-campus events such as the International Bazaar and the Follies Talent Show. Students who would like to become involved are invited to contact the Middlebury Institute Student Council President or the Office of Student Services for more information. Their website can be found here:
http://www.miis.edu/student-life/council

Parking
All students with cars who live beyond a one-mile radius of the Institute may obtain an on-campus student parking permit after they have paid all school fees for the current semester. Student parking permits will be issued at the Security Office. Students must bring a copy of their registration form, their MIIS library/ID card, their automobile registration card, and proof of insurance.
The student parking permit is valid in two parking lots:
- the lot behind the wooden fence, which runs between Van Buren and Pierce Streets
- behind the Kinnoull Building (entrance on Van Buren Street)

Parking is available on a first-come, first-served basis. The student parking permit does not guarantee a parking space. Students should not park in any other campus lot before 4 pm on weekdays. However, they may use any lot on campus—with or without a permit—at any time on weekends and holidays.

For more information, visit the following website: 
http://www.miis.edu/offices/security/parking

Bike Policy

This policy exists to protect student property, not to punish students for leaving their bikes on campus. Bikes left on campus overnight or for more than just a few days can attract thieves to the campus.
- Bikes should not be left on campus overnight.
- Bikes left on campus for more than 72 hours may be impounded by Security.
- If a bike is impounded, the lock may need to be cut. Students will have to replace their lock at their own expense.
- Impounded bikes will be placed into the Lost and Found. Students will need to come to the Security Office to claim their bike.

Classifieds

After students receive their log-in information (user name and password) during Orientation, they will be able to log-in to the MIIS I-Learn website, also called Moodle, located at http://iLearn.miis.edu

All MIIS students are also able to access the MIIS classifieds by visiting the MIIS Moodle. If a student does not have their MIIS log-in information yet, they can still log-in as a guest to check out ads where they can find apartments, roommates, furniture, etc. Additionally, all students can make posts on the classifieds. The classifieds are listed as a “course” and they can also find a link to it from this useful set of links provided by the Institute: http://www.miis.edu/students

Social Networks

MIIS has a variety of social networks where students can join in on the fun. Visit the website to find the links: http://sites.miis.edu/

You can also check out the social networks specifically for our programs: Facebook: facebook.com/miis.iesl Twitter: twitter.com/LanguagesatMIIS Blog: sites.miis.edu/english

Media Services

Media Services provide media resources for faculty and student projects - including presentations, videos, and classroom activities - and technical support for campus events. They coordinate and schedule all audio and video equipment. They are able to supply the following:
- Video/Audio recorders
- Video conversion equipment
- Microphone and Projector setup for events
- Satellite / Cable TV / SCOLA access
- Video and Audio Conferencing

Media Services website is located at:
http://www.miis.edu/offices/mediaservices

**Digital Learning Commons (DLC)**

The Digital Learning Commons supports the Middlebury Institute community in the pursuit of academic excellence and digital media fluency. The DLC offers weekly workshops in a variety of skills needed for academic purposes like how to create a blog, a presentation, a movie, and other technological needs. Students may also schedule an appointment for one-on-one feedback with a DLC staff member. There are computers located on the second floor that students may also use. The program website can be found at:
http://go.miis.edu/dlc
### Where Do I Go for...

<table>
<thead>
<tr>
<th>Service</th>
<th>Location/Contact</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Verification</td>
<td>Records’ Office</td>
<td>647-4121</td>
</tr>
<tr>
<td>Career Resources</td>
<td>Library, Fletcher Jones Resource Center</td>
<td>647-4133</td>
</tr>
<tr>
<td>Computers</td>
<td><a href="http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf">http://www.miis.edu/media/view/20819/original/new_student_technology_services.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Copy Machines, Copycards</td>
<td>Library</td>
<td>647-4133</td>
</tr>
<tr>
<td>Counseling: Academic</td>
<td>Office of Associate Director (Rogers Walker)</td>
<td>647-4186</td>
</tr>
<tr>
<td>Counseling: Non-Academic and Personal Counseling Referrals</td>
<td>Office of Student Services</td>
<td>647-4128</td>
</tr>
<tr>
<td>E-mail Account Information</td>
<td>ITS, Help Desk</td>
<td>647-6656</td>
</tr>
<tr>
<td>Food and Beverages</td>
<td>Samson Student Center/Vending Machines</td>
<td>647-4122</td>
</tr>
<tr>
<td>Health Insurance Information and Assistance</td>
<td>Office of Student Services</td>
<td>647-4128</td>
</tr>
<tr>
<td>Housing Assistance</td>
<td>Office of Student Services</td>
<td>647-4128</td>
</tr>
<tr>
<td>Immigration Advising</td>
<td>Office of Student Services</td>
<td>647-3586</td>
</tr>
<tr>
<td>Lab and AV Needs</td>
<td>Lab &amp; Media Services</td>
<td>647-4150</td>
</tr>
<tr>
<td>Lost and Found</td>
<td>Security</td>
<td>647-4153</td>
</tr>
<tr>
<td>Mail (Sending Only)</td>
<td>Office Services</td>
<td>647-4120</td>
</tr>
<tr>
<td>Medical and Dental Referrals</td>
<td>Office of Student Services</td>
<td>647-4128</td>
</tr>
<tr>
<td>Parking Permit</td>
<td>Security Office</td>
<td>647-4153</td>
</tr>
</tbody>
</table>
X. Safety
The Security Department is committed to ensuring that visitors, students, member of the Institute faculty and staff will be both safe and will enjoy their stay. Their primary goal is to support the overall mission.

Campus security is responsible for safety, security and support services:

- Issuance of photo identification cards
- Parking controls, including issuance of permits and parking enforcements
- Conducting after-hours safety escorts (on-campus ONLY)
- Maintaining a lost and found box
- Assisting with vehicle lock-outs by contacting the tow trucks and locksmith services on behalf of students

Security is also responsible for reporting illegal activities to responsible staff and/or law enforcement, including:

- All activity relating to crimes
- Underage drinking
- Unauthorized possession of alcohol on campus
- Possession of weapons

If a student feels unsafe or needs help on campus at any time, please stop by the security or call security personnel at (831) 647-4153. Students may also call campus security from any of the blue phones on campus.

For more information, visit: [http://www.miis.edu/offices/security](http://www.miis.edu/offices/security)

## Important Telephone Numbers

Call **911** for all life-threatening emergencies
Call 9-911 from a campus phone
Call Security at (831) 647-4153 or pick up a blue campus phone

### Other Important Telephone Numbers

- Police: 831-646-3830 and ask to speak with an on-duty police officer
- Security: 831-647-4153 and ask to speak with a security officer
- City Parking: 831-646-3953
**Security Escorts**

Security escorts are available seven days a week twenty-four hours every day between locations on campus. Security escort services can be accessed by dialing (831) 647-4153 from an outside line. Additionally, there are direct-dial blue campus phones that may be used to directly access Campus Security. Students are encouraged to use the phones anytime Security is needed.

**XI. Rules and Policies**

**Health Insurance Policy**

All students are required to provide proof of health insurance. Enrollment in or waiving out of the program is required each semester. If a student does not have health insurance it is a violation of the law and it could also result in very expensive hospital bills. The IESL program staff will remind students about this policy each session, but it is the students’ responsibility to have insurance. Students may purchase insurance from MIIS or they may provide proof of their own private health insurance coverage.

IESL students in the short-term program can enroll in health insurance on a monthly basis or they can enroll for each session of the program. Program staff will assist students in enrolling in the plan.

Students can provide proof of private health insurance if they choose not to enroll in the Middlebury Institute Student Health Insurance Plan offered through Wells Fargo Student Health Insurance. Government or socialized healthcare provided by their home countries is acceptable, provided that it includes coverage in the United States.

For more information on student health insurance and a summary of the form, please visit the following websites: [http://www.miis.edu/community/health-wellness/insurance](http://www.miis.edu/community/health-wellness/insurance)

**Attendance Policy**

In order to successfully complete a session, students must maintain at least 80% attendance in all classes, and they are asked to make appointments (such as doctor’s appointments) at times when they don’t have class.

If a student is sick or has an emergency, they are asked to email their teachers, explain their reason for being absent, and make a plan to do the work that they missed.

In a situation of protracted illness, students may bring in documentation from their doctor for consideration by the instructor and associate director.

If a student is late twice (10 or more minutes), this will count as one absence.

If a student’s attendance nears the 80% mark, instructors will notify the director and associate director. If a student’s total attendance in a class goes below 80%, they will automatically receive a failing grade for that class.

**Refund Policy**

Students are required to pay their tuition before the first day of the program. The chart below gives a timeline of the refund policies.
Smoking Policy
In order to promote a healthful environment, smoking is not permitted inside any building owned or leased by the Middlebury Institute. Anyone smoking close to an Institute building must also step 20 feet away from the building to prevent smoke from drifting inside.

ADA & Students with Disabilities
The Middlebury Institute of International Studies is committed to providing accommodations for students with disabilities in accordance to the 1973 Americans with Disabilities Act (ADA) and to providing equal and integrated access for individuals with disabilities to all of the academic, social, and cultural programs that are offered on campus. Any student who requires reasonable accommodations for a disability based on the appropriate documentation must apply for those services through the Office of Student Services. The application is available online at this link. Please follow the instructions to make sure that you get the accommodations you need to succeed at MIIS.

Anti-Harassment/Discrimination Policy
The Middlebury Institute and the ESL program want every student, faculty member, and staff member to feel welcome and comfortable on this campus. For this reason, the Institute does not allow discrimination or unfair treatment of any person based on their religion, sex, race, or any other reason. You can read the entire policy here: http://www.middlebury.edu/about/handbook/misc/antiharassment#general If you think that you have been harassed, discriminated against, or treated unfairly, please report this as soon as possible to the Associate Director, Rogers Walker.

Maintaining Visa Status
During your program at MIIS, you need to maintain your F-1 (student) visa status by doing the following:
• Meet with the International Student Advisor when you arrive and anytime your local address changes.
• Enroll in four ESL classes as a full-time student and attend at least 80% of class meetings.
• It is your responsibility to keep your documents current. Check the information and expiration dates on your passport and I-20. If any information changes or if your passport may expire while you are in the United States, please renew your passport and meet with the International Student Advisor.
Payment and Refund Policies
*Payment of full tuition balance is due by the first day of class unless otherwise arranged.

<table>
<thead>
<tr>
<th>Application Fee</th>
<th>$50 due at time of application fee (non-refundable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Deposit</td>
<td>$150 due at time of application, will be applied to course tuition fees (non refundable, unless overseas student provides evidence that visa application was been rejected)</td>
</tr>
<tr>
<td>Tuition</td>
<td>$3,350 (8 weeks) or $4,175 (10 weeks). Tuition does not include textbooks or housing.</td>
</tr>
</tbody>
</table>

Refund Schedule

<table>
<thead>
<tr>
<th>Timing</th>
<th>% Refund</th>
</tr>
</thead>
<tbody>
<tr>
<td>During orientation</td>
<td>100% less tuition deposit</td>
</tr>
<tr>
<td>During first 2 days of class</td>
<td>75% less tuition deposit</td>
</tr>
<tr>
<td>During days 3 and 4 of class</td>
<td>50% less tuition deposit</td>
</tr>
<tr>
<td>5th day of class or after</td>
<td>No refund</td>
</tr>
</tbody>
</table>

XII. Immigration
During orientation, students meet the International Student Advisor in an immigration information and question/answer session. There is a PowerPoint presentation and follow-up email addressing the following:

- SEVIS (the Student and Exchange Visitor Information System);
- Documents: I-94, visa, I-20 or DS-2019;
- How to maintain status – Check-in and reporting obligation during program;
- Travel during the program;
- Dependents;
- Driver’s licenses and State ID cards;
- Grace Periods

Throughout the student’s program, the International Student Advisor is available to talk about visa-related questions, including the SEVIS transfer processes and program extensions of the ESL program.

Students are invited to contact Student Services staff via email, phone, Skype, in-person appointments, and stopping by the office.

The number to reach Student Services is 831-647-4128. Their email is student.services@miis.edu or visas@miis.edu (for visa related questions). Their website is: http://www.miis.edu/student-life
XIII. Maps

**Campus Map** [http://www.miis.edu/admissions/visit/campusmap/](http://www.miis.edu/admissions/visit/campusmap/)

**Interactive Google Map**
[http://maps.google.com/maps/ms?ie=UTF8&hl=en&t=h&msa=0&msid=110583714986741608180.00048391608180.0004839e2eda3b06d6bb3&ll=36.599625,-121.897033&spn=0.002067,0.003433&z=18&source=embed](http://maps.google.com/maps/ms?ie=UTF8&hl=en&t=h&msa=0&msid=110583714986741608180.00048391608180.0004839e2eda3b06d6bb3&ll=36.599625,-121.897033&spn=0.002067,0.003433&z=18&source=embed)

XIV. Level Disputes

If a student has a question or disagreement about the level that they have been placed in, they are asked to speak with their teacher first. The teacher is should explain the level that is being taught, including the Student Learning Outcomes (SLOs). Specifically, the teacher should discuss specific SLOs that show why the student was placed at the current level, using the placement test and/or diagnostic test as examples. The teacher should also share information about the design of the course and what will be covered.

Often, receiving this information will be sufficient to show why the student has been placed in the current level. However, if the student still feels that they have not been assessed correctly, they should email the IESL associate director at rogersw@miis.edu to make an appointment.

The associate director will ask the students to complete the form “Intensive English Programs Formal Level Dispute” and give it to the associate director. If the dispute form has adequate evidence of a level dispute, a challenge test will be scheduled. The student will take a test which re-evaluates their current level, and this will be assessed separately by at least two instructors.

All formal level disputes must be put in writing using the official “Intensive English Programs Formal Level Dispute” form. This form is available in hardcopy in the associate director’s office, or by printing the page below.

When initiating a formal level dispute, please follow these steps:

- Make an appointment to discuss your level and your current course with your instructor.
- If you wish to continue to dispute your level, make an appointment to meet with the associate director.
- Complete and submit the “Intensive English Programs Formal Level Dispute” form (this should be submitted to the associate director by email or printed copy).
- Make sure that you fully document your specific disagreement about your level by attaching the SLOs and indicating your opinions about your mastery of specific skills.
• If scheduled, take the challenge test.
• Meet with the associate director (and possibly the instructor) about the results of the challenge test. You will receive written information documenting the assessment of the challenge test and the results of your level dispute.
Intensive English Programs Formal Level Dispute

Date: ___________________ Full Name: ____________________________

I, __________________________, have spoken to my instructor, __________________________, about this issue. Instructor’s signature: ____________________________

I, __________________________, agree to abide by the resolution made after this formal level dispute. If I take a challenge test, I understand that the assessment of the test is the final decision regarding this issue. Student’s signature: ____________________________

Please describe the dispute clearly, and include the following information:
• the course and level in which you have been placed;
• the course and level in which you feel you should be placed;
• any other comments or reasons that you would like to include.
• Attach the specific Student Learning Outcomes (SLOs) which you feel match your level, especially those that make the difference in the current and desired level.

You may attach a sheet of paper for your comments if necessary.

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Please submit this form to the associate director. S/he will contact you as soon as possible to arrange a meeting.
XV. Formal Complaints

If a student has a problem in one of their classes or a complaint, they are asked to speak with their teacher first. If a student is not comfortable speaking to their teacher, or if the problem is not related to a class, the student should email or make an appointment to talk to the IESL associate director. Most problems can be resolved when a student makes an appointment with an instructor or staff member and they have a calm and honest discussion about the issue.

If the problem cannot be resolved through the associate director, the student should start the formal complaint process by completing the form “Intensive English Programs Formal Complaint” and giving it to the associate director. The associate director will contact the student as soon as possible to set up a meeting with the student, the associate director, and the assistant dean for Language and Professional Programs. Together they will try to resolve the issue in a way that is satisfactory to the student without compromising the standards of specific courses or of the program.

All formal complaints must be put in writing using the official “Intensive English Programs Formal Complaint” form. This form is available in hardcopy in the associate director’s office, or by printing the page below.

When initiating a formal complaint, please follow these steps:

- Be sure you have first tried to resolve the issue by speaking directly with the individual(s) or office(s) involved.
- Complete and submit the “Intensive English Programs Formal Complaint” form (these should be submitted to the associate director by email or printed copy).
- When the complaint is received, you will be contacted as soon as possible to schedule a meeting between you, the associate director, and the assistant dean.
- After your concern has been addressed, you will receive a letter documenting the resolution of the issue.
Intensive English Programs Formal Complaint

Date: _______________ Full Name: _______________________

Program (circle one): IESL   EPGS

Please describe the complaint clearly, and include the following information:

- the decisions or actions by the Institute and/or the events that caused this complaint;
- the negative effect on you;
- the resolution that is requested—in other words, how you would like this complaint to be resolved;
- the names of the decision-makers and other people who know about this issue;
- what you have already done to try to resolve the complaint (for example, talking or meeting with your instructor or the associate director).

You may attach a sheet of paper if necessary.

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Please submit this form to the associate director. S/he will contact you as soon as possible to arrange a meeting with the associate director and assistant dean.