

Georgia Christian University



ESOL CATALOG

2016-2017



ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

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ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
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WELCOME

Welcome to the ESOL program at Georgia Christian University, your new home for learning the English language! In our program, we strive to provide English language training to non-native speakers of English in an intellectual, supportive, and safe environment. Caring staff and teachers are here to help you achieve your English language goals and to answer any questions you may have. Our students come to Atlanta for many different reasons, and we try to ensure that they meet their needs whether their stay in the United States is short or long. We want to help each student reach his or her goals and become able to use English in various settings, in the community, with family and friends, or in college or university.

We encourage you to read this ESOL catalog carefully and understand it, because it provides all the information that you need to learn about our program – including topics such as admission requirements, academic requirements, and program and course descriptions. It also describes your responsibilities as a student studying at Georgia Christian University.

In addition, we strongly encourage you to familiarize yourself with the University Catalog and the university Student Handbook, as they contain a more complete description of the institution and its policies and procedures.

Complete copies of the
University Catalog, Student Handbook, and ESOL Catalog
are available at
www.gcuniv.edu

Thank you for choosing the ESOL program at Georgia Christian University.

BACKGROUND

1. The Institution

Georgia Christian University is a non-profit, faith-based religious institution accredited by the Transnational Association of Christian Colleges and Schools (TRACS). The institution was established in Alabama in 1993 under the name of Immanuel Original Bible Institute, with a mission focused on the study of Biblical languages and on Biblical interpretation. Throughout the years, as the institution grew, it became a university and moved to various locations in Georgia, before settling in its current location in Atlanta in 2011. Meanwhile, the institution had gone through major transformation. In 2002, it was approved by the United States Citizenship and Immigration Services (USCIS) to issue I-20 forms to international students. In 2003, it was approved by the Georgia Nonpublic Postsecondary Education Commission (GNPEC) to offer various degree programs, including Associate, Bachelor, and Master degree programs in Music, Theology, Mission, Christian Education, and Divinity. Other programs were approved in subsequent years, including Business Administration, Acupuncture, and Oriental Medicine. Georgia Christian University (GCU) also offers doctoral degree programs in Ministry and in Intercultural Studies.

The institution continues to look for various ways to expand and reach more people around the world. In this endeavor, it has entered into a partnership with various universities and seminaries in South Korea, Ukraine, the Bahamas, and Kenya, and has been approved to offer courses in the States of Virginia and New Jersey.

2. The Program

The ESOL Program at GCU was created in 2002 primarily to support the increasing number of non-native speakers of English enrolling in the various degree programs at the institution. Another purpose for the creation of the program was to answer the need of the growing immigrant population in the area.

In 2013, with an understanding that the curriculum had become outdated, the management team initiated a complete overhaul of the entire structure of the program, including the mission, the schedule, the curriculum, and teaching methods. The mission of the program was revised to reflect changes in language learning goals, a new curriculum was developed to allow the program to achieve its new mission, and the program was restructured to make it more efficient.

The management team understands that the field of language acquisition does not and cannot remain static. Language learning goals keep evolving, so ESOL courses, course objectives, language teaching

methodologies, and technology have to do the same. This is why, even though changes have recently been made, the management team is constantly conducting evaluations, doing some research, and revising various areas of the program in order to keep it current by staying abreast of the latest developments in the field.

The purpose of our ESOL program is to develop academic English skills for the university classroom and practical English skills for real-life situations. In order to accomplish this, the curriculum is based on the Common European Framework of References for Languages (CEFR)¹, on research conducted by the Educational Testing Service (ETS)² to determine the association between TOEFL iBT test scores and CEFR levels, and on the Cambridge Michigan Language Assessments English Placement Test (CaMLA EPT), whose scores are linked to the CEFR Levels. Table 1 below compares TOEFL iBT scores with CEFR levels.

Table 1: TOEFL iBT Scores and CEFR Levels Comparison Table

CEFR Levels	Reading (0-30)	Listening (0-30)	Speaking (0-30)	Writing (0-30)	TOTAL (0-120)
A1 (Beginner)	NA	NA	NA	NA	NA
A2 (Elementary)	NA	NA	NA	NA	NA
B1 (Intermediate)	4	9	16	13	42
B2 (Upper Intermediate)	18	17	20	17	72
C1 (Advanced)	24	22	25	24	95

The levels in our curriculum roughly correspond to the CEFR levels, allowing our placement test (CaMLA EPT) to be an efficient tool for determining students' appropriate starting levels. See Table 2 below:

Table 2: CEFR Levels and ESOL-GCU levels Comparison Table

CEFR Levels	ESOL-GCU Levels
A1	Level 1
A2	Level 2

¹ CEFR, an international standard for describing language ability, is used around the world to describe learners' language skills.

² <https://www.ets.org/toefl/institutions/scores/compare/>

B1	Level 3
	Level 4 (B1/B2)
B2	Level 5
	Level 6 (B2/C1)
C1 – C2	Specific Purposes Track Courses

An analysis of Table 1 and Table 2 shows that a regular student in our ESOL program who takes his or her studies seriously, practices regularly, and makes steady progress toward the end of the program, could in fact obtain a satisfactory TOEFL iBT score. According to American Exam Services (AES)³, most universities in the U.S. require a minimum TOEFL iBT score ranging from 70 to 80. A regular student who is in Level 6 or above in our program could meet such a requirement.

³ www.americanexamservices.com

10 REASONS TO LEARN ENGLISH

1. English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate.
2. English is the official language of 53 countries. It is spoken as a first language by around 400 million people around the world.
3. English is the dominant business language. Cross-border business communication is most often conducted in English.
4. English is the language of science, of aviation, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job in a multinational company within your home country or of finding work abroad.
5. Since English is spoken in so many different countries, there are thousands of schools around the world that offer programs in English. If you speak English, there are a lot of opportunities for you to find an appropriate school and course to suit your academic needs.
6. English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favorite books, songs, movies, and TV shows.
7. Most of the content produced on the internet is in English. So knowing English will allow you access to an incredible amount of information which may not be otherwise available.
8. In the United States, speaking English immediately opens up opportunities regardless of your ethnicity, color, or background.
9. Learn English and you can then teach your children English. Or if they are already learning, you can now communicate with them in English.
10. English speakers in the United States earn more money than non-English speakers. Learning English will open your job prospects and increase your standard of living.

Georgia Christian University is a nonprofit institution. This means that all our profits are re-invested in the school. Our purpose is to provide the highest possible quality of English language teaching.

MISSION STATEMENT

The mission of the ESOL program is to develop students' academic and intercultural communication skills, vital to life in the United States. The program provides a complete course of instruction as well as electives in the linguistic and pragmatic aspects of the English language, thereby enabling students to acclimate to and fully participate in diverse communities ranging from local to international, and college to university.

The ESOL program intends to accomplish its mission by pursuing the following objectives:

- Create a supportive learning environment.
- Offer a curriculum that is based on consistent quality and continuous research in order to stay abreast of trends in the field.
- Carefully evaluate each student individually during the recruitment process and provide the necessary academic guidance and support in order to enable them to achieve their English language learning goal.
- Build upon students' academic, linguistic, and cultural backgrounds.
- Assess and monitor students' academic progress utilizing an ongoing evaluation process.
- Encourage students to learn about American culture in order to bridge cultural differences and ease the transition into American schools and culture.
- Recruit and maintain highly qualified and experienced instructors who understand students' needs.
- Provide staff development in appropriate instructional, counseling, and assessment strategies for instructors and administrators.

FACULTY AND STAFF

In addition to having worked in the United States, all ESOL instructors have acquired intercultural and pedagogical skills through extensive overseas experience. Moreover, the majority of them hold advanced degrees in Teaching English to Speakers of Other Languages, Linguistics, English, Education, or related field, and/or English teaching certification at the state or national level. GCU's commitment to quality and self-evaluation is evident not only in our teachers' excellence, but also in our staff's, as shown by our dedication to professional development, locally and nationally.

PROGRAM OVERVIEW

At the main campus in Atlanta, classes meet four days a week, Monday through Thursday, from 9:00AM to 2:00PM, for a total of 20 hours of classroom instruction. At the Marietta location, morning classes meet 4 days a week, Monday through Thursday, from 9:30AM to 2:00PM, evening classes meet 4 days a week, Monday through Thursday, from 6:00PM to 10:30PM, and Saturday classes meet every Saturday from 9:30AM to 2:00PM.

Our classes range in size with the maximum set at 12 and the minimum set at 6. We limit classes to 12 students to ensure each student receives quality instruction in order to maximize the learning experience.

The program consists of the following:

- Pre-Beginner Courses: organized into two levels of proficiency, and containing separate classes for Grammar, Writing, Speaking and Listening, and Reading.
- Core courses: organized into six levels of proficiency, and containing separate classes for Grammar, Writing, Speaking and Listening, and Reading.
- Specific Purposes Track (SPT) courses: containing Academic Writing, Speaking and Pronunciation for Academic Study, American Culture, Cross-Cultural Communication, Critical Reading and Writing, American Fiction, and English for Business.
- Summer Track Courses (STC) – Explore America: including Everyday Conversation and Current Events.
- Elective Courses: Current electives include standardized test preparation for TOEFL.

HIGHLIGHTS OF THE PROGRAM

- Interactive courses, using audio/visual materials and multimedia-based technology.
- Separate classes for Grammar, Writing, Reading, and Speaking/Listening.
- Specialized courses include Academic Writing, American Culture, TOEFL Prep, and more.
- Free Tutoring Center for extra help.
- Small class sizes and individualized attention.
- Flexible schedule: morning and evening classes
- Affordable tuition
- Expert language instructors.
- Accredited institution.
- Authorized to enroll F-1/I-20 students.

ADMISSION PROCEDURES

Application will not be processed until all required documents have been submitted. All students who enroll in the ESOL program must:

- Be at least 18 years of age by program start date, or have completed secondary education (U.S. high school equivalent).
- Submit a completed Personal Data Form and Needs Assessment Survey, available on the program website (gcuniv.edu/esol) or in the ESOL Office.
- Contact the ESOL Office at 770-220-7908 or esol@gcuniv.edu to schedule their placement test.

The application may be faxed with supporting documents, but the original documents must be mailed or presented upon arrival.

1. STUDENTS SEEKING F-1 STATUS

Step 1

Submit the following:

- Completed GCU application form.
- \$100 application fee.

- \$100 SEVIS I-20 application fee.
- Copy of passport information page.
- Bank verification of sufficient funds for one academic year of study (approximately \$20,000 USD).
- If the student is not the bank account holder, the person responsible for the student's tuition, fees, and living expenses must provide an affidavit of support.
- Proof of immunization against measles, mumps, and rubella (MMR).
- Proof of health insurance coverage, or signed release of liability form.

Step 2

Once the student has submitted all the required documents, Georgia Christian University will issue a form I-20 and acceptance letter within 15 business days.

It is recommended that the student apply to Georgia Christian University's ESOL program at least 60 days prior to the start of the desired session of study.

Step 3

- The student must sign the bottom of the form I-20 when he or she receives it.
- The student must pay a \$200 SEVIS fee at: <https://www.fmjfee.com/i901fee/index.jsp> and print out Form I-901.

Step 4 (Students residing outside of the U.S.)

The student must go to the American Embassy or Consulate to apply for his or her visa. The student should bring the following:

- Acceptance letter
- Form I-20
- Form I-901
- All other documents required by the embassy or consulate

2. F-1 STUDENTS TRANSFERRING TO THE ESOL PROGRAM

Transfer students are required to be in good academic standing at their current school (with a 2.0 or higher GPA) as well as attending class regularly, in order to be admitted to the ESOL program. Transcripts are required from transfer students in order to prove current academic and attendance standing.

Transfer students must submit the following:

- Completed Transfer Clearance Form: The first page should be completed by the student and the second page should be completed by the International Student Advisor at the student's current school.
- Completed Form A-1 of GCU application form.
- \$100 application fee.
- \$100 SEVIS I-20 application fee.
- Copy of passport information page.
- Copy of current I-20 form.
- Bank verification of sufficient funds for one academic year of study (approximately \$20,000 USD).
- If the student is not the bank account holder, the person responsible for the student's tuition, fees, and living expenses must provide an affidavit of support.
- Proof of immunization against measles, mumps, and rubella (MMR).
- Proof of health insurance coverage, or signed release of liability form.

2. NON F-1 STUDENTS

Submit the following:

- Completed GCU application form.
- \$100 application fee.
- Copy of passport information page or resident alien card.

PLACEMENT TESTING /ADVISING

Upon registration, new and transfer students are administered a placement test to determine their individual levels. The placement test includes Listening Comprehension, Grammar, Vocabulary, and Reading Comprehension. Testing takes approximately 1 hour and 15 minutes.

Important Notes:

- GCU ESOL instructors and administrators have sole authority to conduct placement testing and determine placement level. Students may not select their own level of study and must follow the placement committee's decision. However, to ensure correct placement, class performance is observed during the first three days of the session, and placement adjustments may be made.
- Previous study at an English Language Center or School (other than GCU) will not affect placement or allow the ESOL placement exam to be waived.
- A valid photo ID is required to test.
- No cell phone, notes, dictionary, or textbook is allowed during the test. Students will be given a pencil or a pen and blank paper for notes.
- Students taking the placement test must arrive on time. Late arrivals may need to reschedule.
- After placement testing, an academic advisor will meet with the student to discuss test scores and proper placement in the program.

Students must contact the ESOL Office to schedule their placement test. The ESOL Office can be reached at 770-220-7908 or at esol@gcuniv.edu.

Academic advising is available in the Office of Academic Affairs. The advising session will be done by appointment, or on a first-come, first-served basis. Students seeking advisement for registration are asked to make an appointment at least 3 weeks prior to registration. The waiting list may be long, so students are encouraged to plan ahead.

Academic advising is also available for concerns about school life and adjustment to the United States. Students are encouraged to meet with an advisor whenever they have any questions. Students with visa-related questions should meet with an International Student Advisor.

NEW STUDENT ORIENTATION (NSO)

All new and transfer students are required to attend the New Student Orientation prior to the beginning of the session. After completion of a tour of the university, students will receive an ESOL Catalog and an Orientation Checklist, which they will initial and sign as the ESOL administrator covers the University and ESOL program policies and procedures.

NSO occurs on the first day of each academic session. Attending NSO is mandatory for all new and transfer students.

REGISTRATION

Regular registration period is 2 weeks prior to beginning of each session. During that period, Monday through Friday, students have to meet individually with the Director to discuss and select their courses for the following session. Late registration period, with certain non-refundable fee accrued, is 1 week prior to the beginning of each session. Any students who fail to register during registration period without written notification to be approved by the Office of Academic Affairs, is subject to academic dismissal, and the University takes no responsibility for students' status as a result of their dismissal. Information about registration period is provided on the published ESOL Academic Calendar and on the university website.

TUITION AND FEES

1. Cost per 8-week session (-week summer session)

One-Time Fees	Application Fee	\$100.00
	SEVIS I-20 Application	\$100.00
Tuition	Spring I	\$1,400.00
	Spring II	\$1,400.00
	Fall I	\$1,400.00
	Fall II	\$1,400.00
	Summer	\$1,500.00
Fees	Enrollment Fee*	\$150.00

Students should consult the university catalog for information about tuition payment, payment plans, financial assistance (Federal Financial Aid programs, GCU Institutional Scholarship and Aids, On-Campus Employment Scholarship), and refund policy. The university catalog can be found on the university website (www.gcuniv.edu).

**Enrollment fee includes registration fee, technology fee, student activity fee, and institutional fee.*

VACATION/LEAVE OF ABSENCE

1. Vacation

In order to request permission for vacation, students must:

- Be in good academic standing.
- Have completed at least four consecutive sessions (8 months) of enrollment in the ESOL program at GCU.
- Fully expect to return to complete requirements for the program.
- Have no unpaid fees/tuition or other issues with Business Affairs

A student who meets the above requirements must write a letter of explanation and an official letter confirming his or her status, and complete a Vacation Application form available in the Office of Academic Affairs and on the university website (www.gcuniv.edu). All documents must be submitted to the Office of Academic Affairs no later than two weeks prior to the first day of class for the term in which the vacation is requested.

While the student is on vacation, all correspondence regarding their vacation status will be mailed to the address provided by the student or currently listed in the GCU administrative system, so it is mandatory that the student maintain current information with GCU administration. GCU is not liable for any consequences if student's information is not up-to-date.

A vacation shall not exceed two months after completion of eight months of enrollment. There will be no extensions.

Students on vacation are considered eligible to enroll the next session. Therefore, they are not required to reapply to the university for the subsequent term. However, failure to enroll for the next eligible term will

cause the student to be withdrawn from the university. Such withdrawals will be effective from the date the vacation was granted, not from the current date. This may result in penalties to the student (financial or otherwise).

Vacations are granted at the discretion of the Admissions office at the university in consultation with the Director of Academic Affairs and Business Affairs.

The student is responsible for any remaining charges or additional charges not yet applied to their account at the time the student requests a vacation.

It is the student's responsibility to submit all required and relevant documents.

2. Leave of Absence

In order to request a leave of absence, students must:

- Be in good academic standing.
- Have completed at least one full term of enrollment in the ESOL program at GCU.
- Have an involuntary need to be absent from the university for a period of time.
- Fully expect to return to complete requirements for the program.

A student who meets the above requirements must write a letter of explanation and an official letter confirming his or her status, and complete a Leave of Absence Request form available in the Office of Academic Affairs and on the university website (www.gcuniv.edu). All documents must be submitted to the Office of Academic Affairs no later than two weeks prior to the first day of class for the term in which the leave is requested.

A leave of absence is granted only on the basis of extraordinary circumstances or demonstrated hardship.

While on leave, all correspondence regarding the leave status will be mailed to the address provided by the student or currently listed in the GCU administrative system, so it is mandatory that the student maintain current information with GCU administration. GCU is not liable for any consequences if student's information is not up-to-date.

A leave of absence is for one academic term only. Requests for additional time must be made in writing to the Office of Admissions and Records prior to the end of the first academic term on leave. Extensions for

one additional term will be granted only upon presentation of exceptional circumstances (i.e. LOA form, letter of explanation and supporting documents officially provided).

Students on leave are considered eligible to enroll the next session. Therefore, they are not required to reapply to the university for the subsequent term. However, failure to enroll for the next eligible term will cause the student to be withdrawn from the university. Such withdrawals will be effective from the date the leave was granted, not the current date. This may result in penalties to the student (financial or otherwise). GCU Scholarships are not retained during the term of the leave.

Leaves of absence are granted at the discretion of the Admissions office at the university in consultation with the Director of Student Affairs.

Federal Aid recipients must notify the Office of Business Affairs upon return to GCU of their intent to use federal aid. Students must be enrolled full time for eligibility of federal aid.

The student is responsible for any remaining changes or additional changes not yet applied to their account at the time the student requests a leave.

It is the student's responsibility to submit all required and relevant documents.

TRANSFER

If a student wants to transfer to another SEVIS-approved school, he or she is responsible for seeking admission to the new school.

Georgia Christian University requires that a student complete two sessions before he or she is eligible to transfer to another academic institution.

The student must notify an International Student Advisor of his or her interest in transferring out. Notice must be given to the ISA by completing the Transfer Request Form available in the Office of Academic Affairs or on the university website (www.gcuniv.edu).

The Transfer Request Form must be submitted to the ISA at least 30 days prior to registration period.

WITHDRAWAL

Any student desiring to withdraw from the institution during the academic year is required to notify the Office of Academic Affairs and fill out the necessary withdrawal forms (Course Withdrawal Form or F-1 Visa Status Withdrawal Application). The appropriate withdrawal forms must be submitted to the Office of Academic Affairs. Failure to comply with proper withdrawal procedures may result in the denial of future readmission. There may be financial and/or academic consequences to a withdrawal. A student who wishes to withdraw should first consult with an ESOL advisor.

REFUND POLICY

Tuition may be refunded as scheduled below. Fees are not refundable. Not attending classes does not constitute a formal withdrawal. A dated and signed Tuition Refund Request Form must be submitted to the Office of Business Affairs by the scheduled time shown below in order to be entitled to a refund. Students will receive refunds for overpayments and/or withdrawal from classes. Students will not receive refunds on late fee charges, any administrative charges, any private scholarships, late payment fees, application fee, I-20 fee, and penalty for nonpayment or default payment fees. The President may consider refunds on an individual basis where personal emergency or extreme hardship is involved.

During or prior to the first week of classes	100%
During the second week of classes	75%
During the third week of classes	50%
After the third week of classes	No Refund

*International students studying on university-sponsored F-1 visas are ineligible for a complete refund. Students submitting written notification of the intent to withdraw, during or prior to the first week of class, will receive the full tuition minus a non-negotiable \$500 administrative fee.

*For non-international students, refunds will be available within 14 days of withdrawal. For international students, it will take 3 to 6 months to complete the process.

MAINTAINING LEGAL F-1 STATUS

F-1 students must meet certain obligations in order to maintain legal immigration status. Failure to maintain non-immigrant status can result in serious problems with immigration and could lead to deportation from the U.S. Due to the complexity of U.S. immigration regulations, it is recommended that students consult an International Student Advisor at Georgia Christian University.

To maintain lawful status, F-1 students must:

- Attend the university they are authorized to attend.
- Complete immigration school transfer procedure when necessary (See Transfer Policy on page 12).
- Be in good academic standing and be making progress in an academic program.
- Extend their I-20 prior to its expiration date if they are unable to complete their academic program by the original expiration date.
- In the event of change of academic program, update their I-20 in a timely fashion in accordance with immigration regulations.
- Maintain full-time enrollment during the academic year.
- Note that suspension, dismissal, enrollment withholding, expulsion, or any other similar action which prevents enrollment may affect legal immigration status.
- Limit on-campus employment to 20 hours per week during academic year (Consult the university catalog for information about on-campus employment).
- Not accept unauthorized employment and not work off-campus without authorization.
- Keep their passport valid at all times. The passport must be valid for at least 6 months into the future on the day you return to the U.S. from a trip abroad.
- Maintain health insurance coverage.
- Follow the university's official withdrawal procedure if they leave their program before the end date of their I-20 (consult the university catalog).

Report any change of address to the Office of Academic Affairs by submitting a Student Information Change/Correction Request Form.

OUT-OF-STATUS / REINSTATEMENT

If a student does not comply with rules and regulations governing F-1 visa holders, the student will fall out-of-status. An international student advisor will notify the student if he or she falls out-of-status. The student

will be notified through the contact information that he or she has provided. If the student does not provide up-to-date contact information and therefore does not receive notification, the student is still responsible and will still be out-of-status. It is the student's responsibility to always keep contact information updated. Once the student is put out-of-status, he or she has to either leave the United States which cancels student status, or the student can apply for reinstatement.

If a student is out-of-status and wants to lawfully remain in the U.S. on F-1 status, the student may apply for reinstatement. Reinstatements are processed by the U.S. Department of Homeland Security. Whether the student is approved or denied reinstatement, there will be an official record for a violation. This may impact the student's eligibility to get U.S. travel visas or travel to the U.S. in the future. We urge students to maintain legal status at all times and avoid the need to apply for reinstatement. Please note that reinstatements decisions are solely at the discretion of the U.S. government, and GCU has no control over or influence on such decisions.

OFF-CAMPUS / ON-CAMPUS ACTIVITIES

Georgia Christian University provides a variety of educational, cultural, and social activities for students. The university recognizes that provision of off-campus activities enhances the academic learning environment. These activities include, but are not limited to: field trips, excursions, classes convened off-campus, and co-curricular activities.

1. Required off-campus activities:

These activities occur once a semester. They replace regularly scheduled on-campus sessions and are an integral part of the instructional program. All students are expected to attend since they are part of the regularly schedule class time. Funds are provided by the university to cover student and employee expenses.

2. Optional off-campus activities:

These are activities convened off-campus which are not required as part of an educational program. Students are encouraged but are not required to attend. No funds are provided to cover expenses unless approved by the university. Students unable to attend due to finances shall be provided an alternate enrichment option to the extent feasible.

ALL STUDENTS MUST BECOME FAMILIAR WITH THE PROGRAM'S FIELD TRIP POLICIES AND PROCEDURES IN ORDER TO ENSURE THEIR SAFETY DURING OUTDOOR ACTIVITIES. THE ESOL FIELD TRIP POLICIES AND PROCEDURES MANUAL IS AVAILABLE ON THE PROGRAM'S WEBPAGE (GCUNIV.EDU/ESOL) OR IN THE ESOL OFFICE.

3. On-Campus Activities:

Georgia Christian University often organizes on-campus activities in which students, teachers, and staff may be asked to participate. Such activities mainly include the celebration of some American holidays, and may also include cultural events.

HEALTH INSURANCE POLICY

Federal law requires that international students maintain adequate health insurance while attending Georgia Christian University. While many other countries bear the expense of health care for their residents, individuals in the United States are responsible for these expenses themselves. A single day of hospitalization can cost thousands of dollars. A good insurance policy gives access to excellent medical facilities and provides protection against the enormous costs of health care.

Georgia Christian University does not offer a mandatory sponsored group insurance plan. Therefore, it is the responsibility of the student to purchase coverage that meets the criteria below. At the time of registration, students must provide proof of such coverage.

Minimum coverage:

- Both accident and sickness coverage
- Minimum benefit \$250,000 per policy year
- Health insurance coverage must be in effect for entire semester
- Deductible does not exceed \$500 per accident or illness, per year
- In-patient and outpatient, mental and nervous disorder benefits
- Prescription drug coverage
- Medical evacuation to one's home country and family reunification of not less than \$50,000

- Provision for repatriation of remains of not less than \$25,000.

The International Student Advisor assists all students seeking advice about health insurance. The ISA helps to explain benefits of various affordable health insurance plans available to students.

F-1 students must comply with Georgia Christian University and the Federal Government policies to maintain health insurance while in the United States.

It is the student's responsibility to read and understand this policy. If a student does not understand this policy, or does not understand the coverage offered by a health insurance plan, the student may request assistance from the International Student Advisor.

ACADEMIC REQUIREMENTS

1. Course Requirements and Grading

Assignments	Number	Percentage
Participation	8	10%
Weekly Quizzes	6	20%
Midterm Exam	1	35%
Final Exam	1	35%
Total	16	100%

To pass the class, a student must obtain a minimum average grade of 60% and attend at least 75%⁴ of the class. However, students are strongly encouraged to obtain an average grade of 70% (2.0 GPA) or more in order to remain in good academic standing⁵.

Participation: Each week, every student will receive a participation score which reflects their attendance, completed homework, and how well they engaged in class discussions (asking and answering questions).

⁴ See Attendance Policy and Procedures on page 30.

⁵ See Academic Standing Policy and Procedures on page 31.

Weekly Quizzes: Students will have 6 Quizzes each session. Each quiz will be based on the material learned in class within a given week.

Midterm: Week 4 of the session. It will cover the material learned during the first half of the session.

Final Exam: Last day of the session. It will cover the material learned during the second half of the session.

Notes:

Quizzes and Exams:

- All quizzes and exams must be taken on the scheduled dates. If a student is going to be absent, it is his or her responsibility to inform the teacher in advance and make arrangements for a make-up test.
- If the student fails to inform his or her teacher of his or her absence on a quiz or exam date, and fails to schedule a make-up test with his or her teacher, he or she will receive a score of "0" on the test that was missed.

Submission of Assignments:

- All assignments must be submitted by the due date. If a student cannot submit an assignment by the due date, he or she needs to speak with the teacher, who may grant an extension. Granting of extensions is done solely at the teacher's discretion.
- The teacher will deduct points from all assignments submitted after the due date.
- All assignments submitted after the extension will receive a score of "0".

2. Grading Scale

Grading Scale			
A	100	--	94
A-	93	--	90
B+	89	--	87
B	86	--	84
B-	83	--	80
C+	79	--	77
C	76	--	74
C-	73	--	70
D+	69	--	67

D	66	--	64
D-	63	--	60
F	60	--	Or less
I	Incomplete		
W	Withdraw		

COMPLAINT AND APPEAL POLICY AND PROCEDURE

Policy: A student may ask for review of any action or lack of action that he/she desires to be addressed.

Procedure: Any student desiring to complain about or appeal any action or lack of action must follow the following procedure: (Note: If a professor is not involved, the student can begin with Step 4 below).

1. Within 10 work days of the action being appealed, a student must communicate, preferably in person, with the professor of the class and discuss the issue of concern (e.g., grade, assignments, treatment, etc).
2. If the meeting does not resolve the issue of concern, the student may submit within 5 work days, a written appeal to the professor. The student must state the reason for the appeal and include copies of any relevant documentation.
3. Within 5 work days, the professor must review the appeal and all relevant documentation and then respond, in writing, to the student.
4. If the issue is not resolved, the student may request within 5 work days, in writing, a review by and a decision from the Chief Academic Officer.
5. Within 5 work days, the Chief Academic Officer must review the appeal and all relevant documentation and then respond, in writing, to the student.
6. If the issue is not resolved, the student may request within 5 work days, in writing, a review by and a decision from the President. The President will respond to the student within 10 work days. A decision by the President related to an academic appeal is final.

7. If the issue is non-academic and if it is not resolved, the student may request within 5 work days, in writing, a review by and a decision from the Board. The Board will respond to the student within 10 work days. A decision by the Board related to a complaint or an appeal by a student is final.

ATTENDANCE POLICY AND PROCEDURES

Georgia Christian University requires that all students attend all their classes so that they can receive a quality education that promotes college and career readiness. However, we understand that unforeseen events may cause a student to miss some classes. Therefore, in order to ensure continuous academic progress, students are required to attend at least 75% or 120 hours of a session. Any student who misses more than 25% or 40 hours of a sessions will be permanently dismissed from class and receive a failing grade. Also, a 30-minute tardiness is regarded as a 1-hour absence. This attendance policy is non-negotiable and is strictly enforced by the United States Immigration and Customs Enforcement, which allows university officials to terminate a student's Form I-20 in case of failure to attend class.

In case of an emergency, the student may submit a "Class Absence Excuse Form," available in the Office of Academic Affairs and on the school website (www.gcuniv.edu), and a doctor's note to explain his or her absences. The doctor's note must:

1. Be on a U.S. licensed doctor's letterhead.
2. Include the U.S. licensed doctor's signature.
3. Include a start date and end date of inability to attend class due to illness or medical condition.
4. State that the student was unable to attend Georgia Christian University full-time due to medical illness or injury during the dates specified in the letter

The Office of Academic Affairs may adjust the student's hours if the student adequately documents that the recorded absences are due to medical illness or injury.

Listed below are the procedures for student attendance warning letters.

1. First Warning Letter

A Warning Letter is mailed home after a student has been absent 12 hours. A copy of this letter is kept on file in the Office of Academic Affairs and in the office of the International Student Advisor.

2. Second Warning Letter

A second warning letter is mailed home after a student has been absent 20 hours. A copy of this letter is kept on file in the Office of Academic Affairs and in the office of the International Student Advisor.

3. Third Warning Letter

A third and final warning letter is mailed home after a student has been absent 28 hours. A copy of this letter is kept on file in the Office of Academic Affairs and in the office of the International Student Advisor.

4. Academic Dismissal

After a student has been absent more than 40 hours, a letter is mailed home informing the student of his or her academic dismissal and of the termination of his or her Form I-20. A copy of this letter is kept on file in the Office of Academic Affairs and in the office of the International Student Advisor.

ACADEMIC STANDING POLICY AND PROCEDURES

The purpose of this policy is threefold: to establish standards of satisfactory academic progress; to establish procedures for identifying students who are not making satisfactory academic progress; and to encourage such students to take appropriate action to improve their academic performance.

1. Conduct Warning

Students are strongly encouraged to familiarize themselves with the Code of Conduct on page 30 of the university catalog. This catalog is on the university website (www.gcuniv.edu) and can be accessed at any time.

In brief, a student shall receive a Conduct Warning if, during the session, the student has committed any of the following offenses: plagiarism, cheating, collusion, infringement of library rules, disruption of class, or any other conduct which unreasonably impairs the rights of others to pursue their work, studies, or research.

2. Academic Warning

A student is placed on Academic Warning for the following session if, during the session, the student fails to earn a cumulative GPA of 2.00 or higher.

A student on Academic Warning shall be restored to good academic standing the following session if, during the session the student is on Academic Warning, he or she earns a cumulative GPA of 2.00 or higher.

3. Academic Probation

A student shall be placed on Academic Probation for the following session in any of the following situations:

1. If, during the session the student is on Academic Warning, the student fails to earn a cumulative GPA of 2.00 or higher.
2. If, during the session, the student has received three or more Conduct Warnings.
3. If, during the session, the student has received three Attendance Warning Letters for unexcused absences. Students should familiarize themselves with the ESOL Attendance Policy in the ESOL Catalog.

A student on Academic Probation shall be restored to good academic standing the following session in any of the following situations:

1. If, during the session the student is on Academic Probation due to low grades, the student earns a cumulative GPA of 2.00 or higher.
2. If, during the session the student is on Academic Probation due to misconduct, the student successfully completes and submits all extra assignments.
3. If, during the session the student is on Academic Probation due to poor attendance, the student successfully completes and submits all extra assignments.

A student on Academic Probation is ineligible for campus employment for that session. A student on Academic Probation is strongly encouraged to meet with a counselor to discuss an improvement plan.

4. Academic Suspension

A student will be placed on Academic Suspension the following session in the any of the following situations:

1. If, during the session the student is on Academic Probation due to low grades, the student fails to earn a cumulative GPA of 2.00 or higher.
2. If, during the session the student is on Academic Probation due to misconduct, the student fails to complete and submit all extra assignments, or receives a Conduct Warning.

A student who has been suspended is prohibited from enrolling in any course for one session. The student may reapply for admission after the suspension period and will be readmitted on Academic Probation/Suspension status.

However, if, during the probationary period, the student fails to be restored to good academic standing, the student will be placed on Academic Dismissal (see section 5 below).

5. Academic Dismissal

A student readmitted on Academic Probation/Suspension status following an Academic Suspension shall be placed on Academic Dismissal in any of the following situations:

1. If, during the session the student is on Academic Probation/Suspension due to low grades, the student fails to earn a cumulative GPA of 2.00 or higher.
2. If, during the session the student is on Academic Probation/Suspension due to misconduct, the student fails to complete and submit all extra assignments, or receives a Conduct Warning.
3. For international students: If, during any session, the student fails to meet the 75% attendance requirement. Students are strongly encouraged to familiarize themselves with the ESOL Attendance Policy in the ESOL catalog.

Special circumstances may be established by the university to allow the student on Academic Dismissal to be readmitted. The university shall inform, in writing, any student who is not making satisfactory academic progress. When a student has been placed on Academic Probation, Academic Suspension, or Academic Dismissal, such action shall be permanently indicated on the student's academic record.

A student who receives a Conduct Warning, or who is placed on Academic Warning, Academic Probation, Academic Suspension, or Academic Dismissal status may appeal such action by filing a written appeal with the Dean of Academic Affairs (or their designee) no later than 10 business days after the date of the written notice. The appeal shall include a brief outline of the reasons why the appeal should be granted. The decision of the Dean of Academic Affairs (or designee) on the appeal shall be final.

STUDENT GRIEVANCE POLICY AND PROCEDURES

Georgia Christian University maintains a grievance process available to all students that provides an open and meaningful forum for their complaints, the resolution of these complaints, and is subject to clear guidelines.

Note that this procedure does *not* address complaints related to harassment, discrimination and/or retaliation

for reporting harassment/discrimination against students. These complaints are handled by the State Board Procedure: Unlawful Harassment and Discrimination of Students.

1. Informal Complaint Procedure

A. A student has 10 business days from the date of the incident to resolve their complaint informally by approaching their instructor, or any other staff or faculty member directly involved in the grieved incident.

B. Where this process does not result in a resolution of the grievance, the student may proceed to the formal grievance procedure.

2. Formal Complaint Procedure

A. Within 15 business days of the incident, the student must file a grievance in the office of the Director for Student Affairs (DSA).

B. If the grievance is against the DSA, the student shall file the grievance in the Office of the President.

C. The DSA, or his/her designee, will investigate the matter and supply a written response to the student within 15 business days.

D. The DSA, or his/her designee, shall be granted an additional 15 business days to investigate the grievance upon notice to the grieving student.

3. Appealing Staff Response

If a student is unsatisfied with the response from the DSA, the student may appeal the decision to the President of the University.

A. A student shall file a written appeal to the President within 5 business days of receiving the response.

B. The appeal will be decided based entirely on documents provided by the student and the administration. Therefore, the student must ensure that he has provided all relevant document with his appeal.

C. At the President's sole discretion, grievance appeals may be held in one of the following ways:

- The President may review the information provided by the student and administration and make the final decision; or
- The President may appoint a cross-functional committee comprised of 5 members, including one chair, to make the final decision.

The decision of either the President or the cross-functional committee shall be made within 10 business days of receipt by the President of the appeal.

4. Final Decision

Whichever process is chosen by the President, the decision of the grievance appeal is final. Retaliation against a student for filing a grievance is strictly prohibited.

5. Recorded Retention

Documents relating to formal grievances including investigations, dispositions and the grievance itself shall be held for 2 years after the graduation of the student or the date of the student's last attendance.

Responsibility: The Director of Student Affairs has the overall responsibility for ensuring the procedure is implemented.

CURRICULUM

1. Courses Offered

PRE-BEGINNER COURSES			
Abilities	Levels	Course Numbers	Course Titles
Pre-Beginner 1	Level PB1	ESOL 001	Grammar PBI
			Reading PBI
			Speaking and Listening PBI
			Writing PBI
			Extensive Reading PBI
Pre-Beginner 2	Level PB2	ESOL 002	Grammar PBII
			Reading PBII
			Speaking and Listening PBII
			Writing PBII
			Extensive Reading PBII

CORE COURSES			
Abilities	Levels	Course Numbers	Course Titles
Beginner	Level 1	ESOL 100	Grammar I
			Reading I
			Speaking and Listening I
			Writing I
			Extensive Reading I
High Beginner	Level 2	ESOL 200	Grammar II
			Reading II
			Speaking and Listening II
			Writing II
			Extensive Reading II
Intermediate	Level 3	ESOL 300	Grammar III
			Reading III
			Speaking and Listening III
			Writing III
			Extensive Reading III
High Intermediate	Level 4	ESOL 400	Grammar IV
			Reading IV
			Speaking and Listening IV
			Writing IV
			Extensive Reading IV
Advanced	Level 5	ESOL 500	Grammar V
			Reading V
			Speaking and Listening V
			Writing V
			Extensive Reading V
Master Advanced	Level 6	ESOL 600	Grammar VI
			Reading VI
			Speaking and Listening VI
			Writing VI
			Extensive Reading VI

SPECIFIC PURPOSES TRACK COURSES (SPT)	
Course Numbers	Course Titles
SPT 700	Academic Writing I
SPT 710	Academic Writing II
SPT 720	Speaking & Pronunciation for Academic Study I
SPT 730	Speaking & Pronunciation for Academic Study II
SPT 740	American Culture I: American Studies
SPT 750	American Culture II: Life in Society
SPT 760	Cross-Cultural Communication
SPT 770	Critical Reading and Writing
SPT 780	American Fiction
SPT 790	English for Business

ELECTIVE COURSES (ELC)	
Course Numbers	Course Titles
ELC 810	TOEFL Preparation I: Reading and Listening
ELC 820	TOEFL Preparation II: Speaking and Writing

SUMMER TRACK COURSES (STC)		
Abilities	Course Numbers	Course Titles
Beginning	STC 150	Everyday Conversation 00I
		Current Events 00I
High Beginning	STC 250	Everyday Conversation 0I
		Current Events 0I
Intermediate	STC 350	Everyday Conversation I
		Current Events I
High Intermediate	STC 450	Everyday Conversation 00II
		Current Events 00II
Advanced	STC 550	Everyday Conversation 0II
		Current Events 0II
Master Advanced	STC 650	Everyday Conversation II
		Current Events II

2. Combined Levels

ESOL Core Levels may be combined as shown below:

<i>ESOL 001 and ESOL 002 may be combined and taught in rotation.</i>
<i>ESOL 100 and ESOL 200 may be combined and taught in rotation.</i>
<i>ESOL 300 and ESOL 400 may be combined and taught in rotation.</i>
<i>ESOL 500 and ESOL 600 may be combined and taught in rotation.</i>

Whenever 2 ESOL Core Levels are combined, they are taught in rotation. This means that one of the levels in the combination is taught during one session to all the students from both levels, and the other level in the combination is taught the following session to all the students from both levels.

For example, when some new students enroll in the program and are placed in ESOL 001, they are combined with ESOL 002 students and the entire class is taught ESOL 002 materials for one session. The following session, ESOL 002 students move up to ESOL 100 to be combined with ESOL 200 students. ESOL 001 students move up to ESOL 002, are combined with new students who are placed in ESOL 001, and the entire class is taught ESOL 001 materials.

The curriculum was designed to facilitate this combination. Each textbook is used by both levels that are combined. The lower level in the combination covers the first half of the textbook, and the upper level in the combination covers the second half of the textbook. The second half of the textbook does not necessarily build on the first half. Both halves simply contain different lessons. This means, for example, that ESOL 002 is not that much advanced compared to ESOL 001. However, whenever the instructor goes over a learning outcome from the second half of a textbook and realizes that it requires some understanding of a learning outcome from the first half of the textbook, he or she will briefly cover that learning outcome first in order to allow all students to understand the new lesson.

3. Course Descriptions

PRE-BEGINNER COURSES

These courses are for students with limited English experience who, based on placement test results and instructors' recommendations, place below ESOL beginner level courses. The goal of instruction is to prepare students to enter beginner level courses within two sessions. To achieve this goal, instruction focuses on developing students' English competency by helping them to acquire skills in all basic areas (listening, speaking, reading, and writing). It emphasizes listening comprehension, speaking practice, reading, and intensive general vocabulary development.

Grammar PBI

By the end of this pre-beginning course, students will be able to:

- Use basic grammatical structures such as subject and object pronouns, the verb "be", demonstrative pronouns, possessive forms, wh-questions, imperatives, the simple present, and modal verbs.
- Use the grammar to describe and discuss various contexts such as arriving in United States, time and money, identity documents, lifestyles, driving in the United States, and schooling.

Grammar PBII

By the end of this pre-beginning course, students will be able to:

- Use basic grammatical structures such as prepositions of place and time, there, the present continuous, the simple future, comparatives and superlatives, and the simple past.
- Use the grammar to describe and discuss various contexts such as shopping, various types of errands, life changes, making choices, careers, and volunteering.

Writing PBI

By the end of this pre-beginning course, students will be able to:

- Understand sentence basics such as beginning the sentence with a capital letter, using the verb be, ending the sentence with a period, and the prepositions at, on and in.
- Connect sentences and paragraphs using adjectives, indenting the first line of every paragraph, writing topic sentences, and using subject and possessive pronouns.
- Write about the present using statements and questions, using contractions, there is and there are, and simple and compound sentences.
- Write their personal information and share it with a classmate.

Writing PBII

By the end of this pre-beginning course, students will be able to:

- Understand sentence basics such as beginning the sentence with a capital letter, using the verb be, ending the sentence with a period, and the prepositions at, on and in.
- Connect sentences and paragraphs using adjectives, indenting the first line of every paragraph, writing topic sentences, and using subject and possessive pronouns.
- Write about the present using statements and questions, using contractions, there is and there are, and simple and compound sentences.
- Write about their personal lives and share with classmates.

Speaking and Listening PBI

By the end of this pre-beginning course, students will be able to:

- Use American English stress, rhythm, and intonation.
- Listen for specific information in context of family, previously learned language.
- Answer simple questions with “yes,” no,” or short sentence responses.
- Present while making and maintaining eye contact, asking questions, introducing group and using graphics.
- Do vocabulary practice and get a deeper understanding of target words.

Speaking and Listening PBII

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

- Use American English stress, rhythm, and intonation.
- Listen for specific information in context of family, previously learned language.
- Answer simple questions with “yes,” no,” or short sentence responses.

- Present while making and maintaining eye contact, asking questions, introducing your group and using graphics.
- Do vocabulary practice and get a deeper understanding of the target words.

Reading PBI

By the end of this pre-beginning course, students will be able to:

- Complete comprehension exercises.
- Comprehend main ideas and details in context.
- Learn about American culture.

Reading PBII

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

- Complete comprehension exercises.
- Comprehend main ideas and details in context.
- Learn about American culture.

CORE COURSES

The main purpose of this first part of the program is to develop students' fluency in English by taking them from a low level of proficiency to a high level. Core courses focus on the development of grammar, reading, speaking, listening, and writing. All skills are taught in order of difficulty, allowing students to develop the necessary skills in sequence.

Grammar Courses

These courses are based on the idea that students learn more, remember more, and use language more effectively when they learn grammar in context. Grammar is presented in interesting contexts that are relevant to students' lives. Additionally, the courses make sure to point out the obvious connections between grammar and writing, demonstrated through writing models and enhanced by editing practice for relevant application of target points. Students gain knowledge in both grammatical structures and a diverse array of topic areas. They learn how to use English grammar structures accurately in both speaking and writing.

Grammar I

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

- Use basic grammar structures such as the simple present, the present continuous, the simple future, prepositions of place and time, pronouns, articles, and frequency words.
- Use appropriate grammar to describe and discuss various topics such as student life, places to visit, housing, families and names, environmental issues, and the future.

Grammar II

In this high-beginner course, students continue to develop their knowledge of basic grammatical structures. By the end of this course, students will be able to:

- Use grammar structures such as the simple past, infinitives, modals, imperatives, count and noncount nouns, adjectives, nouns modifiers, adverbs, comparatives and superlatives, auxiliary verbs with “too” and “either,” and tag questions.
- Use the grammar in various relevant contexts such as aviation, shopping, nutrition and health, great American women, and American Experiences.

Grammar III

In this intermediate course, students build on their knowledge of previously acquired grammar structures while being exposed to some new concepts. By the end of this course, students will be able to:

- Use grammar structures such as the simple present, the present continuous, the future, the simple past, pronouns, nouns, quantity words, modifiers, and adverbs.
- Use appropriate grammar to describe and discuss various topics such as animals, immigration, success vs. failure, weddings, Thanksgiving, and health.

Grammar IV

In this high-intermediate course, students continue to build on their previously-acquired knowledge of grammar while being exposed to new concepts. By the end of this course, students will be able to:

- Use grammar structures such as the present perfect, the present perfect continuous, gerunds and infinitives, adjective clauses, and active and passive voice.
- Use appropriate grammar to describe and discuss various topics such as rules and recommendations, virtual communities, jobs, making connections with friends, sports and athletes, the law, and using money.

Grammar V

In this advanced course, students build on what they previously learned and apply it to advanced grammar structures. By the end of this course, students will be able to:

- use grammar structures such modals used in the present and past, the past continuous, the past perfect, and the past perfect continuous.
- se appropriate grammar to describe and discuss various topics such language, risk, movies, traveling, technology, and US Presidents and elections.

Grammar VI

In this master-advanced course, students continue to learn advanced grammar, by going deeper into some of the grammar structures previously covered, and being introduced to new ones. By the end of this course, students will be able to:

- Use grammar structures such as adverbial clauses and phrases, noun clauses, and conditional sentences.
- Use appropriate grammar to describe and discuss various topics such as online interactions, helping others, coming to America, children, and science.

Writing Courses

In these courses, students are provided with clear explanations and extensive practical activities to help them write sentences, paragraphs, and essays. Each course contains a wide variety of writing models in carefully selected rhetorical styles that provide practice in working with the writing process to develop a final piece of writing. Students perform structured activities that help them to quickly master writing tasks. The courses provide student writing models to help students focus on specific writing skills and multiple rhetorical structures. Students also engage in timed writing activities that prepare them for success on standardized tests like the TOEFL.

Writing I

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

- Understand sentence basics such as the use of punctuation, capitalization, nouns, verbs, prepositions, and adjectives.
- Write various types of sentences, such as simple sentences, compound sentences, and complex sentences.
- Connect sentences to make simple paragraphs with topic sentences, supporting sentences, and concluding sentences.

Writing II

By the end of this upper-beginner course, students will be able to:

- Describe actions using present progressive tense, using compound sentences with and and so, using sentence variety.
- Understand the main idea and supporting details of a paragraph.
- Add interest to their writing using words that express an opinion, using should and varying their vocabulary.
- Develop a thesis and organize supporting topics and evidence.

Writing III

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

- Write various types of sentences, such as simple sentences, compound sentences, and complex sentences.
- Write better sentences by avoiding common errors such as sentence fragments, run-ons, and comma splices.
- Connect sentences to make paragraphs with topic sentences, supporting sentences, and concluding sentences, and using clarity and coherence.
- Distinguish between various types of paragraphs such as descriptive, comparison, cause-effect, and persuasive paragraphs.

Writing IV

By the end of this upper intermediate course, students will be able to:

- Write a process analysis paragraph, use index cards to help organize, use transition words in chronological order, and check possessive adjectives.
- Write a descriptive paragraph using a bilingual dictionary, using prepositions of location, word order and denotation and connotation.
- Write an opinion paragraph with opposing ideas, correct word form and practice timed writing.
- Write a narrative paragraph including background information, keeping verb tense consistent and using vivid language.
- Put multiple paragraphs together in order to form an essay.

Writing V

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

- Write better sentences by avoiding common errors such as sentence fragments, run-ons, and comma splices.
- Make better sentences by using various connectors correctly.

- Improve their writing by using skills such as parallel structure, paraphrasing, sentence variety, and using appropriate sources.
- Make their writing more academic by learning and practicing simple strategies.

Writing VI

By the end of this master advanced course, students will be able to:

- Understand the seven steps of the writing process which include choosing a topic, brainstorming, writing an outline, writing a first draft and polishing a final draft.
- Organize a comparison essay which includes using the block method, the point-by-point method, connectors and transitions, using adverbs of degree, forming the comparative and superlative forms of adjectives and parallel structure.
- Express past actions, combine prepositions with nouns, use the passive voice and practice writing full essays on a variety of different topics.

Speaking and Listening Courses

The purpose of these courses is to help students develop the language skills needed to achieve academic success. Students will develop academic literacy skills by connecting to the real world through content, images, and video from National Geographic Digital Media. In these courses, students learn to become more active and informed listeners in lectures and conversations, as the courses include short controlled passages at the beginning levels and authentic lectures and video segments at the more advanced levels. Communication skills are taught and practiced through realistic contexts that model the academic classroom. Students also learn to participate more confidently in conversations and group discussions and to give both formal and informal presentations by learning presentation skills including organization, preparation, and delivery techniques. Instruction and feedback on pronunciation is also provided.

Speaking and Listening I

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

- Perform various listening activities with confidence. Listening activities include lectures, surveys, radio shows, interviews and presentations.
- Listen for main ideas and details, check predictions, use visuals to activate prior knowledge and listen for order.
- Use communication skills such as engaging in small talk, comparing and contrasting yourself with others, describing yourself, discussing plans, showing interest, encouraging communication, asking for repetition, performing role play and explaining preferences.

- Make presentations while maintaining eye contact, asking questions, introducing your group and using graphics.
- Incorporate pronunciation skills such as recognizing word stress, using third person singular, blended sounds with *there is/there are* and reduction of *-ing*.
- Utilize critical thinking skills by reflecting on identity, using a pie chart to organize notes, ranking information in order of importance, identifying steps in a process, interpreting a poem, considering pros and cons, etc.

Speaking and Listening II

By the end of this high-beginner course, students will be able to:

- Perform various listening activities with confidence. Listening activities include discussing traditions, talking about the past, listening to a guided tour and listening to a scientific talk.
- Focus on listening for the main idea, checking predictions, listening for emphasized words, and listening for statements of opinions.
- Use communication skills such as using past tense expressions, making a request, talking about challenges, asking and answering questions with *because*, and describing objects using adjectives.
- Make a presentation to a small group using notes, using body language and debating.
- Use intonation to make a request, intonation of *wh-* questions, simple past tense *-ed* endings, word stress and contractions with *will*.
- Incorporate critical thinking skills by evaluating the pros and cons of a changing world, relating your background to others, and reflecting on your own country's history.

Speaking and Listening III

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

- Perform various listening activities with confidence. Listening activities include interviews, informal conversations, lectures, discussions about ancient cities, radio shows, and a lecture by an anthropology professor.
- Focus on main ideas and details, make inferences, understand the speaker's purpose, and take notes on specific information.
- Utilize communication skills such as explaining that they don't understand some particular information, discussing work schedule, asking questions to show interest, making small talk, expressing agreement informally, expressing likes and dislikes, expressing opinions, and showing thanks and appreciation.

- Make use of presentation skills such as introducing oneself, speaking to a group, speaking from notes, making eye-contact, and giving interesting details.
- Incorporate pronunciation skills such as syllable stress, intonation of yes/no questions and *wh*-questions, simple past tense *-ed* word endings, reduced "of," and can/can't.
- Use critical thinking skills in evaluating career options, explaining a job's impact on the world, considering benefits and drawbacks, discussing the value of the past, etc.

Speaking and Listening IV

By the end of this high-intermediate course, students will be able to:

- Perform various listening activities with confidence. Listening activities include PowerPoint presentations, presentation by a medical doctor, talk by a tour guide, radio programs, lectures, news report, and telephone conversations.
- Use listening skills such as using context clues, listening for main ideas, specific details, and time expressions, and making inferences, taking notes, and identifying opinions.
- Utilize communication skills such as agreeing and disagreeing, expressing preferences, making predictions, discussing pros and cons, asking for another's opinion, speculating about a situation, giving possible explanations, responding to invitations, making comparisons, giving reasons, ending a conversation, discussing conclusions, and having a telephone conversation.
- Make use of presentation skills such as role-playing, using signal words, speaking at an appropriate speed, ending a presentation, and inviting and answering questions from the audience.
- Incorporate pronunciation skills such as contractions with *be* and *will*, linking final consonants to vowel sounds, using stress for emphasis, and thought groups.
- Make use of critical thinking skills by drawing conclusions following a talk, choosing the best option, explaining a process, describing a government plan in one's own words, making inferences from the information in an interview, explaining ideas and opinions, supporting an argument, and reflecting on one's own culture and on one's use of technology for communication.

Speaking and Listening V

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

- Communicate using inclusive language, explaining a process, talking about historical events, talking about cause and effect, using numbers and statistics, showing interest in what a speaker is saying, and interrupting and holding the floor.
- Present using visuals, giving a summary, making and maintaining eye contact, and supporting co-presenters.

- Incorporate pronunciation skills such as questions intonation, linking vowel sounds, intonation for thought groups, stress patterns, emphasis on key words, fast speech, and intonation for choices and lists.
- Utilize critical thinking skills by evaluating reasons, analyzing information, using graphic organizers, assessing the credibility of sources.

Speaking and Listening VI

By the end of this master advanced course, students will be able to:

- Communicate using inclusive language, explaining a process, talking about historical events, talking about cause and effect, using numbers and statistics, showing interest in what a speaker is saying, and interrupting and holding the floor.
- Present using visuals, giving a summary, making and maintaining eye contact, and supporting co-presenters.
- Incorporate pronunciation skills such as questions intonation, linking vowel sounds, intonation for thought groups, stress patterns, emphasis on key words, fast speech, and intonation for choices and lists.
- Utilize critical thinking skills by evaluating reasons, analyzing information, using graphic organizers, assessing the credibility of sources.

Reading courses

Reading courses provide the essential reading skills and vocabulary development for maximum academic readiness. The readings tap into students' curiosity about the world, naturally encouraging inquiry and opportunities to synthesize information. They cover a wide range of real-world topics related to travel, natural history, wildlife, food, technology, science, culture, etc. Students learn essential reading skills by performing comprehension activities that cover question types commonly found on standardized tests. A comprehensive, three-part vocabulary development program builds student confidence as they encounter new or unfamiliar words in academic texts.

Reading I

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

- Utilize reading skills such as understanding time order, identifying main ideas and supporting details, identifying cause and effect, understanding pronouns, understanding graphs, finding definitions, scanning for specific information.
- Discuss topics such as travel, fire and water, food, etc.

- Include academic and topic-related vocabulary words.

Reading II

By the end of this upper-beginner course, students will be able to:

- Utilize reading skills such as organizing information in outlines, understanding gerund subjects, finding reasons, improving reading speed, identifying reporting verbs, understanding technical terms, understanding a process, and identifying contrast.
- Discuss topics such as natural history, recycling, wildlife, volcanoes, memory, etc.
- Incorporate academic and topic-related vocabulary words.

Reading III

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

- Utilize reading skills such as identifying main ideas, supporting information, purpose, referents, making connections, and understanding a process and visuals.
- Think critically by reflecting on their own experience, inferring meaning from context, evaluating and justifying an opinion, interpreting statements, etc.
- Incorporate academic and topic-related vocabulary words.

Reading IV

By the end of this high intermediate course, students will be able to:

- Utilize reading skills such as identifying pronoun references, organizing information in a chart, recognizing facts and theories, understanding quotations, identifying supporting examples, evaluating sources, understanding reference words, and using flowcharts to show causes and effects.
- Discuss topics such as animal groups, making news, noise and light pollution, facial expressions, etc.
- Incorporate academic and topic-related vocabulary words.

Reading V

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

- Utilize reading skills such as understanding reasons, key details, statistics, infographics, main ideas and details, sequence, and figurative language, paraphrasing ideas, analyzing an argument, and linking ideas using a summary chart.

- Think critically by reflecting on their own experience, interpreting statements, analyzing a writer's claim, analyzing an argument for evidence, evaluating an argument, evaluating possible problems, etc.
- Incorporate academic and topic-related vocabulary words.

Reading VI

By the end of this master advanced course, students will be able to:

- Utilize reading skills such as understanding key details, contrastive language, tone and purpose, classifications, sequence, a process, and reference; making comparisons, processes, identifying different viewpoints, inferring conclusions, etc.
- Think critically by interpreting meaning, evaluating argument, making inferences, applying ideas to other contexts, questioning statements in a text, etc.
- Incorporate academic and topic-related vocabulary words.

Extensive Reading

Students engage in independent reading outside of class. The goal is to get students to read as much as possible, for their own pleasure, at a difficulty level at which they can read smoothly and quickly without looking up words or translating to English as they go. In other words, instead of spending a lot of time decoding a tiny part of one book, they read many simpler books that are at or slightly below the level at which they read fluently. This lets them get used to reading more complex sentences with ease, reinforces the words they already know, and helps them learn new words from context.

All Extensive Reading courses encourage students to become better readers and to develop independence and enjoyment in reading outside class. The courses increase in difficulty and sophistication:

Extensive Reading I and II: 1st - 3rd grade reading level

Extensive Reading III: 4th - 6th grade reading level

Extensive Reading IV: 6th - 7th grade reading level

Extensive Reading V: 7th - 10th grade reading level

Extensive Reading VI: 10th to 12 grade reading level

The courses are designed to allow students to:

- Identify main ideas/themes
- Describe characters and their roles

- Expand vocabulary
- Make inferences about characters and relationships

SPECIFIC PURPOSES TRACK COURSES (SPT)

Specific Purposes Track Courses were designed for students at a high level of proficiency in English, who wish to strengthen or polish their English skills in order to better prepare for academic studies. In order to enroll in these courses, students will need to successfully complete ESOL 600 or obtain a minimum score of 71 on their placement test.

Academic Writing Courses

These courses aim to develop or refine the writing skills that students will need to function within an academic community. They cover the basic structures of term papers and other types of academic writing, with focus on establishing the rationale and purpose of an academic paper. Since academic writing is dependent on the research of others, the courses emphasize the importance of finding, evaluating and referring to relevant literature. In addition, they provide students with writing and language techniques that are useful in writing a clear, coherent, logical text.

Academic Writing I

The content of this course is built around the different forms of essays, including process analysis, comparison, cause and effect, and argument essays. By the end of this course, students will be able to:

- Write authoritatively on how a specific objective or task can be completed.
- Effectively highlight similarities and differences between two or more topics in their written essays.
- Write clear and strong causal essays using effective critical thinking skills.
- Take a definitive view of a subject and offer arguments for or against their stance.
- Fully express themselves through written narration.

Academic Writing II

The content of this course is built around academic research for mainstream university courses. By the end of this course, students will be able to:

- Have a deeper understanding of the academic paper writing process which involves reading, thinking, discussing, and focusing on a specific topic.
- Understand methods for collecting supporting information from sources.

- Paraphrase, summarize, and synthesize information.
- Combine information from sources with their own ideas to create a coherent essay.

Speaking and Pronunciation for Academic Study Courses

These courses combine the important academic skill of speaking with the study of pronunciation, on the basis that both are essential components of communicating clearly and effectively in an academic environment. Students will develop or refine the skills that they need to participate in academic classes and discussions, and will develop good presentation skills. They will also develop their pronunciation in English to a level that will enable the listener to understand them with ease.

Speaking and Pronunciation for Academic Study I

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

- Communicate using inclusive language, explaining a process, talking about current major issues, talking about cause and effect, using numbers and statistics, showing interest in what a speaker is saying, and interrupting and holding the floor.
- Present using visuals, giving a summary, making and maintaining eye contact, and supporting co-presenters.
- Incorporate pronunciation skills such as questions intonation, linking vowel sounds, intonation for thought groups, stress patterns, emphasis on key words, fast speech, and intonation for choices and lists.
- Utilize critical thinking skills by evaluating reasons, analyzing information, using graphic organizers, assessing the credibility of sources.

Speaking and Pronunciation for Academic Study II

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

- Develop and present research proposals.
- Lead and participate in discussions and debates.
- Anticipate arguments before a discussion.
- Present information from charts.
- Use a text to support ideas.

American Culture Courses

These courses are based on content taught in American history, culture, and sociology courses in high schools, colleges, and universities in the United States. They are designed to prepare students for further

academic study in English. Students focus on their reading, writing, note-taking, vocabulary, critical thinking, listening, speaking, discussion, vocabulary, and test taking skills while learning about American history and culture.

American Culture I:

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

- Listen for key language and concepts in conversations and lectures.
- Use a variety of note-taking and test preparation techniques.
- Write in a style utilized in academic settings.
- Incorporate strategies for acquiring new vocabulary.
- Participate in discussions about lectures and other recorded material.

American Culture II:

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

- Give oral presentations in an academic manner.
- Select and utilize various note-taking and study techniques.
- Participate in discussions about academic subject matter.
- Incorporate strategies for vocabulary acquisition.
- Apply critical thinking strategies for discussion and writing.
- Use reading strategies for improved fluency and comprehension.

Cross-Cultural Communication Course

This course is based on the idea that the cultural use of English and an understanding of cultural values and attitudes should be incorporated into language programs designed to teach language competence. The purpose of the course is to help students understand and adapt to American culture and to cultural differences affecting their communication with speakers of American English.

By the end of this course, students will:

- Broaden reading and conversational vocabulary
- Develop reading skills
- Increase conversational fluency
- Develop and increase their understanding of mainstream American culture and their awareness of cultural diversity within the United States.
- Increase their knowledge of cultural conflict and adjustment.

- Understand specific American patterns of communication that lead to misunderstandings.
- Describe patterns of communication and culture that contrast with American patterns.

Critical Reading and Writing Course

The purpose of this integrated reading and writing course is based on the premise that improving critical reading skills will also greatly improve second-language writing skills. With those two goals in mind, this course has been expertly designed to offer comprehensive and engaging reading and writing passages and prompts in order to develop second language writer identity. Students will improve their critical thinking abilities through individualized and cooperative lessons focusing on pre-reading and predicting activities, vocabulary, reading comprehension/critical thinking questions, and writing organizational tasks.

By the end of this course, students will:

- Successfully perform pre-reading and predicting to activate background knowledge.
- Extend their vocabulary by focusing on word partnerships, collocations, synonyms, and antonyms.
- Improve their reading skills by extracting main ideas from texts, finding supporting details, and drawing conclusions.
- Obtain a thorough working knowledge of different aspects of essay writing in connection to readings offered in the textbook.
- Independently utilize the internet in each chapter of the textbook to conduct research on related subjects and fields.

American Fiction Course

In order to include the culture prevalent in America combined with reinforcing grammar and vocabulary building skills, this course offers a study of American short stories to advanced level English language learners. Students will read, analyze, discuss, and write about the short stories presented in class.

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

- Recognize major plot developments and their effect on the outcome of a story and its themes.
- Incorporate proper usage of grammar structures such as prepositions and articles into their everyday speech and academic writing.
- Identify different cultural aspects that have been important in American life throughout the country's history.
- Respond to the short story selections in a personal way by making connections between themes and plots in the short stories and aspects of their own individual lives.

English for Business Course

Students learn the language and life skills necessary for doing business in English. They develop confidence and fluency in key communication business-related contexts. The course covers everyday business speaking, listening, reading, and writing skills, through a range of guided practice, exercises, and case studies. The aim is to enable students to find out how they can use English within a given theme, and then to help them develop these skills.

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

- Use appropriate communication for building informal and professional cross-cultural relationships.
- Prepare for, receive, take and leave messages, make appointments, file complaints, and problem-solve via telephone.
- Plan and provide presentations using appropriate organizational, visual and communicative methods.
- Plan, conduct, and participate in business meetings using professional interpersonal and communicative strategies.
- Utilize various negotiation strategies and manage conflict.
- Use appropriate communication in various industries including accounting, advertising, financial services, technology, accommodation and food services, and more...

ELECTIVE COURSES (ELC)**TOEFL Preparation Courses**

In these courses, students receive instruction and opportunity for practice that closely mirrors the actual TOEFL iBT test. This helps them to master the skills necessary to achieve the best possible score. The courses also prepare students for success in an academic setting.

TOEFL Preparation I: Reading and Listening

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

- Recognize the various types of reading and listening questions that make up the reading section and the listening section of the TOEFL iBT.
- Effectively use appropriate strategies to answer the questions in these two sections of the test.

TOEFL Preparation II: Speaking and Writing

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

- Recognize the various types of speaking and writing questions that make up the speaking section and the writing section of the TOEFL iBT.
- Effectively use appropriate strategies and relevant language skills and grammar concepts to answer the questions in these two sections of the test.

SUMMER TRACK COURSES (STC)

Summer Track Courses provide students with the opportunity to spend the summer improving their English language skills while exploring and learning about life in the U.S. Students are immersed in the language through exciting classroom and extracurricular activities that create an unmatched cultural experience.

Everyday Conversation Courses

These courses provide students with the tools they need in order to participate comfortably and excel in English speaking environments. Emphasis is placed on everyday expressions and verbal strategies practiced during role-plays, oral presentations, discussions, and real-life activities. Emphasis is also placed on pronunciation by eliminating speech elements that impede communication.

By the end of these courses, students will be able to:

- Use various verbal strategies to improve their communication skills.
- Understand how to produce clear English pronunciation, including various consonant and vowel sounds, and stress, rhythm, and intonation patterns.
- Clearly present individual, pair, and group presentations on researched topics using introduction, conclusion, and well-organized points with support.
- Understand and take notes on short presentations.

Current Events Courses

The goal of these courses is to develop students' communication and critical thinking skills through open discussions of current events and social issues. Discussions are supplemented by readings, audio, and videos, and focus on authentic news and controversial issues in the U.S. and around the world. Grammar, writing, and vocabulary skills are also developed.

By the end of these courses, students will be able to:

- Discuss various types of news reports and get a better picture of the country they are living in and/or visiting.
- Incorporate critical thinking skills by discussing and relating to various social issues.
- Produce enhanced English grammar and writing.

GEORGIA CHRISTIAN UNIVERSITY



ESOL
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES